ALAN HOISMAN, PH.D.

MBFE 651.44

BEHAVIOR IN ORGANIZATIONS

FALL 2003

THURSDAY

ORANGE COUNTY CENTER

SYLLABUS
INTRODUCTION

The goal for this course is to further your academic, professional and personal development. I hope this class will help you become more aware of yourself and your effect on others around you, as well as helping you develop a conceptual framework for understanding the full range of interpersonal dynamics at every level of organizational behavior.

I expect that these educational goals will be met by a combination of your readings, written assignments, class participation, and your willingness to open yourself to new experiences. To help you integrate the various elements of your education and facilitate learning, this trimester has a particular orientation: based on the processes and constructs of organizational development and its extension to learning environments. Specifically, we will try to create a learning environment in which the group's dynamics are used to develop and maintain an open, candid communications network aimed towards experiential learning.

HOW TO REACH ME.

The nature of the program, i.e. evening classes and weekends, and your working hours combine to make my office hours very difficult to schedule and still be useful to you. I can be at the Learning Center early and stay late for any student who wishes to talk with me -- just let me know a day or so in advance. I can usually be reached by phone from 11 am to 6 pm (on the nights I am not teaching). You may also leave a message on my machine at home.

If you would like to meet with me at times other than around the class times, we can set some time and place during the week. If you ever need to mail something to me, you should use my home address: 31 Lindberg, Irvine, CA 92620. Material mailed to me at the school address may take weeks to reach me.
COURSE DESCRIPTION

You will learn to apply the behavioral sciences to management issues through integration of conceptual and experiential approaches to self-awareness, perception, communication, motivation, productivity, group processes, leadership, organizational change, career planning, and the management of personal and organizational stress.

Discussion and participation are primary to the learning process. Sharing of real experiences with each other reflects a commitment to involvement on your part. Learning by the application of concepts to those experiences is a prime objective.

The class process will consist of mini-lectures, discussion and in-class and on-the-job exercises. A number of reports and papers will also be required. Most assignments are to be prepared as written reports.

The communications workshop is a very special experience, which has a specific objective: the building of a learning team. You are expected to participate appropriately in this experience, understanding your own and others patterns of communication through a commitment to learning from your own and others behavior. While the privacy and autonomy of students are respected, it is expected that students will be willing to look at and learn from their behavior as group members. Students failing to complete the communication workshop with the course of record will not be permitted to continue in the course. Students also are responsible for the cost of room and board for the workshop. Because of its special nature, it is an ungraded activity.

COURSE OBJECTIVES

1. You will understand the underlying theories, principals, and concepts that form the basis of managing people in organizations and develop the skills necessary to apply them effectively. Specifically, you will learn how to think critically about the conditions and problems of management in terms of effective human interactions. We will examine the effects that you as a unique individual, have on groups - large and small- how groups interact within a company, and how the organization interacts with its immediate and broad society.

2. You will learn skills for becoming a more effective group member, leader, and manager.

3. You will understand the vital role ethics plays in business today, and its relation to personal values.

4. You will understand the relation of contemporary organizations to each other within the global Village.
TEXTS AND COURSE MATERIALS


Secondary textual material include: *ON BECOMING A PERSON*, by Carl Rogers It is intended to support the first part of the trimester, and *PRACTICAL BUSINESS ETHICS*, by French & Granrose. You will use this book at the end of the class.

ASSIGNMENTS

For this trimester there will be several major assignments. An acceptable completion of all of them is necessary to receive full credit for the course. As discussed elsewhere in this syllabus, your grade for the course is comprised, in part, an evaluation of your overall participation in the class. The latter component is reflected, to a large degree, in the assignments described below. However, if all of them are not completed at an acceptable level, the overall course grade will be reduced. If an assignment is not adequate I will tell you what would be necessary to improve it and, if time permits, you will have the opportunity to resubmit it.

Each assignment will have a due date. You may turn in an assignment either early or late. However, if late, the assignment can receive a lowered grade.

1. **Journal Report (8 points):** At some time during the semester you will be scheduled to present to the class a report of a current journal article, or current management book. If you select a journal article, it must be from the list of journals given below. Select an article that you believe is important and relevant to the subject matter of the course.

You will present to each class member a brief (two or three page) written abstract of the article (or book) together with a complete citation (IE, title, author, journal title, volume and number of journal, date, and pages). At the conclusion of your abstract, you will briefly discuss:

1. why you selected the article or book.
2. why you think it is relevant to our subject matter,
3. how will (or did) you personally apply some aspect of the article.
4. what might be some practical ramifications of the article.

To get full credit, the articles must be drawn only from the journals below, any other source will receive only 6 points maxim

| Journal of Applied Psychology | Academy of Management Review |
| Academy of Management Journal | Sloan's Review |
| California Management Review  | Management Review |

Your Journal Abstract (not the whole article) is to be duplicated in sufficient copies to give to each class member and me. You will also present your review to the class orally, in addition to
giving out copies. When you do so, you will receive the 2 points. If in describing the article or book, you show understanding and knowledge of the article or book you will receive the final 2 points associated with the assignment.

2. Class Discussion Leadership (12 points): This is a team assignment. Most class meeting will have several students designated as Discussion Leaders. In the course of the semester, each of you will serve in this function. Your responsibility as a team will be to present to the class new material on any subject of your choice, that is relevant to our course.

   a) what you have learned about that subject matter that is not covered in our textual material. That is, I expect you to bring in new related material. Your team will have 60 minutes total for your entire "formal" presentation. That is, there should be 60 minutes of substantive material before any class discussion. You must provide handouts of your presentation to all of us.

   b) what are the international or multinational aspects of your topic.

   b) what are some applications of this material that you have made or believe could or should be made.

   c) provide two or three discussion questions that will stimulate class discussion on that subject.

The exact methodology for assigning the points associated with this assignment will be discussed in class during the first few weeks of the trimester, however eight points will be based on a presentation rating by me, four points will be based on a class rating… Additional information will be handed out in class.

3. Application Paper (no points): Every week, I strongly suggest that you to write a one or two paragraph description of some application you have currently made of something from this class and you other class course to your work, home or social life. It doesn't have to be monumental -indeed, I would be surprised if it were- just anything you have taken from the class that you found some application to your life. It can reflect any of the material you’ve covered up to that point and doesn't have to be limited to only current subject matter. Participating in this assignment is entirely your choice and caries with it no points- but I believe that it is important in your education in the Pepperdine program: the pay off to you is not in grade but an important learning process.

If you wish I will review your papers from about the 10th week on. After I review them I will return them to. The course material that you have applied must be clearly indicated.

The Reflection papers relating to this class should include your reaction to the workshop and the various self-awareness projects you will complete. I would advise you not to rush into writing about the workshop too quickly--allow some "seeping" time. My experience with the workshop is that sometimes what is most valuable from our weekend together is not always visible for a few days -- or in some cases even longer).
4. Organizational Culture Report (12 points): In the course of our class, you will be teamed with one or two other students, and as a team, you will select one of your companies to investigate. I will ask you to look at your organization in terms of the various subject matters of Organizational Behavior. Your observations will be submitted to me in the penultimate class session of the trimester in the form of a Fifteen (15) page analysis of the several broad categories of information, as indicated in the following table:

<table>
<thead>
<tr>
<th>INFORMATION CATEGORIES FOR O.C.R.</th>
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<tbody>
<tr>
<td>* Motivation</td>
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<tr>
<td>* Leadership</td>
</tr>
<tr>
<td>* Communication</td>
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<tr>
<td>* Decision-making</td>
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<tr>
<td>* Socialization and Corporate Culture</td>
</tr>
</tbody>
</table>

When you hand in your paper, each team will briefly present their results to the rest of the class. This will be for the purpose of information sharing only and is not meant to be a graded activity.

5. You in Your Organization (5 points): Due the same session as the Team Culture Report, each of you will hand in a 3 to 5 page analysis of how you fit in to your current organization, based on the results of the various “insight” exercises in which you will participate. This is an individual report and not part of any team assignment.

6. Quizzes (33 points): During the trimester there will be three short quizzes, each covering the most immediate subject matter. The first two will be worth 10 points, the final one will be a bit more comprehensive and will be worth 13 points. If you miss a quiz because of work or other personal reasons, it may be made up if you notify me by 4:00 PM before the night of the quiz that you will be absent, and make it up before the next class meeting. I reserve the right to increase the difficulty level of the make up.

7. Class Participation (10 points): At the end of our course, all students will be rated by me (5 points) and all other students (5 points). Every one will have had a chance to interact with every other student by that point. Rating dimensions will include: quality of participation as well as supporting an open learning environment and facilitation of learning of others. Full participation in all group activities is expected of all students.

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I expect that ALL written assignments handed in to me will be typewritten, single space, 12 point type font. Please do not put material in any kind of binder or folder. Simply paper clip or staple the pages together. In all cases I will accept photo-reproduced copy rather than the original.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>8/28</td>
<td>Introduction to course</td>
<td>W. &amp; H. 1 &amp; 2 R 1</td>
</tr>
<tr>
<td>#2</td>
<td>9/4</td>
<td>Section 1. Diversity</td>
<td>W. &amp; H. 3, R 2 &amp; 15</td>
</tr>
<tr>
<td>#3</td>
<td>9/11</td>
<td>Perception</td>
<td>W. &amp; H. 4</td>
</tr>
<tr>
<td>#4</td>
<td>9/18</td>
<td>Practice Quiz: Motivation</td>
<td>W. &amp; H. 5</td>
</tr>
<tr>
<td>#5</td>
<td>9/25</td>
<td>Stress</td>
<td>W. &amp; H. 6</td>
</tr>
<tr>
<td>#6</td>
<td>10/2</td>
<td>Section 2. Quality</td>
<td>W. &amp; H. 7</td>
</tr>
<tr>
<td>#7</td>
<td>10/9</td>
<td>Quiz # 1: Role Relationships</td>
<td>W. &amp; H. 8</td>
</tr>
<tr>
<td>#8</td>
<td>10/16</td>
<td>Group Dynamics</td>
<td>W. &amp; H. 9</td>
</tr>
<tr>
<td>#9</td>
<td>10/23</td>
<td>Leadership</td>
<td>W. &amp; H. 10</td>
</tr>
<tr>
<td>#10</td>
<td>10/30</td>
<td>Quiz # 2 Section 3 Power</td>
<td>W. &amp; H. 11 BE T.B.A.</td>
</tr>
<tr>
<td>#11</td>
<td>11/6</td>
<td>Organization Structure &amp; Design</td>
<td>W &amp; H .12, 13</td>
</tr>
<tr>
<td>#12</td>
<td>11/13</td>
<td>Organization Design &amp; OD</td>
<td>W. &amp; H. 14, 15</td>
</tr>
<tr>
<td>#13</td>
<td>11/20</td>
<td>Ethics. Culture Report and Y.Y.O. Due</td>
<td></td>
</tr>
<tr>
<td>#14</td>
<td>11/27</td>
<td>No class.</td>
<td></td>
</tr>
<tr>
<td>#15</td>
<td>12/4</td>
<td>Quiz 3 Class End</td>
<td></td>
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</tbody>
</table>

Refers to Wagner & Hollenbeck text. R refers to Rogers text. BE refers to Practical Business Ethics. T.B.A. means to be assigned later.
My criteria for grading your performance includes:

(1) the quality and quantity of your participation in the seminar meetings. In part this means your taking the initiative and demonstrating your skill in sharing the leadership function.
(2) The level of integration you achieve in uniting experience, concepts and facts into a coherent understanding of intra-and interpersonal dynamics. Such understanding should be reflected in the written assignments, short quizzes, and class participation.
(3) Your performance on the major projects during the trimester.

As far as I am concerned, you are not in competition for grades. However, I believe that it is as much your responsibility to demonstrate your growth and progress as it is mine to discover. A high and consistent level of performance can result in a grade of "B". I believe that the grade of "A" should be used for recognizing exceptional performance, and that is how I will use it this semester. Your grade will focus on a series of written assignments and quizzes, and in-class participation.

Your participation is *extremely* important to the success of this trimester, and should receive a significant weight in your final grade. However, there are three agents to whom your participation is important and therefore can judge it: (1) your peers in class, who can learn and profit from your participation; (2) you, because you know what you are trying to accomplish; and (3) me, as the educational specialist.

* Participation, as evaluated by me, will include your performance on all the assignments completed by you during the trimester. For the most part, these will be **written** assignments.

Weights of the various class activities, and how they will combine to form your final class grade, is shown in the next section.

**GRADING WEIGHTS**
The weights of the assignments and your participation in the calculation of the final grade is as follows:

Organizational Culture 12 points
YYO 5 points
Journal Report 8 points
Discussion Leadership 12 points
My Rating........8 points
Class Rating.....4 points
Application Papers 0 points
Short Quizzes 33 points
Participation 10 points
   My rating.......5 points
   Peer Rating.....5 points

Total………………………..80 points
Points and Letter Grade Equivalents

75.2 = A
74.4 = A-
71.2 = B+
68.0 = B
66.4 = B-
64.8 = C+
64 = C
54.6 = C-

PERFORMANCE EXPECTATIONS

Discussion and participation is primary to the learning process. Sharing of real experiences with each other reflects a commitment to involvement on your part. Learning by the application of concepts to those experiences is a prime objective.

The class process will consist of mini-lectures, discussion and in-class and on-the-job exercises. A number of reports and papers will also be required. Most assignments are to be prepared as a written report.

ATTENDANCE

If you must miss 4 or 5 hours of class, they probably can be made-up. Please let me or some other class member know in advance if you are going to be late or absent. If you miss more than 7 or 8 hours of class your absence poses a serious problem. There really is no way for that time to be made up and will result in a lowered class grade.

CONDUCT & POLICY ON DISABILITIES

GSBM students are expected to respect personal honor and the rights and property of others at all times. The University rules on conduct can be found in the GSBM Catalog. Please check the catalogue index under “Conduct” for the page numbers. Additionally, students with disabilities are encouraged to familiarize themselves with the University's policies in the GSBM Catalog (under “Disabled Student Assistance”) or contact the University's equal opportunity officer at (310) 506-4208.