Management 305
“Organizational Behavior”

Spring 2007 7pm to 8:50pm, Mon/ Wed

Instructor: David Bennett
Markstein Hall 422
Office hours: By Appointment Only
Telephone: 760-750-4218
Email: dbennett@csusm.edu
Website: http://courses.csusm.edu/bga502db

Required Reading Materials:
• Greenberg, Jerald, 2005, Managing Behavior in Organizations, 4th edition; Upper Saddle River; N.J.; Prentice Hall
• Film and HBS cases
• Articles as assigned by the Professor

Course Purpose and Objectives. The purpose of this course encompasses the study of individual and group behavior in organizational settings. All organizations must function within the context of their internal and external environments. Managing organizational behavior in this context challenges individuals to understand and embrace workforce diversity, elements of change, effective communication and performance systems. Concepts include motivation, communication, group dynamics, power, conflict, organizational culture, decision making and leadership.

The objectives of the course are to:

• Grasping the importance of individual and group behaviors in organizations and understanding the processes and management discipline of personal and organizational change and applying concepts and theories to “real life” situations and “real world” organizations
• Improve personal skills in behavioral observation and analysis of both yourself and others
• Gaining an expanded perspective on individual and group differences and how they affect behavior.
• Improving oral and written communication skills, which involves extensive practice and is critical to your development as a business professional
• Understanding your own leadership and influence styles in order to improve your effectiveness as a leader
• Understanding the processes and management of organizational culture and change.
Course Approach. The format of the class will involve a combination of lectures, films, speakers, presentations and A LOT of class discussion. Participation is the key in successfully accomplishing the course objectives. This is where you learn “real life” communication skills, cooperative learning, interpersonal skills, and insight into “real world” issues. Participation teaches these critical skills and is essential to your success in this class. The diversity of class activities requires that you arrive on time and you must, obviously, regularly attend class in order to participate. This means mandatory attendance. Two (2) absences or more can effect your grade. The added value that you bring to class and group discussions will weigh heavily on your grade as well. Active involvement in and discussion of the course material is highly encouraged.

Value added simply means that you engage in meaningful dialog with your peers and peer groups. This can be done by:

1. making observations that enhance discussions
2. asking pertinent questions that address and add to the topics being discussed
3. reciting examples of personal experiences that are relevant to the discussion
4. engaging in objective devil’s advocacy
5. disagreeing or challenging the Instructor,
6. being prepared and insuring that your comments contribute to the discussion at hand
7. listening and attentiveness
8. courtesy, tact and sense of humor
9. ability to offer/accept a sense of humor
10. ability to offer/accept constructive criticism
11. overall energy and enthusiasm.

Film/ HBS Case Analyses and Team Presentations. We will be using the medium of film and Harvard Business School cases in discussing Organizational Behavior. There are six (6) films/HBS cases in this course so the class will be divided into six (6) Teams. Each Team will be assigned a film and an HBS case. The films and HBS cases I have chosen can be found in the attached class schedule. Each student in the class is expected to watch the assigned film and read the HBS case. Each Team will be expected to write a report on the film and the case they present and it will be due on the day of the presentation. The reports for the film and the HBS case will be four (4) pages in length, double spaced, machine printed, 12 font and 1 inch margins. This is a team project so each member is responsible for their part of the report and presentation and will be graded accordingly from an evaluation form that will be given to each team member. These will be turned in on the day of the presentation and will be seen by me only.

The rest of the class will write a one (1) page, single spaced, analysis of the film and your opinion of the HBS case and hand it in on the day of the presentation.

Written FILM and HBS Case analysis is to address organizational behavior topics indicated for each film and HBS case (see the attached film and HBS case summary sheet).

Each Team will be expected to present their analysis of the film to the class depicting the behavior traits that are assigned for the film. Each Team should encourage a lively discussion of the film.
they present and the rest of the class is expected to participate in these discussions. Each Team presentation will be done on POWERPOINT on the day it is scheduled in the class assignment schedule in the syllabus. The presentation will be no longer than 30 minutes. The class will then participate in a discussion. It is expected that ALL members of the class will have seen the films as I will be asking questions AND there could be short essay’s on the material on examinations.

General guidelines for film analysis are appended below:
1. Read the film/company quickly to get a very general idea of the key issues.
2. Then, read it very carefully, hi-lighting important facts or phrases.
3. Write down what you think are the key issues in the analysis. Read between the lines to understand the opinions and attitudes.
4. Do not hesitate to make some reasonable assumptions if specific data is not available. But please be sure to state it in your analysis of the situation, which also includes an examination of the alternatives. I want to see your opinions/evaluations as well.
5. Your analysis and evaluation is the most critical step in film/company preparation. Develop a set of opinions/recommendations that support your analysis.

Requirements and Expectations: Handwritten submissions will not be accepted. You are expected to read all assigned materials and complete all written assignments ON TIME.

While I greatly value and appreciate your effort as an important precursor to learning, please understand that I believe that effective learning is manifested by how well you communicate verbally and written what you have learned. Verbal communication not only refers to your presentation skills, but to your class participation as well. I will reward you in that manner. I also believe that performance in the real world is measurable and rewarded by the most part on your ability to deliver what is required, on time and communicate it effectively.

In grading your presentations and written assignments, I will look for originality, presentation style, ability to generate class discussion, enthusiasm, and the demonstration of a clear understanding of the subject. The rest of the class will come fully prepared to participate in all class discussions and the learning process.

Examinations. There will be three (3) examinations in this course. The examinations are scheduled for, February 21, April 2 and May 9. Each examination could be a combination of objective and essay questions and multiple choice. You will need both a GREEN scantron sheet and a blue book for each examination.

At my discretion, I may give some quizzes if I feel students are not preparing for class.

I normally do not do make-up exams thus it will be at my discretion if warranted.

UNIVERSITY WRITING REQUIREMENT
CSUSM has established a 2500 word writing requirement for each course. This requirement will be met through the film reports, leadership write up, leadership book report and essay portions of the examinations. Each assignment will be graded on grammar, style, and presentation, as well as
content.

**ACADEMIC HONESTY**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructors’ attention. The instructors reserve the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

**ADA STATEMENT**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should request a meeting with the instructors outside of class.

**STATEMENT ON PRE-REQUISITES AND WITHDRAWALS**

The pre-requisites for this course are listed in the course catalogue. The instructor reserves the right to administratively drop, at any point, any student who has not met the pre-requisites. Students choosing to withdraw from this course are responsible for doing so according to university procedures and deadlines.

**Grades.**

The grade you receive in this course will be based on the following components and weights:

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<th>Examination</th>
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Each student has ample opportunity to demonstrate his/her mastery of the course material in the variety of assignments required in the course. There will be no provision for "extra" credit assignments. Grading will be as follows: A, 95 +; A-, 90/94; 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. No “make-ups” of any kind will be available except in verifiable medical emergencies or other situations approved by the Instructor.

**FILM CASE DISCUSSION QUESTIONS**

**Hoosiers**

1. What leadership qualities does the new coach bring to the
team and how do they change as time progresses?
2. What are the challenges of Coach Dale?
3. How does the coach deal with the school politics, naysayers, gossip, scandal and vengeance?
4. How does Dale recapture the vision and gain respect?
5. Discuss the “change” that takes place and whether you think the Coach “had a plan”
6. What are the team dynamics that takes place.
7. How would you manage this kind of situation.

Crimson Tide

1. How does the command structure fall apart between the captain and the executive officer?
2. How is leadership control lost and then regained.
3. Describe the internal conflicts i.e., groups, etc. that arise.
4. Describe the power struggle that takes place and the ego conflicts.
5. Is there a social tone to the conflict and if so discuss.
6. How would you have handled this kind of situation if you were either the Captain or the First Officer.

The Contender

1. Discuss the gender bias, sexual stereotypes, and discriminations that confront female seeking executive roles.
2. What is the moral dimension that effected Laine Hanson’s decision to accept the VP position.
3. Discuss the cross gender mentoring that took place between the President and Hanson and the leadership concepts displayed by the President.
4. Do you think the role that Oldman took in attempting to stop Hanson’s nomination is prevalent in business today.
5. Do you think a female can be President some day and why.
6. Address what you believe are some major differences in leadership between men and women

Thirteen Days

1. Address the diverse leadership characteristics that took place in the film.
2. Discuss the moral dilemma that leaders constantly face particularly in today’s world of the Enrons and World Coms.
3. Discuss the practicality of leaders listening to consensus decision making.
4. How would you have reacted in President Kennedy’s place in the situation.
5. Discuss a leader’s role in crisis management.
6. How much should a leader listen to their “gut” vs their “head”.

**Dead Poets Society**

1. Compare and contrast the leadership styles of Mr. Keating and Mr. Nolan
2. Does Todd change during the course of the film? Why and how?
3. What do the boys gain from their participation in the Dead Poet’s Society.
4. Is Mr. Keating successful as a leader? What about Mr. Nolan?
5. Discuss the communication that does. Doesn’t take place and how it may have been misunderstood.

**Apollo 13**

1. Discuss the various leadership issues that took place in the film.
2. Discuss how the interpersonal relationships changed as the crisis became more pronounced.
3. Address the trust issues that existed between Apollo 13 and Kennedy Center.
4. There were various decision making issues between the Astronauts and in the Center. Discuss the complexity of these.
5. Address how each person handled stress in their own way.