

School of Business
ANDREWS UNIVERSITY
BSAD 515, Organizational Behavior
Portland Intensive, August 5-19, 2007)

Professor: Robert C. Schwab
Office: 218C Chan Shun Hall
School of Business
Andrews University
Berrien Springs, MI 49104-0022

Phone: (269) 471-6859
FAX: (269) 471-6158
E-mail: schwab@andrews.edu
Class Website: <http://www.andrews.edu/~schwab> (click on BSAD 515)

Required Text: Robbins, Stephen P. and Judge, Timothy A. Organizational Behavior. 12th Edition. Upper Saddle River, New Jersey: Pearson Prentice-Hall, Inc. 2007.

Description: This course will focus on the application of behavioral science concepts to understanding individual and group behavior in organizations. Students will develop analytical skills necessary to interpret and apply basic research findings in organizational settings. Topics to be covered include attitude formation, perceptual processes, motivation, job design, reward systems, leadership, group processes, and the impact of organizational structure and design. PREREQUISITE: BSAD 355 or BSAD 500 or equivalent.

Course Objectives:

1. To explore and identify the factors influencing individual and group behavior in organizational settings.
2. To critically evaluate the managerial implications of recent theory and research.
3. To discover and analyze one's personal biases in the way we relate to people and organizations.
4. To develop and demonstrate analytical and problem-solving skills in the application of organizational behavior knowledge to work-related situations.

Course Requirements: Your grade will be determined by the quality of your written and in-class assignments, your attendance and participation in class discussions and class activities, your involvement in group projects and presentations, and your performance on two examinations.

You are expected to attend class daily, and to sign the "sign-in" sheet in your own handwriting. You have an obligation to prepare your assignments independently, unless specifically instructed otherwise. Regular School of Business policy will be followed when students miss more than 10% of their class appointments, or engage in any form of academic dishonesty (See 2007-2008 Andrews University Bulletin, p. 28). You may be awarded a failing grade for these actions. If you qualify for accommodations under the Americans with Disabilities Act, notify the instructor during the first week of class so that referrals and assistance can be arranged.

I expect each of you will meet your class responsibilities in a professional manner. Cell phones should be turned off and food is not allowed in the classroom. Unless prior arrangements have been agreed to, late assignments will not be accepted nor will students be allowed to make up missed work.

Attendance and Participation: Students are expected to attend all lectures and to be on time. Each student should come to class well-prepared, having read the relevant material. Questions and discussion are encouraged, and each student should attempt to participate. Students who are late or absent are not properly participating in our class, regardless of how involved they may be when present. Absences will be considered a lack of responsibility and will lower a student's grade.

Examinations: A midterm and final examination will be given during the course. Each of these examinations will consist of a mix of objective and essay questions. A short case vignette may also be included.

Grading: Final grades will be determined in the following way:

<u>Grade Weights</u>		<u>Grading Scale</u>			
50%	Examinations (2)	A	93-100	C+	73-76
20%	Group Assignments and Activities	A-	89-92	C	69-72
30%	Individual Assignments, Cases, Etc.	B+	85-88	C-	65-68
<u>100%</u>		B	81-84	D	53-64
		B-	77-80	F	Below 53

Group Assignments: Small groups may be formed to solve cases and to work on other special projects as assigned by the professor. All group assignments require a single, written report. At least one group assignment may require an oral presentation to the class. Each student is expected to bear his or her "fair share" of the work in the group. If there is evidence that some group members did not fulfill their group responsibilities, their grades will be lowered.

HOW TO ANALYZE A CASE: Consider the following:

1. Analysis and Goal Identification

- A) Analyze and list the positive and negative elements that you see in the case.
- B) Separate the negative elements into "root causes" and symptomatic issues. What is causing the "problems" you see? Are these real problems or symptoms of something deeper? Explain your reasoning.
- C) Identify the problems (and symptoms) that must be treated NOW and explain why you cannot ignore them or put them off.
- D) Explain why the other issues and problems revealed in (1B) will not be addressed.
- E) Clearly identify the criteria you will use to judge the worthiness of each proposed solution.

2. Alternatives

- A) Propose several feasible alternatives (at least two or more) for resolving each problem identified in (1C). Be very specific about what each alternative entails.
- B) Identify the weaknesses and dangers (both real and potential) associated with each alternative.
- C) Apply the decision criteria to all the alternatives in (2A) and complete the decision grid.

3. Recommendations and Implementation

A) Make recommendations for each problem identified in (1C); by selecting from the choices discussed in (2A).

B) Justify (defend) each of your recommendations (refer to the criteria used and the decision grid), and explain why the other alternatives were not chosen.

C) Identify possible obstacles to implementing your recommendations, and explain what can be done to avoid or minimize these concerns.

D) How should we proceed? Clearly outline the steps you think we need to take to implement your recommendations.

Individual Assignments: All of the following assignments are to be done independently, unless otherwise instructed.

A. Case Briefs Students may analyze and prepare several brief case reports (2-3 pages) on selected cases during the term. The assignments are usually made one period before they are due.

1. Reveal the root and symptomatic problems in the case (...analyzed, separated, discussed and justified).
2. Clearly state which problems must be addressed NOW (can't wait)...with a brief justification for each.
3. Reveal the criteria you will use to evaluate your options (...what are the positive outcomes you want?).
4. List the feasible alternatives for addressing each problem (...at least 2-3 choices for each issue).
5. Make recommendations for each problem and offer a rationale or justification for each (use criteria).
6. Provide clear instructions as to how the recommendations should be implemented to avoid negative side-effects (...who does what by when to make sure this problem gets solved successfully?).

B. Group Observation Paper Each student may be asked to write a group reaction paper based upon his/her personal experiences in his/her assigned group. This report should profile each member of the group, noting initial and emergent status, the horizontal and vertical roles played, the norms which evolved, how the group progressed through its stages of development, and how cohesive and effective the group eventually became. This is an individual report, so it should not be shared with the group or merged with the other group member responses.

C. Personal Reaction Papers Each student may be asked to prepare a personal reaction or "personal styles" paper which reflects his/her personal managerial approach as defined by the models and theories reviewed in this class. Topics to be covered may include:

Personality

Motivation

Leadership

Conflict

Communication

Decision Making

Power and Politics

Reward Systems

Appraisal & Discipline Systems

Organizational Environments & Structures

Each "personal styles" paper should address the four concerns below for each topic assigned:

1. If other management scholars were to observe you at work; which theories, models, or "styles" would they use to describe you or your behavior? Explain why you believe you would be labelled or classified this way. (IDENTIFY several theories or models, REVEAL the classifications that seem to "fit" you in each case, and EXPLAIN why you think others would put you into those categories.)

2. Intellectually, which theoretical approach (or combination of theories, situations, models, or styles) do you really appreciate? Describe the theory and carefully explain why you like it so much. (IDENTIFY your preferred theory or style(s), DESCRIBE how the theory works, and EXPLAIN WHY you appreciate it.)

3. Intellectually, which theoretical approach (or combination of theories, situations, models, or styles) makes you feel very uncomfortable? Describe the theory and explain why you find this approach so difficult or distasteful. (IDENTIFY the approaches or theories you do not like, and explain why you don't value them.)

4. What implications does your self-analysis (above) have for the way in which you normally relate to your coworkers and associates at work (given that their “styles” and philosophies may differ from your own)? In which situations do you think it will be easy to function successfully, and under what conditions or circumstances do you anticipate you will encounter your greatest frustrations and difficulties? How will you adapt yourself to cope with those “most difficult” work-related situations?

D. Interview with a Management Professional Students may be given the option of conducting a personal interview with a management professional. If so, the student must obtain approval of the selected manager prior to conducting the interview. The report must reveal the manager's personal philosophy concerning personality, motivation, leadership, decision-making and conflict resolution.

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TENTATIVE CLASS SCHEDULE

Date	Topic	Chapters
WEEK 1		
8/05a	Introduction to Organizational Behavior and Research	(1), (Appendix A)
8/05b	Historical Evolution of OB and Management Thought	
8/06	Perception, Attitudes, Emotions, & Values	(3), (5) p144-155, (8)
8/07	Personal Characteristics, Personality, & Decision Making	(2) p42-52, (4), (5) p157-175
8/08	Motivation and Learning	(2) p53-64, (6)
8/09	Applied Motivation and Rewards	(7)
WEEK 2		
8/12a	EXAM 1	
8/12b	Groups and Group Decision Making	(9), (10)
8/13	Leadership and Power	(12-14)

8/14 Communication, Conflict and Change (11), (15), (19)

8/15 Organizational Structure and Environment (16)

8/16 Selection, Socialization, Appraisal and Discipline (18)

WEEK 3

8/19a **EXAM 2**

8/19b Final Presentations

WEEK 6

9/10 (Monday) Final written assignments are due by no later than 5:00p PDT