

Management 5505
Organizational Behavior
Fall Semester 2011
University of Missouri-Kansas City

Instructor: David Rast, III, M.A. (ABD)

Class Location: Bloch School of Business, Room 4

Time & Location: Tues & Thurs 5:30-6:45 P.M., Bloch School of Business, Room 4

E-mail Address: rastd@umkc.edu

Office Location: TBD

Office Hours:

I will hold office hours Tuesday and Thursday from 3:30-5:25 P.M. I am also available to meet before or after class. If my office hours or meeting before or after class does not fit into your schedule, I will be happy to set up a time that does.

Textbook:

Bolman, L. E., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice and leadership* (4th ed.). San Francisco, CA: Jossey-Bass. ISBN: 0-7879-0821-5. (about \$50)

Haslam, S. A. (2004). *Psychology in organizations: The social identity approach* (2nd ed.). Thousand Oaks, CA: Sage. (select chapters made available online)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (not required but helpful resource)

Additional Readings:

Additional readings will be identified at our weekly class meetings. Additional readings will typically be posted on Blackboard (<http://blackboard.umkc.edu>), or distributed in class or via email. Readings posted or distributed at least one week in advance of an examination date are examinable.

Course Overview

Throughout our lives, we spend much of our time in various types of organizations, including commercial enterprises, educational institutions, families, and other social groups

outside of the workplace. As an area of study, organizational behavior seeks to understand and explain people's behavior and experiences in these organizations and groups.

This course is a survey of some of the core areas of organizational behavior. The course will cover selected applications on topics such as the changing nature of work, motivation, power and leadership, team dynamics, and organizational change. Organizations are highly complex entities, comprised of multiple individuals and groups whose combined activities produce the output of the organization. In addition, organizations affect the interests of many different people, including employees, investors, suppliers, customers, the communities in which they operate, governments, labor unions, etc. Through this module, we will explore how research and knowledge of OB can be applied in your workplace.

Classes will be mixed-format in nature. I will lecture some of the time; however, much of our time will be spent on interactive activities and discussions. Activities will include group work, video-based discussions, cases, and other experiential activities.

The learning experience in this course depends heavily on each student being prepared to actively participate in every class session. This means that you need to be fully acquainted with the material in the reading modules PRIOR to our meetings. ***I am especially interested in your ability to discuss how the material relates to issues in your organization/industry, and to the personal challenges you face as a manager.***

Course Objectives

The conceptual framework for the course emphasizes four “frames” or perspectives for understanding leadership and organizations. Each frame provides a distinctive view that provides a conceptual umbrella for much of the existing theory and research on organizations:

1. A *structural frame* that emphasizes goals, roles, formal relationships, and the rational side of organization.
2. A *human resource frame* that emphasizes needs, attitudes, skills and the human side of organizations.
3. A *political frame* that examines power, conflict, and coalitions among organizational participants who have interests and agendas to protect and advance within a context of scarce resources.
4. A *symbolic frame* that explores how organizations create meaning and belief through symbols -- including myths, rituals, and ceremonies.

Expected Course Outcomes

Upon completion of this course, students should have:

1. Read about, critically analyze, and gain a thorough understanding of the main concepts and topical areas of organizational behavior.
2. The ability to apply OB concepts and theory to the ‘real world.’

3. An understanding of the changing characteristics of organizations.
4. Skills in and receive an introduction to viewing organizations from multiple perspectives or frames.
5. An understanding of multiple perspectives through which organizations can be analyzed and understood.
6. Knowledge about how individual differences in personality, attitudes, values, ethics, emotions, and perceptions influence behavior in organizations.
7. Understanding about the nature of group processes and teams dynamics in organizations.
8. The organizational communication process and what makes for effective communication.
9. How power, influence tactics, and organizational politics affect behavior in organizations.
10. An understanding of the difference between functional and dysfunctional conflict, and how to apply the various types of conflict resolution and negotiation strategies.
11. Ability to apply the various approaches to leading organizations.
12. Knowledge about how to strengthen and change organizational culture.
13. Know how to apply approaches of organizational change to develop strategies for improving work performance.
14. Understand the psychology of organizations, their members/employees, their groups/departments, and their behavior.

Course Requirements

The course requirements include (1) reading, comprehending, and reflecting on the reading assignments; (2) attendance and participation in class sessions; (3) completing one comparative paper; (4) completing one frames paper; (5) completing in-class quizzes; and (6) completing two exams (midterm and final).

Grading will be as follows:

Participation	20%
Quizzes	15%
Comparative Paper	20%
Team Paper	15%
Team Presentation	15%
Midterm	<u>15%</u>
Total	100%

The grading scale used for this course is as follows:

“A”	93% - 100%
“A-”	90% - 92%
“B+”	87% - 89%
“B”	83% - 86%

“B-”	80% - 82%
“C+”	77% - 79%
“C”	73% - 76%
“C-”	70% - 72%
“D+”	67% - 69%
“D”	63% - 66%
“D-”	60% - 62%
“F”	Below 60%

Assignments

Attendance & Participation:

The format of this course involves a combination of lectures, videos, class discussion, and experiential exercises. Your participation, and therefore your attendance, is needed and required. To begin with, this means that you must arrive on time. Late arrivals disturb the flow of classroom activities.

Attending class and contributing to the discussion helps you develop communication skills, problem-solving skills, cooperative learning skills, and interpersonal skills. Thus, participation is essential to the success of the class.

Finally, attendance is a necessary, but not sufficient, condition to obtain a high participation grade. You are expected to “add value” to class discussions and activities. The class participation component of your final course grade should not be taken for granted; it must be earned. This means that I assess participation based on *quality* not *quantity*.

In-Class Quizzes (5 total)

The purpose of this assignment is to ensure that students are prepared for class sessions. There are a total of 5 quizzes counting toward the final grade. Quizzes will be equivalent to a mini-exam. If you are late to class then you will have missed the quiz which will result in a zero for that quiz.

Comparative Paper (Due Nov 17):

The purpose of this assignment is for the student to develop a critical analysis of two course readings. Students should select two supplemental readings (i.e., non-textbook readings) that address one aspect of organizations (e.g. leadership, communication, conflict, etc.). The two articles should represent different schools of organization theory (i.e., not from the same week). Analyze the two articles and then present your own argument as to which perspective has greater validity. In order to provide a context for the argument, I encourage students to identify a specific setting (e.g. rural community college, urban church, non-profit health organization) for the analysis. The paper *should not exceed 2,000 words* in length. A detailed handout will be provided later in the semester. I will use the following standards when evaluating papers:

1. The student clearly identified the purpose of the paper, an organizational setting, and the specific aspect of organizations considered for the paper. The student demonstrated the relevance of the selected articles for this setting. (3 points)
2. The student critically compared the authors' perspectives regarding the selected aspect of organizations. (8 points)
3. The student concluded with a logical argument regarding which article has greater validity for the selected environment. This argument should reflect a strong analysis and synthesis of the strengths and weaknesses of both articles, as well as clear integration of the student's own voice. (10 points)
4. The student wrote a strong paper in terms of organization, style, and grammar. The paper was scholarly in character and appropriately utilized APA style. (4 points)

Frames Paper & Presentation (Due Weeks 15-16 depending on team)

The purpose of this assignment is for a team of student to develop skill in applying multi-frame analyses of organizational challenges and change initiatives. Students should first identify a problem at an institution with which they are highly familiar. Students should then decide which frame or school of organization theory best accounts for how things happen at the selected institution. Students will then analyze their selected problem or event from the perspective of that frame and propose specific solution strategies that are appropriate to the selected frame/school. In the following section of the paper, students should analyze and critique their single frame/school analysis and proposed solutions from the perspectives of additional frames or schools. After completing this final analysis, students should present a new, multi-frame/multi-school solution strategy for the selected problem. The *paper should not exceed 3,500 words in length, and the presentation should not be longer than 45 minutes*. A detailed handout will be provided later in the semester. But, as an example, I will use the following standards when evaluating papers and presentations:

1. The students clearly defined the purpose of the paper including a brief description of the institution and the problem that they will analyze. (5 points)
2. The student provided a thoughtful, frame/school-appropriate analysis of the problem and proposed frame/school-appropriate solution strategies. The students supported this analysis with multiple readings. (20 points)
3. The student effectively critiqued their analysis and proposed (a) solution(s) from multiple additional frames or schools. The student then proposed a thoughtful and specific solution strategy reflecting multiple frames and schools. The students supported their analysis and solution with multiple readings from each of the additional frames/paradigms utilized. (20 points)
4.
 - a. (Paper only) The students wrote a strong paper in terms of organization, style, and grammar. The paper was scholarly in character and appropriately utilized APA style. (5 points)
 - b. (Presentation only) The students' presentation was organized, to the point, and covered the required topics.

Submission of Assignments: Unless otherwise noted, students must submit all written assignments to the instructor as a hardcopy at the beginning of class, or as an email attachment before class begins on the due date. Attachments must be in MS Word 2010 (or earlier) format or submitted as a rich text format (*.rtf) file.

Writing Style: Papers should be written in the style of the American Psychological Association (APA) as described in the *Publication Manual of the American Psychological Association*, 6th edition.

Attendance Policy

Although attendance will not be recorded every class session, regular attendance is expected in this course. Students are expected to show up on time and should come prepared to class. Readings assigned for each chapter should be read prior to the class so that you may participate effectively in class discussions. Students will be able to access and the PowerPoint lecture notes from Blackboard prior to class. If there are any doubts about the class meeting because of bad weather, logon to the University of Missouri-Kansas City's Website to find out if classes have been cancelled. If for some reason I have to cancel a class, the information will be posted on Blackboard's Announcement area. It is the responsibility of the student to officially withdraw from the class by the published deadline. Please make sure your cell phones are turned off before the start of class.

Statement on Discrimination, Intimidation, and Sexual Harassment

The faculty, administration, staff, and students of the University of Missouri-Kansas City are dedicated to the pursuit of knowledge and the acquisition of skills that will enable us to lead rich and full lives. We can pursue these ends only in a culture of mutual respect and civility. It is thus incumbent upon all of us to create a culture of respect everywhere on campus and at all times through our actions and speech.

As a community of learners, we are committed to creating and maintaining an environment on campus that is free of all forms of harassment, intimidation, and discrimination. Any form of discrimination or coercion based on race, ethnicity, gender, class, religion, sexual orientation, age, disability, rank, or any other characteristic will not be tolerated. Should you, a friend, or a colleague ever experience any action or speech that feels coercive or discriminatory, you should report this immediately to the department chair, the office of the Dean, and/or the Affirmative Action Office. The Affirmative Action Office, which is ultimately responsible for investigating all complaints of discrimination or sexual harassment, is located in room 212 of the Administrative Center, 5115 Oak Street; the office may be contacted at 816-235-1323.

Academic Honesty

The Missouri Board of Curators recognizes that academic honesty is essential for the intellectual life of the University. Cheating and plagiarism will not be tolerated. Students are expected to adhere to the standards of academic honesty listed in the University of Missouri-Kansas City Catalog under Student Conduct. Any violations of academic dishonesty will be pursued according to the UMKC Student Conduct Code.

Make-up Quiz and Assignment Policy

Students are expected to take all quizzes and will be given a score of zero on any assignment not turned in or quiz not taken. However, if an emergency arises and you need to take the test early or can't make it to class the day of an in-class exercise, let me know and we can try and work something out. If a student has a legitimate excuse he/she can't make class the day of an in-class exercise, he/she needs to contact me to make arrangements. Students have one week from the original due date to turn the assignment they missed in to me. University of Missouri-Kansas City Athletes that will be out of town for a sporting event the day of a test or in-class exercise should contact me at least one week in advance to set up a time to take the test early or get the assignment early. I will give a make-up quiz or accept a late assignment only in rare circumstances. Common reasons for giving a make-up quiz or accepting a late assignment are the following:

- work-related issues
- a medical emergency
- a serious acute illness
- a car accident
- a police emergency
- jury duty
- military deployment
- funerals

Course Withdrawal

All course withdrawals must be initiated in the Bloch School Student Services Office, room 115, and completed through the Registration Center in the UMKC Administrative Center. Students intending to withdraw from the course after the eighth week of class (fourth week in the summer session) are required to obtain a signature of both the instructor and an academic advisor before the course withdrawal is official. *Telling the instructor that you intend to withdraw from the course or ceasing to attend class does not constitute an official withdrawal.* The academic calendar in the class schedule/registration guide lists the official withdrawal dates.

Available Support Services

The University and the Bloch School offer several support services. These include the Bloch School Computer Lab, the Bloch School Tutoring Center, the UMKC Writing Lab, and the Office of Disabled Student Services. Possible syllabus language follows.

- Bloch School Computer Lab: The Bloch School Computer Lab is available for your use. It is located in Bloch 110; the lab's website is: <http://www.umkc.edu/is/oa/IS-Lab-Brochure.pdf>
- Bloch School Tutoring Center: The Bloch School Tutoring Center is currently equipped to assist students who need help in the following courses: ACTG 210 and

211; BA 325. The Center is located in Bloch 202; operating hours are posted on the room's door.

- UMKC Writing Lab: Students who desire assistance in written assignments may contact the UMKC Writing Lab at 816-235-1146. The Lab is located at 5201 Rockhill Road.
 - Office of Disabled Student Services: If you have any questions about a disability or desire accommodation under the Americans with Disability Act, please contact the Office Of Disabled Student Services at 816-235-5696. The Office's website can be accessed at: <http://www.umkc.edu/disability/>
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Course Schedule

The following attached pages contain the course schedule for the semester. Time and schedule considerations may prompt modifications of this schedule. Any changes to the course schedule will be mentioned in class and posted on Blackboard under the announcement section.

Note: The syllabus and/or course outline may be modified at the professor's discretion. The instructor will explain any changes; however, it is the student's responsibility to keep up with any modifications that are made throughout the semester.

Management 5505 Course Schedule

<u>Date</u>	<u>Lecture Topic</u>	<u>Readings</u>	<u>Due</u>
Week 1			
8/23	Course Overview		
8/25	Introduction to Organizational Behavior	B&D Preface & Ch. 1 Haslam Preface & Ch. 1 Johns, G. (2006). The essential impact of context on organizational behavior. <i>Academy of Management Review</i> , 31, 386–408.	
Week 2			
8/30	Human Thinking in Complex Situations	B&D Ch. 2 Haslam Ch. 2 Perrow, C. (1973). The short and glorious history of organization theory. <i>Organizational Dynamics</i> . Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. <i>Science</i> , 211, 453-458.	
9/1	Structural	B&D Ch. 3	

Frame

Morgeson, F. P., Dierdorff, E. C., & Hmurovic, J. L. (2010). Work design in situ: Understanding the role of occupational and organizational context. *Journal of Organizational Behavior*. 31. 351-360.

Giessner, S.R. & Schubert, T.W. (2007). High in the Hierarchy: How Vertical Location and Judgments of Leaders' Power are Interrelated. *Organizational Behavior and Human Decision Processes*, 104, 30-44.

Week
3

9/6 Structural
 Frame

B&D Ch. 4

Jetten, O'Brien, & Trindall, N. (2002). Changing identity: Predicting adjustment to organizational restructure as a function of subgroup and superordinate identification. *British Journal of Social Psychology*, 41, 281-297.

9/8 Structural
 Frame

B&D Ch. 5

Sluss, D.M., van Dick, R., & Thompson, B.S. (2010). Role theory in organizations: A relational perspective. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Building and helping the organization* (Vol. 1, pp. 505-534). Washington, DC: American Psychological Association.

Week
4

9/13 Quiz #1
9/15 No Class

Work on Group Project

Week
5

9/20 HR Frame

B&D Ch. 6

Hawthorne Study articles to be made available

9/22	HR Frame	B&D Ch. 7	
			<p>The Costco Way, NewsWeek (http://www.businessweek.com/magazine/content/04_15/b3878084_mz021.htm)</p> <p>The Wal-Mart You Don't Know, FastCompany (http://www.fastcompany.com/magazine/77/walmart.html)</p> <p>How Costco Became the Anti-Wal-Mart, The New York Times (http://www.nytimes.com/2005/07/17/business/yourmoney/17costco.html?ex=1279252800&en=8b31033c5b6a6d68&ei=5088&partner=rssnyt&emc=rss)</p>

Week
6

9/27	HR Frame	B&D Ch. 8	
			<p>Igalens, J., & Roussel, P. (1999). A study of the relationships between compensation package, work motivation and job satisfaction. <i>Journal of Organizational Behavior</i>, 20, 1003-1025.</p> <p>Van Yperen & Hagedoorn. Do High Job Demands Increase Intrinsic Motivation or Fatigue or Both? The Role of Job Control and Job Social Support. <i>Academy of Management Journal</i>, 46, 339-348.</p>
9/29	Quiz #2		

Week
7

10/4	Political Frame	B&D Ch. 9	Outline of Group Project
			<p>Tetlock, P. E., Peterson, R. S., McGuire, C., Chang, S., & Feld, P. (1992). Assessing political group dynamics: A test of the groupthink model. <i>Journal of Personality and Social Psychology</i>, 63, 403-425.</p>
10/6	Political Frame	B&D Ch. 10	

Shamir, B., Arthur, M. B., & House, R. J. (1994). The rhetoric of charismatic leadership: A theoretical extension, a case study, and implications for research. *The Leadership Quarterly*, 5, 25–42.

Week
8

10/11 Political Frame B&D Ch. 11

10/13 Symbolic Frame
Haslam Ch. 6
B&D Ch. 12
Haslam Ch. 2

Week
9

10/18 Symbolic Frame B&D Ch. 13

10/20 Symbolic Frame
Telling Tales. Denning, S. (2004) *Harvard Business Review*.
B&D Ch. 14
Guest Speaker from U.S. Army

Week
10

10/25 Political Frame B&D Ch. 11

10/27 Quiz #4
Haslam Ch. 6

Week
11

11/1 Leadership in Organizations
B&D Ch. 17
Haslam Ch. 3

Hogg, M. A., van Knippenberg, D., & Rast, D. E. III (in press). Intergroup leadership in organizations: Leading across group and organizational boundaries. *Academy of Management Review*.

11/3 Influence, Persuasion and
Haslam Ch. 8

Power

Conger, J. A. (1998). The necessary art of persuasion. *Harvard Business Review*, May-June, 86-95.

Hogg, M. A. (2010). Influence and leadership. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *The handbook of social psychology* (5th ed., Vol. 2, pp. 1166-1206). New York: Wiley.

Week 12	11/8	Organizational Change & Negotiations	B&D Ch. 18 Haslam Ch. 7	
	11/10	Integrating Frames	B&D Ch. 15 & 16	

Week 13	11/15	Organizational Ethics	B&D Ch. 19 Pinto et. al. (2008). Corrupt Organizations or Organizations of Corrupt Individuals? Two Types of Organization-Level Corruption. <i>Academy of Management Review</i> , 33, 685-709.	
	11/17	Bringing it All Together	B&D Ch. 20 & 21 Haslam Ch. 12	Comparative Paper Due

Week 14	11/22	Thanksgiving	No Class	
	11/24	Thanksgiving	No Class	

Week 15	11/29	Quiz #5		Group Papers Due
	12/1	Start Reframing Presentations Reframing Presentations		Group Papers Due

Week 16	12/6	Reframing Presentations	Group Papers Due
	12/8	Reframing Presentations	Group Papers Due

Week 17	TBA	Final Exam (Quiz #5)	
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