SYLLABUS
B7401
Organizational Behavior
Summer II 2007
June 28-August 18

Instructor : Dr. Peggy Jones
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Office Hours: By Appointment

Course description: The focus of this course is the theoretical and practical implications of organizational behavior, as addressed from a social science perspective. It stresses how being a consumer of organizational research can help the manager with everyday problems, and help the researcher to answer organizational behavior questions. Upon completion of the course, the student will have mastered the concepts of the field, such as diversity in the workplace, perception and attribution processes, motivation and individual differences in organizations, group dynamics and decision making, team work, leadership, and quality improvement programs.

Required Readings:

George, J. M., Jones, G. R. (2005). *Understanding and managing organizational behavior.* Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 0131454242.

Additional Readings:

American Psychological Association. (2001). *Publication Manual of the American Psychological Association.* 5th ed. Washington, D.C.

Harvey, Jerry, B. (1996) *The Abilene Paradox and Other Meditations on Management.* Jossey-Bass, NY. ISBN: 0-7879-0277-2

Collins, J. & Porras, J. (1997). *Built to Last: Successful habits of Visionary Companies.* Harper Business, NY. ISBN 0-88730-739-6

Collins, Jim. (2001). *Good to Great.* Harper Business, NY. ISBN 0-06-662099-6

Ermann, D.M., & Lundman, R.J., (2002) *Corporate and Governmental Deviance: Problems of OB in Contemporary Society* (6th ed.) New York, Oxford University Press. ISBN 0-19-513529-6

Gerstner, L.V. (2002) *Who Says Elephants Can't Dance: Inside IBM's Historic Turnaround.* Harper Business, NY. ISBN 0-06 052379-4

Ghoshal, S., & Bartlett, C.A. (1997) *The Individualized Corporation: A Fundamentally New Approach to Management.* Harper Business, NY. ISBN 0-88730-806-6

Hoopes, James (2003) *False Prophets: The Gurus who created modern management and why their ideas are bad for business today.*
Perseus, NY. ISBN 0-7382-07985

Kirkpatrick, D. L. (1998). *Evaluating training programs*, (2nd. ed.). San Francisco, CA: Barrett-Koehler Publishers, Inc. ISBN 1-57675-042-6

Moore, G. A. (2000) Living on the Fault Line: Managing for Shareholder Value in the Age of the Internet. Harper Business, NY. ISBN 0-88730-888-0

Stack, Jack (1992) *The Great Game of Business.* Currency Doubleday, NY. ISBN 0-385-47525-X

Journals

Academy of Management Journal	Administrative Science Quarterly
American Psychologist	Harvard Business Review
Human Systems Development	Industrial Management Review
Journal of Applied Psychology	OD Practitioner
OB and Human Decision Processes	OB and Human Performance
Personnel Psychology	

Course Objectives:

1. Evaluate the theoretical and practical implications of organizational behavior.
2. Analyze the role of organizational research in establishing solutions to organizational problems for both managers and researchers.
3. Explore diversity issues in the context of organizational behavior in the workplace as well as individual differences within an organization.
4. Analyze the various organizational behavior concepts, theories and models.
5. Compare and contrast motivation techniques used in organizations.
6. Apply organizational behavior concepts to specific work environments.
7. Assess complexity and uncertainty in organizations and apply those concepts to managing behaviors in the workplace.
8. Examine the ethical issues related to organizational behavior.
9. Explore the impact of teamwork on organizational behavior as it pertains to group dynamics, decision making and quality improvement processes.

COURSE OUTLINE:
Please note: the course outline is subject to change based on the progress of the course.

Weekend Meetings July 14/15 and August 11/12 9:00a.m.-6:00 p.m

Week	Topics	Readings
1 **6/28**	Introduction to Organizational behavior (OB) Theoretical implications of OB	George & Jones, Chapter 1
2 **7/5**	Motivation Theories Motivation Processes	George & Jones, Chapters 6-8
3 **7/12**	Individuals in Organizations Diversity in Organizations	George & Jones, Chapters 2 - 4
4 **7/19**	Organizational Politics Organizational Cultures	George & Jones, Chapter 5, 12 – 13, 15, 17
5 **7/26**	Teamwork Processes Group Dynamics	George & Jones, Chapters 10 – 11, 14
6 **8/1**	Organizational Design & Structure Organizational Change	George & Jones, Chapters 16, 18.
7 **8/8**	Synthesizing Organizational Behavior Theories and Models Applying Organizational Behavioral Concepts to Work Environments	Review all course readings
8 **8/15**	Application and Value of Organizational Behavior Demonstrate the professional and personal value of the study of Organizational Behavior	Review course objectives

Grading Criteria

Grading Scale
Grading requirements

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 – 73
C-	72 – 70
F	79 and below

Attendance/participation	*25%*
Weekly Assignments	*20%*
Final paper	*35%*
Team Exercise	*10%*
Individual Exercise	*10%*
	100%

Final Paper:
A Chief Executive Officer (CEO) of a company of your choosing comes to you, a leading management consultant, wanting to know how to turn her company into a Learning Organization. What plan would you propose as a means to achieve that outcome? Prepare an in-depth profile of the organization and a detailed implementation plan for a successful change initiative. Utilizing APA style and format, write a 15 – 20 page plan for change

Participation Expectations:

Students are expected to be punctual to all classes and practicum. Absences should occur only for such urgent reasons as ill health or critical emergency. Whenever possible, students should notify the faculty of these absences in advance. Excessive late arrivals or absences, regardless of the reason, may jeopardize a student's academic standing.

 Online courses offered at Argosy University require, at a minimum, weekly participation (not just weekly log-in) by the student unless granted a documented exception by the instructor. Online courses start on the first day of the semester or session. A student who does not log-in to the course within the first five days (including weekend days) of a 7.5-week session, or within the first 10 days (including weekend days) of a 15-week semester, and has not submitted an official Add/Drop Form, will be dropped from the course automatically and receive a refund based on the applicable Argosy University refund policy (Argosy University Academic Catalog 2006-2007, p. 35).

Library:

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at http://library.argosyu.edu. Detailed descriptions of online resources are located at http://library.argosyu.edu/misc/onlinedblist.html.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at http://library.argosyu.edu/infolit/

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001).* Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and

provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.