

**Cleveland State University
Levin College of Urban Affairs
Fall, 2009**

**Organizational Behavior, PAD 604, Section 501 / NAL 604, Section 501
Blended course: Online and some Mondays 6:00 – 9:50 p.m.**

Nancy Meyer-Emerick, Ph.D., MPOD
UR 311 (216) 687-2261; Home office (216) 267-5713
Email: n.meyeremerick@csuohio.edu
In person Office hours: Monday and Tuesday 5:00-5:45 p.m.
Online Office hours: 1-5 pm MT and by appointment

Help with Blackboard: There are many tutorials for students on the CSU Center for E-learning website (click on 'Students' on the right side of the page). You can also contact the CSU Call Center at (216) 687-5050 or call_center@csuohio.edu.

Course Description

Organizational behavior is a new field only dating back to Kurt Lewin's first experiments in the 1940s. It seeks to "understand, explain, predict, and change human behavior that occurs in the organizational context" (Wagner & Hollenbeck, 1995). It includes scholarship from many disciplines including psychology, sociology, anthropology, political science and economics. Organizational behavior has three levels of analysis: the individual, the group and the organization. While our workbook includes many examples from the private sector, we will focus specifically on the government and nonprofit sectors as these environments provide unique challenges to employees and managers and the people they serve.

Course Objectives

The course has three objectives. The first is to train you to think like an organizational behavior expert by learning and applying organizational behavior theories and strategies. The second is to teach you *how* to learn so that you will continue to develop new skills and insights throughout your lifetime. The final objective is to develop your self-knowledge and an understanding of how your behavior affects others so that you can become a better leader and team member.

Required Reading

Workbook: Osland, J.; Kolb, D.A.; Rubin, I.M. and M.E. Turner (2007). Organizational behavior: an experiential approach. 8th Edition. Upper Saddle River, NJ: Prentice Hall.

Reader: Osland, J.; Turner, M.E.; Kolb, D.A. and I.M. Rubin (2007). The organizational behavior reader. 8th edition. Upper Saddle River, NJ: Prentice Hall.

Recommended Reference:

Web site: http://owl.english.purdue.edu/handouts/research/r_apa.html (This is a simple guide to the American Psychological Association (APA) style.)

ADA If you believe that you require accommodations under the Americans with Disabilities Act (ADA), please contact the Office of Disability Services at 687-2015.

Course Requirements

Course grades will be based on the following criteria:

Online and classroom preparation and participation – 10%

Both online and in class participation are important components of this course. You are expected to thoughtfully discuss the assigned readings and to have completed the exercises within the chapters. Assignments will be submitted via Blackboard.

Facilitate an online class discussion about an article from the Reader – 5%

Each student will choose and facilitate an online discussion during the semester. No later than the prior Friday at 6:00 pm, the facilitator will post a 2 page double spaced executive summary of the reading on Blackboard including the main facts, the relevance of the case to organizational behavior, how it relates to the topic for the week and current issues and practical lessons. The facilitator will also develop a list of questions to stimulate thought. The facilitator's grade will consist of three parts: (1) executive summary, (2) questions, (3) facilitation throughout the week by responding to discussion posts and driving feedback and discussion.

Weekly Assignments – 44%

Instead of a midterm examination you will have assignments due each week. Each of the 22 assignments is worth 2 points. Assignments will be submitted via Blackboard no later than the start of class on the day they are due and should also be brought to class the week they are due to support the discussion. Type your name and the chapter and page number of the assignment at the top of the page. Number your answers the same way that the questions are numbered in the book, for example, B.1., B.2., etc. **You do not need to retype the questions themselves.** You must complete the Class Preparation and exercises within each chapter *before* class. You do NOT need to complete Section E in the Personal Application assignment for any of the chapters. Late assignments will not be accepted.

Research proposal – 6%

In order to make writing your research paper more enjoyable, you will prepare a 3-5 page research proposal detailing the research problem/situation, audience, proposed solution(s), and proposed literature search. You do NOT need to have any actual references in the proposal. You are encouraged to study and develop solutions to an organizational behavior challenge in your workplace or in an organization that you belong to. If you choose to do field research, we will submit your proposal to the CSU Institutional Review Board (IRB) to obtain permission to proceed with the project.

Research Paper - 15%

The paper should be written using APA style and be 10-15 double spaced pages in length. The paper should demonstrate your understanding of the organizational behavior theory you are applying and some viable solution(s) using appropriate citations and at least 10 references from peer reviewed, blind refereed journals.

Online Presentation of research - 5%

You will be able to share the results of your research with the class towards the end of the semester using an online presentation format.

Final Examination - 15%

One final essay examination will be given at the end of the semester.

Graduate course grading:

Using this table as a guide, you will always know how you are doing in the course.

A	95-100	B-	75-79
A-	90-94	C	70-74
B+	85-89	F	below 70
B	80-84		

Students are expected to follow the highest standards of academic and professional honesty. Plagiarism will result in an automatic grade of F. Please consult the CSU Policy on Academic Misconduct in the Student Handbook which is available through the University's website.

Course Outline - Reading Topics and Assignments

**** Note: All assignments should be submitted via Blackboard**

Week 1 (Aug. 24) Introduction to Course
(Face to Face class) Personal Introductions
Research Project Brainstorming

Week 2 (Aug. 31) (Workbook) Setting the Global Stage: Introduction to the Workbook

(Workbook) Chapter 1, The Psychological Contract and Commitment. Complete the Personal Application Assignment pgs. 23-24.

(Reader) “The Psychological Contract: Violations and Modifications” Rousseau, D.M., pgs. 41-48. (Note: the References for this reading are not formatted correctly.)

(Workbook) Chapter 2, Theories of Managing People. Complete the Personal Application Assignment on pgs. 45-46.

(Reader) “Mastering Competing Values: An Integrated Approach to Management,” Quinn, R.E. pgs. 77-87.

Week 3 (Sept. 7)

Introduction to the Institutional Review Board: Protection of Human Subjects

(Workbook) Chapter 3, Individual and Organizational Learning. Complete the Personal Application Assignment on pgs. 70-72.

(Workbook) Chapter 4, Decoding Human Behavior and Personality. Complete the Personal Application Assignment on pgs. 91-92.

(Reader) “The Tyranny of Toxic Managers: Applying Emotional Intelligence to Deal with Difficult Personalities,” Lubit, R. pgs. 124-136.

Week 4 (Sept. 14)

Introduction to Emotional Intelligence and Intentional Change Theory

(Workbook) Chapter 5, Individual and Organizational Motivation. Complete the Personal Application Assignment on pg. 119-120.

(Reader) “Motivation: A Diagnostic Approach,” Nadler, D.A. and E.E. Lawler, III, pgs. 171-180.

(Workbook) Chapter 6, Values and Workplace Ethics. Complete the Personal Application Assignment on pgs. 149-150.

Week 5 (Sept. 21)
(Face to Face class)

Work on proposals in class

(Workbook) Chapter 7, Personal Growth and Work Stress
Complete the Personal Application Assignment on pgs. 181-184.

(Reader) “On the Realization of Human Potential: A Path with a Heart,” Shepard, H., pgs. 251-262.

(Workbook) Chapter 8, Interpersonal Communication. Complete the Personal Application Assignment on p. 214-215.

(Reader) “Active Listening,” Rogers, C.R. and R.E. Farson, pgs. 279-290.

Week 6 (Sept. 28) (Workbook) Chapter 9, Perception and Attribution. Complete the Personal Application Assignment on p. 244-245.

(Reader) “Where Bias Begins: The Truth about Stereotypes,” Paul, A.M., pgs. 310-314.

(Workbook) Chapter 10, Group Dynamics and Work Teams. Complete the Personal Application Assignment on p. 278-279.

Week 7 (Oct. 5) **Proposals Due**

Introduction to Appreciative Inquiry

(Workbook) Chapter 11, Problem Solving. Complete the Personal Application Assignment on pgs. 309-310.

(Reader) “Putting Your Company’s Whole Brain to Work,” Leonard, D. and S. Straus, pgs. 350-362.

Week 8 (Oct. 12) (Workbook) Chapter 12, Managing Creativity. Complete the Personal Application Assignment on pgs. 329-332.

(Reader) “Improving the Creativity of Organizational Work Groups,” Thompson, L., pgs. 382-401.

Week 9 (Oct. 19) (Workbook) Chapter 13, Conflict and Negotiation. Complete the Personal Application Assignment on pgs. 360-361.

(Reader) “How Management Teams Can Have a Good Fight,” Eisenhart, K.M., Kahwajy, J.L. and Bourgeois III, L.J., pgs. 403-412.

Week 10 (Oct. 26) (Face to Face class) (Workbook) Chapter 14, Managing Diversity. Complete the Personal Application Assignment on pgs. 384-386.

(Reader) “Generations: Boomers and Echos and Nexters – Oh My!,” Hankin, H., pgs. 431-443.

(Workbook) Chapter 15, Leadership and Management. Complete the Personal Application Assignment on pgs. 414-415.

(Reader) “Level 5 Leadership,” Collins, J., pgs. 474-492.

Week 11 (Nov. 2) (Workbook) Chapter 16, Organizational Culture. Complete the Personal Application Assignment on pgs. 451-453.

(Reader) “Uncovering the Levels of Culture,” Schein, E.H., pgs. 494-501.

(Workbook) Chapter 17, Decision Making. Complete the Personal Application Assignment on pgs. 485-486.

(Reader) “How People Really Make Decisions,” Klein, G., pgs. 528-542.

Week 12 (Nov. 9) (Workbook) Chapter 18, Power and Influence. Complete the Personal Application Assignment on pgs. 518-519.

(Workbook) Chapter 19, Empowerment and Coaching. Complete the Personal Application Assignment on pgs. 547-548.

(Reader) “Management Dialogues: Turning on the Marginal Performer,” Schermerhorn, Jr., Gardner, W.L. and Martin, T.N., pgs. 593-605.

Week 13 (Nov. 16) **Research Papers Due**

(Workbook) Chapter 20, Performance Management. Complete the Personal Application Assignment on pgs. 592-593.

(Reader) “On the Folly of Rewarding A, While Hoping for B,” Kerr, S., pgs. 607-614.

Week 14 (Nov. 23) (Workbook) Chapter 21, Organization Design. Complete the Personal Application Assignment on pgs. 621-622.

(Reader) “Strategies for Responsible Restructuring.” Cascio, W.F., pgs. 671-687.

Week 15 (Nov. 30) **Online Research Presentations Due**
(Face to Face Class) **Course Evaluations**
Final Exam distributed

(Workbook) Chapter 22, Managing Change. Complete the Personal Application Assignment on pgs. 658-659.

(Reader) “The Heart of Change,” Kotter, J.P. and Cohen, D.S., pgs. 689-703.

Week 16 (Dec. 7) **Final Exam Due by 10:00 pm – Submit via Blackboard. Late submittals will not be accepted.**

Guidelines for Research Proposal and Final Paper

** We will submit the research proposals to the CSU Institutional Review Board (IRB) in order to protect human subjects.

Format: The proposal and paper should be written in American Psychological Association (APA) style. This is a very simple author/date style that we will discuss briefly in class. Please double space your paper, use a simple typeface (e.g., Times New Roman), 12-point type, and put a one-inch margin around the text. Make sure to number the pages and use paragraphs rather than spaces to separate groups of sentences. You may use headings and your final paper should include the results of any field research you have done. You do not need to prepare an abstract or use a running header on each page.

State the problem: What **organizational behavior** problem or appreciative inquiry intervention do you want to study? You will probably need to give some background on the organization in this section. Be very specific about the problem / intervention.

Audience: Who are you writing this paper for? Your tone will vary depending on who you are speaking to. Your audience may be the members of the class, or you may want to share your work with your supervisor.

What do you think the solutions are? Be very specific in stating what you think the solutions may be, given your experience in the organization. Explain why you hold that opinion.

Literature search: Indicate where you will look in the literature. Will you look at the organizational behavior literature, in public administration, or is the issue so specific to your discipline or situation that you need to look into that field’s literature (e.g., health care administration, law enforcement)? You do not need to list your references in the proposal. Your final paper however, must contain **at least 10 references from peer-reviewed journals that you have found on your own. You must discuss each article in your paper.** You may also use book references but these do not count towards the 10 articles. If you are unable to do field research, you must have at least 15 references from peer-reviewed journals. The CSU librarians are very helpful and a wonderful resource.

Research design: Explain, in detail, how you will test your proposed solutions. Will you look at existing statistical data; will you survey your co-workers or employees? Will you

interview people? How will you present your data? When and how will you perform your research?

Conclusion (for final paper only): Discuss whether the literature supported the solutions that you proposed initially. Then discuss the research results and how they can be applied to the agency problem / intervention.

Note: It is extremely important that you perform your research on your own time unless you have permission from your supervisor to do the work while you are on the job. A cooperative relationship with your supervisor is extremely important! If you do not believe you can safely study a problem in your organization, please discuss your proposal with me before proceeding.