

Management 5113 – Organizational Theory and Behavior
Spears School of Business
Oklahoma State University

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Technical Assistance for Video Lectures: http://ra.okstate.edu/stw_ssb/cepd/VideoHelp

Text: Kreitner, R., & Kinicki, A. *Organizational Behavior* 10th (9th edition will work too if you just go by the chapter titles).

ONLINE VERSION at www.coursesmart.com search for Kreitner 10e roughly 50% savings over a book.

Cases: Register at Harvard Online, Pay for and Download: <https://cb.hbsp.harvard.edu/cbmp/access/43394884>

COMMUNICATION: Students are required to check their e-mail address linked to oc.okstate.edu. We cannot change where that e-mail goes. Only the student can. STUDENTS MUST check this e-mail daily. Failure to receive class e-mails is not an excuse for missed deadlines. I also use Facebook (facebook.com/professorbowler), twitter (@professorbowler). Set twitter and facebook to give you “push alerts” for professor bowler. You can subscribe to any of the three, but e-mail is REQUIRED.

COURSE OBJECTIVES & GOALS:

This course focuses on psychosocial and behavioral issues in management. The course is founded upon an interdisciplinary approach, with major inputs coming from psychology, administrative science, engineering, medicine, sociology, and philosophy. The course will center on behavioral analysis and organizational concepts.

Learning Goal 1 – Ethical Decision Making

This goal anticipates that graduates will demonstrate ethical sensitivity in their business dealings and be able to:

- Look beyond the obvious in business settings and identify patterns, contracts, relations, or events that create ethical dilemmas;
- Identify stakeholders likely to be impacted by decisions in these settings;
- Discuss alternate courses of action and the consequences that are likely to accrue to each stakeholder as a consequence of each action;
- Identify ethical rules or principles that may be relevant to the ethical decision;
- Identify relevant stakeholders and potential consequences to the stakeholders;
- Recommend a feasible and ethical plan of action;
- Support the recommendation by synthesizing the previous responses; and
- Assess their likelihood of being able to carry through with an ethical course of action if faced with a similar circumstance.

Learning Goal 2 – Teamwork and Leadership

This goal anticipates that graduates will be skilled in working with teams and providing direction to those teams. Students should

- Demonstrate responsibility in their team interactions through active attendance at and preparation for team meetings;
- Be adept at recognizing problems, identifying causes, and recommending solutions;
- Demonstrate an attitude of enthusiasm, cooperation, and commitment;
- Carry a fair share of their load of team activities.

Learning Goal 3 – Decision Analyses

This goal anticipates that students will be able to:

- Demonstrate an advanced knowledge of business vocabulary, processes, environment, and practices appropriate to MBA students;
- Integrate and synthesize knowledge of the business disciplines to analyze complex scenarios and make strategically-appropriate decisions.

Learning Goal 4 – Critical Thinking

This goal anticipates that students will be able to:

- Engage in analytical reasoning to break problems into their component parts; identify important patterns and details; and identify assumptions, reasons, and claims.
- Evaluate data and claims to draw appropriate conclusions and recognize flawed analyses and misinformation.
- Support positions with assumptions, evidence, and methodologies.
- Apply rigorous logic in scenarios that require application of deductive reasoning.
- Be able to assess probable truths in contexts of uncertainty.

Learning Goal 5 – Written Communication

This goal anticipates that students will be able to produce effective, written, business communications. In the current era wherein most written communications take place via email and most people are inundated with email, communications must be crafted in such a way that the author keeps the communication succinct, understandable, tactful, and professional. Consequently, specific objectives are that the student should be able to produce written communications that:

- Are professional and tactful.
- Demonstrate mastery of business language and mechanics.
- Can take complex matters and present them in a manner that they are easily understandable to peers, superiors, and novices.
- Can express views concisely so that others will read what they have to say.

Learning Goal 6 – Oral Communication

This goal anticipates that students will be able to:

- Present a message that is well-organized, concise, and quickly understandable;
- Connect with their audience through professional use of body language, eye contact, and tone; and
- Assume a confident and professional demeanor.

COURSE REQUIREMENTS:

2 examinations (200 points each)	= 400 points
3 Group Case Analyses (50 points each)	= 150 points
Individual Case (Rough draft 50 & final 100)	= 150 points
4 of 12 Live Chat Sessions	= 100 points
8 Weekly Quizzes	= 100 points
8 Weekly discussion Postings and Responses	= 100 points
Total Available Points	= 1000 points

CLASS GRADING SCALE:

89.5%-100%:	A
79.5%-89.49%:	B
69.5%-79.49%:	C
59.5%-69.49%:	D
0%-59.4%:	F

DETAILED EXPLANATION OF COURSE REQUIREMENTS:

Weekly Schedule Weekly material will be available for 9 days from 12am on Monday through 11:59pm the 2nd Tuesday. This means that all material will be available for nine 24 hour days and that consecutive weeks of material (e.g. weeks 1 & 2, weeks 2 & 3) will overlap for 1 day. So, a student may do two weeks of material on one Monday if flexibility is required. Otherwise, the class is a week-by-week real-time class so that discussions and chat sessions are synchronous and students can discuss the material that is relevant that week. This schedule will not be altered.

Live Chat with Dr. B.: Each week I will be available online for a 30 minute live chat session. Students need to participate in **AT LEAST 4** of the 12 live chat sessions, but are encouraged to attend as many sessions as possible. Chat sessions will occur on Tuesday at 12:30pm (CST). Four additional chat sessions will be 9pm to accommodate those that are unable to attend four weekly 12:30pm sessions. In the event that I or the TA am not available to attend a chat session, students should attend and discuss class topics and will receive credit based on active participation.

WEEKLY LECTURE Discussion Postings and Responses: We will use weekly discussion postings to share ideas about the lectures and readings. There are no right or wrong answers here. **But, each student will be expected to post a substantive (minimum 8-10 sentence) response to the discussion question (max 12 points) AND respond (minimum 4-5 sentence) to another student's post each week (max 6 points).**

WEEKLY Quizzes: Each week there will be at least 1 quiz that the student **MUST** take **BEFORE** they can access the notes or lecture videos. These quizzes are easy **IF** you have read the weekly materials. The first quiz is over the syllabus. These should be easy points.

Examinations: There are 2 exams. The exam date is included in the Topical Course Outline. **THERE ARE NO MAKE-UP EXAMS.** If you have a problem, you must contact me before the examination. You are expected to complete your exam **UNAIDED**. Failure to do so will result in an F! for you and those who helped you. Both exams will be 'content checks' using multiple-choice questions. Exams will be based upon the text, supplemental readings from HBR, lectures, and cases. **You do NOT need a proctor or respondus lockdown browser for the exams.**

Group Case Analyses (from HBR cases): In groups, you will prepare a 5 page (, double-spaced, one inch margin, 12 point font, Times New Roman) analysis for any 3 of the cases (i.e., Harvard Business Review Cases) we have selected (see Topical summary). **All files should be .doc, .docx or .pdf format.** We have also posted examples of excellent case analyses to help guide you in your analyses. Do NOT summarize the case. We have read them. Your focus should be to describe next steps and improvement plans to carry the case further. How would you implement your plans? What are some potential outcomes of your plans? Are there any potential pitfalls? Each team member is required to participate in each analysis. I know that many of you will be tempted to "rotate" the responsibility for writing the responses among your team members (i.e., one person does case 1, another 2, etc.). While we cannot stop you from doing this, we caution you that this practice will lead to sub-optimal performance. The cases are **TEAM** assignments and my experience is that teams that work on the cases jointly create more innovative, thorough, and higher scoring responses. You may want to rotate the leadership for compiling your responses but each team member should provide ideas towards the finished project.

Cases to choose from with corresponding due dates in schedule below:

Consumer Materials Enterprises

Do something he's about to snap

Martha Rinaldi: Should She Stay or Should She Go?

Columbia's Final Mission

Luna Pen

Individual Case (see examples posted in Online Class Room): Unlike the case analyses described above, this is a case that **individuals will do on their own**. The case can be on EITHER the Henry Tam and Team Case or the Mount Everest 1996 Case. Cases should be 8 pages of text not including references, tables, figures, etc. (double-spaced, one inch margin, 12 point font, Times New Roman). **All files should be .doc, .docx or .pdf format.**

1. Draft of case (due on 2/9). I will provide feedback for the case. (Worth 33% of case grade) Be sure to complete.
2. Final Draft (due on 3/8). (Worth 66% of case grade). Final drafts submitted in the "dropbox" will be checked through Turnitin.com for plagiarism. **ALL PARAPHRASED, QUOTED OR REFERENCED MATERIAL SHOULD BE PROPERLY CITED.** Each paper should include a bibliography or reference section at the end. Any case of plagiarism will be prosecuted according to the maximum penalty possible under university policy.

Self Leadership: Please practice self-leadership by being self-reliant and self-motivated. We are happy to answer questions and clarify things and there is a discussion forum that may address your question(s). But, all assignment due dates and scheduled material is listed below. Use the check boxes on the schedule to keep track of your progress. Students **excessively** e-mailing the professor or the TA with questions that are clearly answered in this syllabus could lose 2 points on their next exam.

University Policy

Syllabus Attachment <http://academicaffairs.okstate.edu/images/documents/sylatfa.pdf>

Academic Integrity As a reminder, the University has a policy on academic honesty. You are expected to abide by the procedures set forth in the document. For more information, please go to:

<http://www.okstate.edu/ucs/integritystudent.html>

Accessibility Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible, so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunity. For more information about OSU Student Disability Services, please go to: <http://www.okstate.edu/ucs/stdis/>

COURSE SCHEDULE			
Week	Topic	Material	Due
Week 1 1/11-1/19	Introduction to OB	Chapter 1	1. Syllabus Quiz 2. Get in touch with your assigned group members 3. Discussion Post 4. Live Chat 1/12, 12:30pm & 9pm
	Diversity	Chapter 2	
Week 2 1/18-1/26	Culture & Climate	Chapter 3 Case: Portman Hotel	1. Quiz 2. Discussion Post 3. Live Chats 1/19, 12:30pm & 9pm
	Managing Across Cultures	Chapter 4 Article: Informal Networks: The Company Behind the Chart	
Week 3 1/25-2/2	The Individual	Chapter 5 Article: Inner Worklife	1. Quiz 2. Discussion Post 3. Live Chat 2/2, 12:30pm, 9pm 4. Case: Consumer Materials Enterprises Due
	Values & Attitudes	Chapter 6	
Week 4 2/1-2/9	Social Perceptions and Attributions	Chapter 7	1. Quiz 2. Discussion Post 3. Live Chat 2/9, 12:30pm 4. Individual Case Draft Due 2/9, 11:59pm 5. Case: Do something he's about to snap Due
	Foundations of Motivation	Chapter 8 Article: Developmental Network Questionnaire	
Week 5 2/8-2/16	Motivation and Performance Mgmt	Chapter 9	1. Week 1-4 Exam, Chapters 1-8 & Articles 2. Quiz 3. Discussion Post 4. Live Chat 2/16, 12:30pm 5. Case: Martha Rinaldi: Should She Stay or Should She Go? Due
	Group Dynamics	Chapter 10	
Week 6 2/15-2/23	Teams	Chapter 11	1. Quiz 2. Discussion Post 3. Live Chat 2/23, 12:30pm 4. Case: Columbia's Final Mission Due
	Decision-Making	Chapter 12 Article: How to build your network	
Week 7 2/22-3/1	Conflict & Negotiation	Chapter 13	1. Quiz 2. Discussion Post 3. Live Chat 3/1, 12:30pm & 9pm 4. Case: Luna Pen Due
	Power & politics	Chapter 15 Article: Power and Influence in Organizations	
Week 8 2/29-3/8	Leadership	Chapter 16	1. Quiz 2. Discussion Post 3. Live Chat 3/8, 12:30pm & 9pm 4. Individual Case Final Draft due 3/8 11:59pm 5. Exam 2 due 3/8 11:59pm
	Organizational Change & Stress	Chapter 18 Article: Are you working too hard Due	