

**FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF BUSINESS AND ECONOMICS
SYLLABUS
MGMT 420**

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. COURSE DESCRIPTION:

This course explores concepts related to human behavior in organizations and applies these concepts to personal experiences, case studies and experiential exercises. The topics to be covered fall into three major categories: (1) individual behavior and processes, (2) team processes, and (3) organizational processes.

III. TEXTBOOK:

1. Colquitt, J. A., Lepine, J. A., and Wesson, M. J. (2011). *Organizational Behavior: Improving Performance and Commitment in the Workplace*, 2nd Ed. New York: McGraw-Hill Irwin.
2. Virtual Leader Simulation available through SimuLearn. Selected the Best Learning Product of 2003 in the software category by Training Media Review. See Blackboard under Assignments for instructions on how to purchase the simulation.

IV. COURSE OBJECTIVES:

The course is intended to facilitate cognitive learning, increased self awareness and interpersonal skill development. Students should benefit through:

- ◆ Increased understanding of concepts and theories of organization behavior
- ◆ Developing a greater appreciation of group dynamics and how teams are formed, managed and developed to be more effective
- ◆ Increased awareness of differences among individuals in terms of personality, attitudes, beliefs and abilities, as well as learning how to appreciate these differences
- ◆ Being able to understand and be effective in interpersonal communications and in using communication channels within organizations.
- ◆ Greater knowledge of various leadership models and how they impact organization performance

V. COURSE COMPETENCIES

This course is designed to strengthen students' competencies in:

- Written and oral communications
- Critical thinking through the use of case analysis
- Self awareness through self assessments and experiential exercises
- Leadership and teamwork skills

VI. EVALUATION CRITERIA

Grading:	Three case analyses	30%
	Virtual Leader	15%
	Mid-term & final exam	30%
	Participation	10%
	Assignments	15%

VII. TENTATIVE SCHEDULE

DATE	TOPIC	CHAPTERS
JANUARY		
Week of:		
10 th	Introduction to the Field of OB Introduction of Class Members	Chapt 1
17 th	Job Performance Video Discussion Questions	Chapt 2
24 th	Organizational Commitment Assignment: Quiz 3	Chapt 3
31 st	Job Satisfaction Case Analysis 1: SAS Institute	Chapt 4

FEBRUARY

Week of:

7 th	Stress Video discussion questions	Chapt 5
14 th	Motivation Case Analysis 2: Fran Hayden	Chapt 6 Due February 17th
21 st	Trust, Justice, and Ethics Assignment: Quiz 7	Chapt 7
28 th	Learning and Decision Making Mid-term Exam: March 3rd	Chapt 8

MARCH

Week of:

7 th	Spring Break	
14 th	Personality and Cultural Values Myers Briggs Personality Index	Chapt 9
21 st	Ability Discussion questions on Emotional Intelligence	Chapt 10
28 th	Teams: Characteristics and Diversity Case Analysis 3 Absence of Teamwork	Chapt 11 Due March 31st

APRIL

Week of:

4 th	Communication, Leadership and Tension Scenario 1 “Try Doing Work” Scenario 2 “Try Encouraging Creativity” Scenario 3 “Try Moderating Tension	VL Student Manual pp. 16 – 38
11 th	Power and Ideas and Leadership Styles Scenario 4 “ Try Using Power” Leadership: Styles and Behaviors	VL Student Manual pp. 39 - 63 Chapter 14
18 th	Organizational Structure Virtual Leader Paper	Chapt 15
25 th	Organizational Culture Discussion questions on FSU culture Graduating seniors – Final exam	Chapt 16

MAY 2nd Final Week and Exam

VIII. COURSE REQUIREMENTS

Participation:

This course includes discussion, group exercises, self assessments and experiential exercises which take place in class, making class attendance and participation very important. Students are expected to:

- Read assignments in advance of class
- Listen to other class members' input and respect their views, even when different from your own
- Enter into exercises or simulations with an open mind and help make this learning experience useful for your self and others.

Assignments:

Assignments are to be typed and a hard copy turned in to the instructor. Assignments include discussion questions related to videos shown in class or exercises conducted in class. Assignments can also include the quiz for a given chapter. If you miss the class where the video is shown or the exercise occurred it is your responsibility to arrange with the instructor to make it up.

Virtual Leader Exercises

The Virtual Leader simulation consists of a virtual world business meeting scenario. Virtual Leader allows you to assume the role of leader in a simulated environment, and to receive a score on how well you respond to a typical leadership situation. You can practice and are expected to practice the scenario several times to fine tune your leadership style. After completing your work on the scenario you are to complete the a set of questions posted on Blackboard.

Case Study Analysis and Papers

There will be four case analyses or papers due during the semester. Specific guidelines for each case or paper will be provided, but the following criteria will apply to all of them:

Use of Theory and Course Concepts

Accurately uses factual information to explain, support and develop central concepts of analysis, demonstrating thorough understanding of the concepts

Quality and Perceptiveness of Descriptive Material

Clear focus and purpose through selection and description of relevant and critical information, balancing subjective and objective evidence in support of their reasoning

Development of Ideas (10 points)

Ideas speak to the assignment, are coherent, well thought out, thoroughly explained and supported with effective examples and details to develop the point.

Grammar, Spelling and Mechanics

20%

Well written: Clean of errors in spelling, grammar and mechanics

Midterm and Final Exam

Both the midterm and the final exam will be based on the quizzes that are posted on the Blackboard. The quizzes will be reviewed in class.

Academic Dishonesty Policy

Policy on Plagiarism

Because plagiarism is so serious and is becoming increasingly prevalent in higher education, Fayetteville State University has adopted the following procedures for dealing with this form of Academic Dishonesty.

Definition:

Plagiarism is the misrepresentation of the thoughts, words, or research of another as one's own. As such, it is a serious academic offense. Intellectual property is the currency of academia, and using another's intellectual property without giving appropriate credit is the academic equivalent of theft. Plagiarism can take many forms including but not limited to

- Quoting a published or unpublished document in whole or in part without clearly indicating that the material is being quoted
- Offering thoughts, insights, or opinions of another as if they were the student's own
- Offering a document written by someone else as if it were the student's own
- Paraphrasing or summarizing without acknowledging the source
- Paraphrasing or summarizing in such a way that the student document retains too much of the phrasing of the original whether or not the student acknowledges the source
- Failing to document properly words, thoughts, opinions, facts, or any other material obtained from a source

IX. TEACHING STRATEGIES

The pedagogical strategy centers on learning organizational behavior concepts first by reading the text and then applying these concepts to personal experience and case studies. Exercises in class are designed to help reinforce the students' learning of course concepts.

X. BIBLIOGRAPHY

The following references are additional resources for this class.

1. Bennis, W. G. (2003) On Becoming a Leader: The Leadership Classic. Chicago: Basic Books.
2. Bolman, L. and Deal, T. (1986) Modern Approaches to Understanding and Managing Organizations. San Francisco: Jossey-Bass.
3. Bolman, L. (2003) Reframing Organizations: Artistry, Choice, and Leadership, 3 Ed., New York: John Wiley & Sons
4. Chawla, S. and Renesch, J. (eds) (1995) Learning Organizations. Portland: Productivity press.
5. Collins, J. (2001) Good to Great: Why Some Companies Make the Leap and Others Don't. New York: Harper Collins.

6. Conner, Darryl (1992) Managing at the Speed of Change. New York: Random House.
7. Cummings, T. and Huse, E. (1980) Organization Development and Change. New York: West Publishing.
8. Galbraith, J. (1995) Designing Organizations. San Francisco: Jossey-Bass.
9. Goleman, D. (1995) Emotional Intelligence. New York: Batman Books.
10. Goleman, D., Boyatzis, R. and McKee, A. (2002) Primal Leadership. Boston: Harvard Business School.
11. Katzenbach, J. and Smith, D. K. (2003) Wisdom of Teams: Creating a High Performance Organization. Harper Business.
12. Kolb, D. (1984) Experiential Learning. Englewood Cliffs, NJ: Prentice-Hall.
13. Kotter, John (1996) Leading Change. San Francisco: Josey-Bass.
14. Lawrence, P. and Nohria, H. (2002) Driven: How Human Nature Shapes Our Choices, San Francisco: Jossey-Bass.
15. Nadler, David et al. (1994) Discontinuous Change: Leading Organizational Transformation. San Francisco: Jossey-Bass.
16. Nonaka, I and Takeuchi, H. (1995) The Knowledge-Creating Company, New York: Oxford University Press.
17. Schein, E. (1985) Organizational Culture and Leadership. San Francisco: Jossey-Bass
18. Senge, P. (1990) The Fifth Discipline: The Art and practice of the Learning Organization. New York: Doubleday.