

Asbury College

Organizational Behavior

Student Guide

ACHIEVE

Degree Completion Program



knowledge elements
educational products

(KEEP)

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COURSE DESCRIPTION

Organizational goals, priorities and strategies interfacing with the behavior of individuals and groups inside the organization and in other affecting organizations. Attention given to the effect of organizational culture, government laws and regulations and the economy upon organizational behavior.

LEARNING OUTCOMES

The student will be able to:

1. Write organizational goals that accurately reflect the mission of an organization.
2. Develop priorities among the written goals of an organization.
3. Develop strategies for accomplishment of the prioritized goals of an organization.
4. Explain the dynamics of relationships between individuals and between individuals and groups.
5. Explain how and why organizations have their own behavior and how this behavior relates to other organizations.
6. Explain what organizational culture is and how it affects organizational behavior.
7. Explain how organizational success and organizational behavior are related.
8. Explain in writing, using an actual organization in existence today as described in current media (books, periodicals), how the leadership style of an organization (and that of its primary officers) impacts organizational behavior.
9. Illustrate, using a current organization, how organizational behavior crosses the line between ethical and unethical actions.
10. Explain work design issues involving new technology, different arrangements of time and space for work accomplishment and changing attitudes toward work.
11. Explain how groups within an organization are motivated and respond to internal and external demands and opportunities.
12. Demonstrate a knowledge of policies and practices in human resource management.
13. Explain decision making in the organizational setting.
14. Explain how values are established in organizations.
15. Demonstrate external and internal organizational structure alternatives and how they affect organizational behavior.
16. Explain how attitudes toward work, the organization and the customer will affect both personal and organizational performance.
17. Develop a convincing argument to show the need to communicate, negotiate solutions and handle conflict in order to achieve organizational success and excellence.

18. Explain the need for efficiency and effectiveness in all organizations.
19. Explain the need for organizations to plan in order to impact change while controlling stress.
20. Explain what a learning organization is and the positive impact it can have on organizational behavior.

TEXTS AND MATERIALS

Required Texts:

Johnston, Jon. *Christian Excellence: Alternative To Success*. Foreword by Anthony Campolo, Jr. Second Edition. Franklin, TN: JKO Publishing, 1996. ISBN 0-9645014-4-9.

Robbins, Stephen P., and Timothy A. Judge. *Organizational Behavior*. Twelfth Edition. Upper Saddle River, NJ: Pearson Prentice Hall, 2007. ISBN-10: 0-13-189095-6; ISBN-13: 978-0-13-189095-4.

Course Pack (2008). *Organizational Behavior*. Franklin, TN: knowledge elements, inc. Reference Number MGT43-01.

Required Material: In addition to the texts, this material should be purchased by the students from the Asbury College Bookstore and placed in the designated spot in the Student Guide:

Harvard Business Review, published by Harvard Business School Publishing Corporation (Boston, MA): "Building a Learning Organization" by David A. Garvin. July 1993, Reprint #93402.

STUDENT EVALUATION

Students in this accelerated course will be evaluated by the College's standard grading system. Refer to the Student Handbook or the College Catalog for further details. The criteria for determining your grade will be as follows:

1. (30%) Completion of assigned written exercises and reading (see Student Assignments pages for exact assignments).
2. (10%) Participation in class discussion and group activities. The criteria will be the quality and quantity of the contribution to the group.
3. (50%) Final Paper—Refer to the next page for information on how the Final Paper is to be prepared. The Final Paper will be due one week after the final class period delivered to the College, sent by e-mail, or postmarked on that date. Turning in the Final Paper late will result in a penalty on the grade for the Final Paper.
4. (10%) Quality of comments, insight and extent of learning as reflected in the student's journal. The student is required to write in the journal at the close of each class session and may add to it at other times such as after reading an assignment or completing an exercise. The journal is to be handed in with the Final Paper.

Attendance: Any class missed must be made up. The student is obligated to contact the instructor to make suitable arrangements in case of any absence or tardiness. Unexcused absences and absences not made up will adversely affect the student's grade.

Late Work Or Work Not Handed In: Any written exercise or the Final Paper handed in after 6 p.m. on the due date will result in a reduction of the grade for that item. Any item not turned in will result in an "F" for that item and a reduction in grade for the course.

FINAL PAPER

Each student must complete a Final Paper. Students may use any material in developing the Final Paper, but every word (unless expressly quoted with appropriate credits given) must be that of the student submitting the paper. Any use of material written by another person without credit given will be considered plagiarism; this will result in at least an "F" for the Final Paper.

The student is encouraged to take notes on how to respond to the Final Paper as he/she progresses through the course. This includes making notations in class notes or in the journal. The journal is intended to be a major help in producing the Final Paper and is to be submitted along with the Final Paper. As a result, it is very important that the journal writing be taken seriously. In addition, the journal itself constitutes a part of the student's grade for the course.

The Final Paper is to be submitted in typewritten, double-spaced form on one side only of 8½" x 11" white paper. A cover sheet should clearly indicate the student's name, course name, instructor's name and the date submitted. The Final Paper will be due one week after the final class period.

Students should include the following in their Final Paper:

1. Discuss the relationship between overall corporate behavior, small group behavior and individual behavior in the same organizations. Include reference to how much the three affect each other or dictate to the other, when they are likely to be slightly different and when it could lead to major conflict.
2. Describe how "perception" relates to your decision-making process on the job. Include reference to the principles found in Chapter 5 and how they relate to your situation.
3. What motivates you to do your work? Include reference to material in class and in the text on motivation.
4. If you were to create an organization today, how would you describe the organizational behavior that you would seek to attain in (a) individuals working there, (b) work teams and (c) executive decision making.

COURSE OVERVIEW

The study of organizational behavior can be very interesting because it studies how human beings interact in a work situation—in effect, when their ability to bring home a pay check and thus feed their families is at stake. The study of human beings can be interesting because, although we know that we can predict behavior to an extent, the behavior of the moment and the behavior over a long period will introduce factors not expected.

Then when we put a number of individuals together, we introduce group behavior. A group behaves in ways that are unlike any of its members. Each person in the group is affected by the other members of the group. Groups take on personalities that are as unique as the personalities of each individual within the groups.

To make it even more interesting, there are groups within groups. The work team is a group. It is a group that, along with other work teams, makes up the employment force of a company.

So there are many personalities within an organization, and the organization has another personality of its own. The larger and older an organization (for-profit corporation or not-for-profit organization), the more likely that the organization will have a stable personality. The more stable it is, the more predictable its behavior. However, even the most stable of organizations will at times take action that is not expected.

Organizations, like people, respond to stimuli. The stock market, new legislation, the failure of a product, a damaged reputation, the image of a leader, a strike, moving a plant, expanding or reducing an organization—all are factors that could cause an organization to act in ways that are not expected. It is interesting to study how and why organizations act (behave) and the impact this action has on the employees of that organization as well as the community in which it is located.

During this course you will have the opportunity to look at whole organizations, as well as constituent parts like work teams, and study their behavior. This will be done in the context of organizational planning (mission and vision statements) and the need to be fiscally sound. Human needs must be met in every organization; the extent to which they are not met is the basis for certain behavior of individual employees and of the organization.

You are encouraged to look at the organization where you currently work or an organization you know well. Why does that organization have the behavior it does? How do you affect it? How do others affect it? In a later course you will study organizational culture, which is the study of what encourages or discourages certain behaviors inside an organization thus creating expectations of certain behaviors of the people within the organization.

Enjoy the study. Give the whole topic some thought. Thanks for being enrolled.

LOGISTICS CHART

Hour	Week 1	Week 2	Week 3	Week 4	Week 5
1	Course Introduction Introduction to Organizational Behavior Organizational Mission	Zeigler Cider Attitudes The Essence of Customer Service	Group Behavior Efficiency Experts	Leadership Concepts Conflicts and Harmony	Structure of Organizations Building a Learning Organization
2	(continued) Organizational Goals	(continued) Job Satisfaction Personality and Values in the Workplace	(continued) Understanding Work Teams	(continued) Married with Business	(continued) Organizational Change and Stress
3	Break Role of the Manager The Power of Listening	(continued) Break Motivation Concepts The Angry Customer	Break The Uncivil War on Employees Building Customer Goodwill and Trust	Break Negotiating What is Appropriate	Break A Role Model Organizational Excellence
4	Decision Making Ethics and Organizational Behavior Journal Entry	(continued) Motivating People and Organizations Journal Entry	(continued) Communication Journal Entry	Jobs Disappear in Organizations Journal Entry	(continued) Course Review Journal Entry Course Evaluation

STUDENT ASSIGNMENTS

Note: All written assignments are to be handed in at the beginning of the class session.

Week One

1. Read the Learning Outcomes and Course Overview in the Student Guide.
2. Read Robbins and Judge, Chapters 1, 2 and 5, and complete written responses to the following study questions:

Chapter 1, "What Is Organizational Behavior?"

1. Contrast the research comparing effective managers with successful managers. What are the implications from the research for practicing managers?
2. Millions of workers have lost their jobs due to downsizing. At the same time, many organizations are complaining that they can't find people to fill vacancies. How do you explain this apparent contradiction?

Chapter 2, "Foundations of Individual Behavior"

1. Explain what is meant by "shaping behavior."
2. What are the relationships between age and absenteeism?

Chapter 5, "Perception and Individual Decision Making"

1. Explain attribution theory. What are its implications for explaining organizational behavior?
 2. Explain the rational decision-making model. Under what conditions is it applicable?
3. Read "Why Every Organization Needs a Mission Statement," "Goals for an Organization" and "The Power of Listening" in the Course Pack and complete written responses to the following study questions:

"Why Every Organization Needs a Mission Statement"

1. Explain the statement, "Even business as usual is a decision."
2. How can a mission statement become the "basis" for decisions within an organization?

"Goals for an Organization"

1. Discuss the meaning of the first statement in the article.
2. What is the relationship between goals and strategies as discussed in this article?

"The Power of Listening"

Identify two specific organizational behaviors that changed in this company leading to their survival and then success.

Week Two

1. Read Robbins and Judge, Chapters 3, 4, 6 and 7, and complete written responses to the following study questions:

Chapter 3, "Attitudes and Job Satisfaction"

1. Contrast the cognitive and affective components of an attitude.
2. Explain the significance of the data in Exhibit 3-2.

Chapter 4, "Personality and Values"

1. Explain two of the uses of the Myers-Briggs Type Indicator.
2. Explain why personality and values of workers are important to employers.

Chapter 6, "Motivation Concepts"

1. Does motivation come from within a person or is it a result of the situation? Explain.
2. How do McGregor's Theory X and Theory Y contribute to understanding why managers function in contrasting ways?

Chapter 7, "Motivation: From Concepts to Applications"

1. Identify five different criteria by which organizations can compensate employees. Based on your knowledge and experience, do you think performance is the criterion most used in practice? Discuss.
 2. "Performance can't be measured, so any effort to link pay with performance is a fantasy. Differences in performance are often caused by the system, which means the organization ends up rewarding the circumstances. It's the same thing as rewarding the weather forecaster for a pleasant day." Do you agree or disagree with this statement? Support your position.
2. Read "A Better Way to Pass the Baton" in the Course Pack and complete written responses to the following study questions:
 1. What were the three most important values that were expressed in what is described in this article?
 2. In the case study presented by this real-life situation, what do you think they really did well and what would you have done in a different manner?

Week Three

1. Read Robbins and Judge, Chapters 9, 10 and 11, and complete written responses to the following study questions:

Chapter 9, "Foundations of Group Behavior"

1. Compare and contrast command, task, interest, and friendship groups.
2. Identify five roles you play. What behaviors do they require? Are any of these roles in conflict? If so, in what way? How do you resolve these conflicts?

Chapter 10, "Understanding Work Teams"

1. Contrast *self-managed* and *cross-functional* teams.
2. List and describe nine team roles.
3. Don't teams create conflict? Isn't conflict bad? Why, then, would management support the concepts of teams?

Chapter 11, "Communication"

1. Describe the functions that communication provides within a group or organization. Give an example of each.
 2. Identify three common small-group networks and give the advantages of each.
2. Read "Efficiency Experts" and "Shooting Themselves in the Work Force" in the Course Pack and complete written responses to the following study questions:

"Efficiency Experts"

1. Describe at least three things Joe Phelps does to utilize his time more efficiently.
2. Using Steven Ettridge as an example, explain how high dependency on high tech can actually be a problem for an executive.

"Shooting Themselves in the Work Force"

Explain two main points of the writer in this article.

Week Four

1. Read Robbins and Judge, Chapters 12, 13 and 15, and complete written responses to the following study questions:

Chapter 12, "Basic Approaches to Leadership"

What characteristics define an effective leader?

Chapter 13, "Contemporary Issues in Leadership"

The authors describe Maureen Baginski as a "transformational leader." What qualities does she have to support this statement? (pp. 429-430)

Chapter 15, "Conflict and Negotiation"

1. What are the disadvantages to conflict? What are its advantages?
2. How do men and women differ, if at all, in their approaches to negotiation?
2. Read "Married with Business" in the Course Pack and complete written responses to the following study questions:
 1. Based upon situations described in this article, what is the key element in the relationship between the woman and the man that is essential to working together?
 2. The authors state, "Give each other space." What is one of the illustrations they give on how this could be done?

Week Five

1. Read Robbins and Judge, Chapter 19, and complete written responses to the following study questions:
 1. Briefly explain each of the six major forces causing change today in organizations.
 2. Discuss whether organizational change is an opportunity or a challenge to individuals who work in that organization.
2. Read *Building a Learning Organization* (Harvard Business Review reprint) in the Student Guide and complete a written response to the following study question:

Describe two things an organization must do to become a "learning organization."
3. Read "A Role Model in the Work Place" in the Course Pack and complete a written response to the following study question:

What makes Mildred Cater a role model?
4. Read Johnston, Chapter 2, and complete written responses to the following study questions:
 1. What is the relationship Johnston describes between success and a "pot of gold"?
 2. Explain the meaning of the words from James Russell Lowell at the end of the chapter.