SYLLABUS

Dixie State College
St. George, Utah

Course Number: MGMT 3700 Section 50

Term: Spring 2010
Term Dates: 12 January through 27 April 2010
Instructor: Dr. Roy Caldwell

Office Hours/Instructor Availability: I hold office-hours 24 hours a day. The Primary way to contact me at any time is by email using my Dixie State College email address: rcaldwell@dixie.edu. I will respond within 24 hours. On class days, arrangements can be made to meet with me before or after class.

Office Location: Udvar-Hazy Bldg. 333
                                   Dixie State College
                                   225 South 700 East
                                   St. George, UT 84770

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Course Title: Organizational Behavior, Theory and Applications **(3 Credit Hours)**

Meetings: Tuesday: 12,19,26 Jan; 2,9,16,23 Feb; 2,16,23,30 Mar; 6,13,20,27 Apr

                                   All classes meet from 5:15 p.m. to 7:45 p.m.

Class
Location: Room 243
                                   Udvar-Hazy Business Bldg.
                                   Dixie State College Campus
                                   225 South 700 East
                                   St. George, Utah 84770

Course Texts:

Hersey, P., Blanchard, K. H., Johnson, D. E. (2008) *Management of Organizational Behavior: Leading Human Resources*, 9th ed., Prentice Hall Publishing. (ISBN: 978-0-13-144139-2)

Frankl, Viktor El, *Man's Search for* Meaning, 1984, Washington Square Press. (ISBN: 978-0-671-02337-3)

Supplementary Materials:

Prerequisite Knowledge: Prior to the first class meeting the student will have reviewed Chapter 1 of the text and its cases.

Student Resources:

Campus Computer Center (SCC) or Computer Center in UHB for academic support.

Course Paper Guide – handed out by the instructor at the beginning of class.

COURSE DESCRIPTION:
The emphasis is on human development and the development of effective work elements, as well as the personnel concerns which must be resolved for successful leadership. Topics provide insights to behavior, structure, authority, motivation, leadership, organizational development, and social responsibility. Prerequisites: ENG 3010

GOALS:
The purpose of this course is to provide the student with the principles, research and applications of Organizational Behavior. The student should be capable of recognizing principles being applied to actual everyday managerial situations. While this course includes a thorough grounding in organizational behavior research, the main focus of the course is to provide the managerial practitioner with insights into how people behave in organizational settings.

LEARNING OUTCOMES:

Upon course completion, students will be able to:

1. Explore the origins and foundations of organizational behavior, including processes and consequences of those processes.

2. Appraise the various theories of leadership, comparing them and contrasting them, showing similarities and differences.

3. Compare, contrast, and analyze various organizations' structural configurations.

4. Apply the major theoretical approaches to motivation in designing reward systems that tie reward and performance in varied organizational settings.

5. Examine group dynamics, power, and influence in organizations, and explain who they are interrelated.

6. Formulate how the process of perception influences the management processes and contributes to individual differences.

7. Establish the various means of managing conflict, power, and political action in an organization.

8. Explain and analyze the issues relating to management ethics and social responsibility.

9. Describe and assess the processes of individual and group decision making, illustrating when each should be used. Diagnose the effectiveness of a work team and prescribe ways for increasing group effectiveness.

10. Propose and evaluate a plan for implementing and evaluating changes within an organization.

11. Formulate and assess the key issues in organizational behavior from a strategic and an international perspective.

Grading:

Class Participation and Involvement	100 PTS	10 %
Critical Thinking Paper (50% Style, 50% Content)	250 PTS	25 %
Team Project Report/Presentation	150 PTS	15 %
Exam #1	100 PTS	10 %
Exam #2	150 PTS	15 %
Exam #3	250 PTS	25 %
Total:	1000 Pts	100 %

Grade Points	**Grade**	**Percentages**
90-100 PTS	A (Excellent)	90-100 %
80-89 PTS	B (Satisfactory)	80-89 %
70-79 PTS	C (Passing)	70-79 %
69 or less PTS	F (Failure)	<70 %

Class Policies:

Assignments: All assignments will be completed in a professional manner and on time, unless prior arrangements have been made with the professor.

Guidelines for Projects: The Team Project Report will be done in teams of three or four.   Each team will select a problem or project from current work settings. The selected problem or project should be actual and contemporary. Under the direction of the Team Leader, the students will determine how to apply one strategy to solve the problem or to accomplish the project. By the second weekend of class, each team will deliver the Team Project Outline, a one-page outline (bullets) of the Team Project Report. It is a formative exercise, preferably delivered by E-Mail, so the team can obtain early feedback on the expectations for the report. The final five-page Team Project Report and 15-minute Oral Presentation are due the last night of class.

Make-Up of Classes/Examinations: The faculty of Dixie State College affirms the importance of prompt and regular attendance on the part of all students. Quality instruction clearly depends upon active student participation in the classroom or its equivalent learning environment. Your participation is particularly important in this course, since each class

constitutes a significant percentage of the total course. All absences, regardless of reason, require a make-up assignment, mutually arranged between the instructor and the student. If an absence is anticipated, the student should notify the instructor, preferably in advance. Students are encouraged to assist each other with access to class notes for missed classes.

Academic Honesty And Integrity: Academic honesty is the expected mode of behavior. All honesty violations will be treated seriously as prescribed by the University. **Plagiarism** is perhaps the most common and misunderstood form of academic dishonesty. It involves the taking of ideas, writings, etc. from another and passing them off as one's own. Plagiarism includes the use of any source to complete academic assignments without proper acknowledgment of the source.

Proprietary Information: While the University's teaching/learning model emphasizes the sharing of professional experiences in the context of analyzing relevant course materials, it is against the policy of Dixie State College for students and/or faculty members to share information about present or past employers that would be considered to be "proprietary," "confidential," "company sensitive," or "trade secret."

Disability Statement: If you are a student with medical, psychological or learning disability and need accommodations, contact The Disability Resource Center (435-652-7516) in the Student Services Center, Room 201. The Disability Resource Center will determine your eligibility and establish the appropriate accommodations related to your disabililty.

Rebelmail: Important class and college information will be sent to your Rebelmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Rebelmail email account. If you don't know your user name and password, go to www.dixie.edu and select "Rebelmail," for complete instructions. <u>You will be held responsible for information sent to your Rebelmail email, so please check it often</u>.

Harassment and Unethical Behavior: All employees and students have a right to an environment free of discrimination, including freedom from sexual harassment. It is the policy of Dixie State College that no employee or student may sexually harass another. The intent of this policy is not to create a climate of discomfort but to foster responsible behavior in an academic and working environment free of discrimination. The University sexual harassment policy can be found in ERAU Administrative Policies and Procedures Manual (APPM) section 8.3.4 at http://www.db.erau.edu/appm/policy/8-3-4.html

Student Preparation and Participation: As a MINIMUM, all students are EXPECTED to have READ and thought about the information provided in the assigned chapters BEFORE class commences! This is a professional responsibility to yourself and your classmates. Active participation in class discussions is an important element of a collegiate program; it is evaluated by instructors and is reflected in the assignment of course grades. Participation includes the quantity and quality of comments and class discussions, lively fellowship, positive contributions to group assignments, ability to respond to questions by classmates and the instructor and ability to work as a member of a group. Students are expected to synthesize, analyze and integrate all

reading assignments. It is obvious that consistent attendance and being on time is an essential ingredient of participation.

Computing, Critical Thinking, Speaking and Writing Across the Curriculum

In addition to the specific content of this course, there will a concentration on the development of the students' computing, critical thinking, speaking and writing skills:

(1) **Computing:** Students will be expected to use computer technology in this course. Use of word-processing to compose and edit course papers, PowerPoint or HTML to make class presentations, and E-mail to communicate with other students and the instructor is the recommended class standard;

(2) **Critical Thinking:** Students will be encouraged to form their own opinions and analysis of the relevant course topics and information. Throughout the course, they will be encouraged to use clear, logical thinking. The ability to analyze situations using sound, scientific reasoning will be emphasized;

(3) **Speaking:** Students will be expected throughout this course to express themselves orally. Their opinions will always be sought on a voluntary basis. Each student will have an opportunity to make presentations in the course, and

(4) **Writing:** The required reports are recommended to be written using the American Psychological Association (APA) format. The GRP/APA format uses citations in the text, when citing another author's work, and a reference list at the end with all the sources. GRP/APA is very formal, third person, uses no contractions and has a very specific style. Development of writing skills is considered an essential element of this course.

Course Schedule:

CLASS	DATES	IN CLASS TOPICS	NOTES
#1	12 Jan 10	Review Syllabus; Q&A Course Paper Guide; View "12 Angry Men" (90 minutes)	Take notes on handout
#2	19 Jan 10	Discuss: Ch. 1 – Management: An Applied Behavioral Sciences Approach; LO #1	Several handouts
#3	26 Jan 10	Discuss: Ch. 2 – Motivation and Behavior; Ch. 3 – Motivating; Select 4 teams and 4 presentation topics; LO #2	Approve Paper Topics
#4	2 Feb 10	Discuss: Ch. 4 – Leadership: An Initial Perspective; Take Exam #1 and afterward conduct Q&A; LO #3	Exam #1 (Ch. 1-4)
#5	9 Feb 10	Discuss: Ch. 5 – Leadership: Situational Approaches; Ch. 6 – Determining Effectiveness; LO #4	
#6	16 Feb 10	Discuss Ch. 7 – Situational Leadership; Ch. 8 – Situational Leadership, Perception, and the Impact of Power; LO #5	

#7	23 Feb 10	Discuss: Ch. 9 – Situational Leadership: Training and Development; LO #6	
#8	2 Mar 10	Discuss: Ch. 10 – The Situational Leader and Constructive Discipline; Take Exam #2 and afterward conduct Q&A; LO #7	Exam #2 (Ch. 5-10)
#9	16 Mar 10	Discuss: Ch. 11 – Building Effective Relationships; Conduct LEAD Assessment (Self & Others); Q&A LEAD; LO #8	Handouts
#10	23 Mar 10	Discuss: Ch. 12 – Effective Communication; Ch. 13 – Leading Effective Teams; Explain and conduct PERSOGENICS Assessment; LO #9	
#11	30 Mar 10	Discuss PERSOGENICS Profiles, Q&A; Discuss Ch. 14 – Implementing Situational Leadership: Managing People to Perform; LO #10	
#12	6 Apr 10	Discuss: Ch. 15 – Implementing Situational Leadership: Building Commitments; LO #11	
#13	13 Apr 10	Discuss: Ch. 16 – Synthesizing Management Theory: Integrating Situational Leadership with the Classics (part 1)	
#14	20 Apr 10	Discuss: Ch. 16 – Synthesizing Management Theory: Integrating Situational Leadership with the Classics (part 2); Teams #1 and #2 present (15 min. each)	Term papers due
#15	27 Apr 10	Teams #3 and #4 present (15 min. each); Review for Exam #3	
	4 May 10	Final Exam - in classroom	Exam #3 (all since Ch. 10) plus Viktor Frankl book