

MGT503: Organizational Behavior and Management Processes
Instructor: Philip G. Benson, PhD
Class Meets: 6:00-8:30 p.m., Th, GU 200
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Instructor Contact Information

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The best way to contact me is through e-mail. Please, send messages directly to me, not through WebCT, as this will ensure a more timely response to questions or comments.

Objective

In this course we will examine the basic nature of human behavior in organizations, and the fundamental issues, theories, and processes required to properly manage and direct such behavior for the attainment of organizational goals and objectives. The course is an entry for graduate level students interested in management and administration, and although the primary focus will be on business organizations, there will be much of the course content that is also relevant for those students interested in managing non-profit organizations, government agencies, NGOs, and other forms of human organizations.

To properly understand human behavior in organizational settings, it is necessary to go beyond mere “textbook” knowledge and instead delve into fundamental issues on a more practical level. Thus, this course will include classroom lecture, but will also require students to participate in a variety of in-class activities, especially case discussions. For learning to take place in these contexts, it is critical that students attend the course regularly. *In-class activities are inherently just that, in-class, and there is no appropriate way for a student to “make up” such activities when missed. Thus, there will be no make-ups allowed for in-class work.*

As individuals advance within organizational hierarchies, the mix of task expectations will change. Those in management positions are expected to perform far more interpersonal and “human relations” tasks, and to spend less time on technical details of task accomplishment. This course will focus on the nature of management as a human process.

Textbooks

Schermerhorn, J. R., Jr., Hunt, J. G., & Osborn, R. N. (2004). *Core concepts of organizational behavior*. Hoboken, NJ: John Wiley & Sons.

Seijts, G. H. (2006). *Cases in organizational behavior*. Thousand Oaks, CA: Sage Publications.

Basis of Student Grading/Evaluation

Students will be expected to meet several objectives, and this will require that several components be graded to evaluate student performance. First, there will be a formal exam. This will be given on the last night of class, and will be “open book, open notes, open internet, closed e-mail, closed chat” in format. The only restriction on use of material will be that all work be original by the student submitting the exam (see policies on academic honesty below). Obviously, any exam allowing use of outside material will inherently require students to think about issues raised, and will require application of knowledge to unique situations rather than to simply give back “facts” memorized in class. Creativity, depth of understanding, and perceptiveness will be the primary standards used in evaluating responses to questions, and the questions will be very broad in nature, with ambiguous problems to be addressed. (Welcome to the real world.)

In-class participation will be evaluated generally. This requires that students prepare for class by doing all assigned readings, and take an active role in their own education. As your instructor, I *will not* maintain a “log” where I count your comments in class, or any other such objective measure of participation. Rather, your evaluation will inherently be subjective in nature, and will reflect my perception that you are a meaningful participant in the class.

Specific grades will be given for case discussions which will take place in class as indicated in the course schedule below. Each case will require a specific written assignment be done before class, which must be turned in, typed, in class when the discussion takes place. Grades on individual cases will be a combination of the written material submitted, and the participation in the discussion of the case in class. Please see the attached guidelines on cases for a clear idea of the basis of my expectations for case preparation and participation.

In addition to discussion of cases in class, other activities will be used at times. These may or may not be announced, and can involve a variety of activities. In particular, I believe that films can show meaningful insights into social and behavioral processes, and at times there will be film clips shown in class, with required analysis and discussion by students. In addition to films in class, other exercises will occasionally take place. As with case discussions, there is no meaningful way to “make up” an activity like this once it is missed, so attendance is mandatory

The formal grading scale in this course is as follows:

Final Exam: This is weighted 200 points. The exam will be completed in class, will cover a wide variety of topics from the semester, and will require the student to think in applying course knowledge to creating cogent answers. This is an open book exam, and students can use their texts, in-class wireless access to the internet, or other resources in

framing their answers. *However, under no circumstances will students be allowed to confer with other students or other persons during the exam. This means cell phones will not be present, and means that anyone using a computer will be absolutely forbidden from accessing communication programs, especially e-mail or “chat” facilities, during the exam. Violation of this rule is an automatic grade of “F” (failure) in the class, with no discussion or exceptions.*

Cases: There will be eight cases discussed in class (as scheduled later in this syllabus), and students can drop any one grade on these cases. This also allows students to miss one class meeting, and drop the resulting zero from that case discussion. The seven remaining cases are weighted at 20 points each, for a total of 140 points.

Note that for each case, there are questions in the text. The case book is organized into four sections, and each starts with a discussion of information critical to the cases (please read this as part of your preparation), and a series of questions for each case along with a very brief summary of each case. Your written assignment for each class meeting is to prepare answers to the questions given for each case. For example, the first case, on Daimler-Chrysler, is found on pages 190-192. On page 183, in the opening to the cases on change management, there is a synopsis and two questions. These are the questions for which you should prepare answers in getting ready for class discussion of this case. The same approach should be used for each case, and these will form the basis of your written case analyses. Note that the questions to prepare for any case may be altered by the instructor during class periods; as an example, the first case on Daimler-Chrysler will be different from what is asked in the course book.

Participation: Course participation will be graded as noted above, and will be given a total weight of 100 points. This will be broken into two subcomponents: I will give you at midterm a summary of the first half of your participation grade, although the total of 100 points for the semester will be given at the end of the course.

Other In-Class Activities: The total points for other in-class activities (film clip discussion, etc.) will add up to 60 points.

Thus, a total of 500 points are available. Grades will be assigned on the basis of the following grading scale:

A	450 points or more
B	400-449 points
C	350-399 points
D	300-349 points
F	299 points or less

Course Schedule

January 15: What is organizational behavior?

SHO: Chapters 1, 2

January 22: The nature of global organizations and diversity

SHO: Chapters 3, 4

Case: Crafting a Vision at Daimler-Chrysler. (pp. 190-192)

January 29: Perceptions and attribution in work organizations

SHO: Chapter 5

February 5: Motivation I

SHO: Chapter 6

February 12: Motivation II

SHO: Chapter 6

Case: Jinjian Garment Factory: Motivating Go-Slow Workers (pp. 30-35)

February 19: HRM and the nature of jobs

SHO: Chapters 7, 8

Case: Macintosh Financial: Sexual Harassment (pp. 103-107)

February 26: Groups and teams

SHO: Chapters 9, 10

Case: Chuck MacKinnon (pp. 84-97)

March 5: The nature and design of organizations

SHO: Chapters 11, 12

Case: ABB Poland (pp. 192-201)

March 12: Leadership I

SHO: Chapter 14

March 19: Leadership II

SHO: Chapter 14

March 26: Spring Break

April 2: Politics and power

SHO: Chapters 15

Case: PETA's "Kentucky Fried Cruelty, Inc." Campaign (pp. 230-246)

April 9: Communication

SHO: Chapter 16

Case: Cushy Armchair (pp. 188-190)

April 16: Decision making

SHO: Chapter 17

April 23: Conflict and stress

SHO: Chapters 18, 19

Case: Martin Brass Company (A)

Tom Fuller, Vice President, Manufacturing (pp. 75-77)

April 30: Organizational culture and change

SHO: Chapters 13, 19

Week of May 3: Final Exam (as scheduled by university)

Important Policies

· **Incomplete Grades:** Incomplete grades may be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis that the instructor believes genuinely precludes successful completion of the course. An incomplete grade will not be given simply because the student is unhappy with his or her academic progress during the semester.

· **Withdrawals:** it is the responsibility of the student to know important dates such as University drop dates. Moreover, it is the responsibility of the student to officially withdraw from any class that he or she intends to drop.

· **Students with Disabilities:** If you have, or believe you have, a disability & would benefit from any accommodation(s), you may wish to self-identify by contacting the

Services with Disabilities (SSD) office located at Garcia Annex (phone 646-6840; TTY 646-1918) to register. All medical info will be treated confidentially. If you have already registered, please make sure that your instructor receives a copy of the accommodation memorandum from SSD within the first 2 weeks of classes. It will be your responsibility to inform either your instructor or SSD representative (in a timely manner) if the services/accommodations provided are not meeting your needs. If you have a condition that may affect your ability to exit safely from the premises in an emergency or that may cause an emergency during class, you are encouraged to discuss any concerns with the instructor or Ms. Jane Spinti, SSD Coordinator. Feel free to call Mr. Paul Gayle-Smith, Director, Institutional Equity/EEO, at 646.3635 with any questions about the Americans with Disabilities Act (ADA) &/or Section 504 of the Rehabilitation Act of 1973.

- **Policy on electronic/information devices.** In addition, no communication devices of any form are allowed to be visible during any graded activity. They may be placed in your pocket, purse, or in a backpack. If the instructor sees you in visible possession of a telephone, palm pilot, tape recorder, disk player, or any other device which can be used to store, retrieve, send, or receive any form of data or message, it will result in an automatic grade of F in the course, without regard to whether the device was in use at the time or not. Computers and internet access will be allowed during the final exam as noted elsewhere, but may not be used for communication with others, only for locating information.

- **Cheating:** Cheating will not be tolerated. Punishment for those caught cheating will be an “F” in the course. The person will also be subject to further sanctions as indicated in the NMSU student code of conduct.

Attendance Policy

Formal attendance records will not be kept, or used as a basis of evaluation directly. However, given the amount of in-class graded work in this course, students who fail to attend will inherently not succeed in this class. Thus, think of attendance as mandatory, but not formally recorded.