

Advanced Organizational Behavior

Business 604

Seminar

3 Credit Hours

Professor: Gerry Allen (E-Mail: gerry.allen@doane.edu) Cell (402) 213-5560

Course Description. This course covers the foundation for the study and application of organizational behavior. The perspective, historical background, methodology and theoretical framework for human behavior in organizations are studied. Attention is given to the micro perspective (perception, personality and attitudes, motivation, and learning), the dynamics (group dynamics, conflict, stress, power and politics, and leadership), and organizational culture. Applications for performance improvement, organizational change, and development are stressed.

The course is not a cut-and-dry approach to organizational behavior but, instead, is based on the assumption that more than one perspective in organizational behavior may be more appropriate. The course challenges students to analyze organizational situations in a variety of ways, rather than just one. In this regard, **the course utilizes a *diagnostic approach* (after Gordon, 2002) to study organizational behavior. This involves integrating diagnosis – describing, understanding, and explaining behavior – and action – controlling, managing, or influencing behavior – to bridge the gap between comprehension and understanding of organizational behavior.**

Classroom sessions involve a combination of open dialogue and discussion centered around each class session's learning objectives. The learning objectives are directly tied to the weekly assigned readings and individual student work projects. The course emphasis is on group discussions, student presentations, and projects. Students may be called upon by name to address concepts from the readings. In this regard, students should be well prepared, having read the assigned readings prior to each class session. Opinions and alternative points of view are welcome and encouraged but cannot, of themselves, substitute for knowledge of the literature. Each class will begin with an open dialogue and discussion of the session's learning objectives. Some class discussions will be supplemented with related videos. Beginning with Session Two, each week different students will present case abstracts assigned for that class session. Also, students will present findings from web site activities designated for each class session. Additionally, each class session, students will conduct a presentation on featured companies and organizations, gathering the information from the Internet. Students are encouraged to participate in discussions regarding the various presentations; part of the grade for the course is based on participation in these discussions.

In lieu of a traditional term paper, students will prepare and maintain, on a weekly basis, a journal related to the assigned readings and weekly assigned Internet exercises. Students will note in the journals how the readings may or may not relate to their own work experiences or case studies, and their thoughts and reflections about the concepts addressed in the readings. Additionally, they will record details of the Internet exercises in the weekly journals.

Course Goals. This course is designed to be a challenging and practical academic experience. The goal is for the course participant to acquire management skills and awareness of organizational behavior as a result of this scholarly pursuit, and to be able to relate this to real life business situations and interactions. Of parallel importance is for participants to become more proficient communicators, both in verbal and written communicative skills.

Course Learning Objectives. Through intellectual dialogue and critical evaluation of course materials, class presentations and discussion, and other sources of information, at the course conclusion, each participant should understand the learning objectives listed for each session of the course.

Evaluation of Learning Objectives. Course participants will be evaluated to determine whether or not the learning objectives are achieved. Evaluations include: class discussion focusing on learning objectives; oral presentations involving learning objectives in case abstracts, web site activities, and company profiles; and journals containing results of Internet projects and insights into the readings related to the learning objectives. In total, these means of evaluations address all stated course learning objectives. Attendance and preparation for each class session is essential if these objectives are to be met. In this regard, staying current in the assigned readings is very important. If you know in advance that you must miss a class, speak to me so that I can give you assignments to make-up the absence. One absence can be made-up. Two absences will result in the loss of 20 points, plus will require make-up work. If you anticipate more than two absences, please enroll for the course at a time more convenient to your schedule. Grading is as follows:

Journal - Major Project	60 points	<u>Grade Scale</u>
Presentation - Case Abstracts	10 points	A = 100 - 90
Presentation – Web Site Activity	10 points	B = 89.9 - 80
Presentation – Company Profile	10 points	C = 79.9 - 70
<u>Attendance/Participation</u>	<u>10 points</u>	
Total Points	100 points	

Academic Integrity Policy. The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. The use of other's ideas and words shall be properly cited. Please ask if you are unsure as to how or what a proper citation of a source is.

Required Text: Listed below is the textbook required for the seminar. The text, Organizational Behavior. Talya Bauer and Berrin Erdogan, flatworld KNOWLEDGE, 2009 (ISBN*: 978-0-9820430-6-6) is free online.. Since the course is about learning to think about organizations in new ways, it might be interesting for those interested in doing so to obtain a textbook in a new and interesting way. The text is available online for reading for **free**. You can access the text by going to the following link:<http://www.flatworldknowledge.com/gerry.allendoane.edu/advanced-organizational-behavi>

First, you have register for the text at that website, and then gain entry to the text.

This is key!
Critical Thinking.

Remember, in seeking the elusive truth, we have two basic questions to ask:

How do you know?... What does it mean?



I hope that you will enjoy this learning journey.

Course Outline (Course will be adjusted to Seven Sessions):
Read the text prior to start of seminar

Session One

Reading Assignment: Preface(Read Prior to the Class Session) Chapter 1: Organizational Behavior

[Video Learning Segments Organizational Behavior Chapter 1.ppt](#)

LEARNING OBJECTIVES (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...):

- KNOW the challenges faced by today's organizations.
 - DEAL with today's workforce.
 - DEMONSTRATE the competencies needed by effective managers.
 - UNDERSTAND the importance of effective organizational behavior.
 - Systematically DESCRIBE and STUDY organizational behavior.
 - APPLY the four-step diagnostic approach.
1. Introduction and explanation of the course and learning expectations.
 2. Discussion of course requirements and assignments.
 3. Introduction of course participants.
 4. Open Dialogue/Discussion About Learning Objectives
 5. VIDEO: The Changing Nature of the Workplace.
 6. LEARNING OBJECTIVES: Self-Assessment.



Session Two

Reading Assignment:

Chapter 2: Managing Demographic and Cultural Diversity

(Read Prior to the Class Session)

Chapter 3: Understanding People at Work: Individual Differences and Perception

[Video Learning Segments Organizational Behavior Chapter 2.ppt](#)

[Video Learning Segments Organizational Behavior Chapter 3.ppt](#)

LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- CHOOSE and ORGANIZE information carefully.
- CREATE scripts that lead to effective action.
- MANAGE impressions you create and understand how others manage theirs.
- AVOID perceptual distortions-stereotyping, the halo effect, projection, and the self-fulfilling prophecy.
- MAKE correct attributions of employees' and other managers' behaviors.
- ENCOURAGE learning with the right cues, rewards, and models.
- UNDERSTAND how culture affects perceptions, attributions, and learning.

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LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- ACCEPT the value of diversity in the workplace.
- REMOVE obstacles encountered by women, minorities, older workers, and physically challenged employees.
- KNOW personality differences affect a person's work.
- RECOGNIZE the role values and attitudes play in job performance.
- HELP workers build effective careers.
- DEVELOP programs to help workers handle work-life challenges.

1. Open Dialogue/Discussion About Learning Objectives

2. VIDEO:

3. ARTICLE ABSTRACTS (Student Presentations):

Case: _____

Presenter: _____

Case: _____

Presenter: _____

4. Featured Company/Organization:

Org: _____

Presenter: _____

5. LEARNING OBJECTIVES: Self-Assessment.

Session Three

Reading Assignment: Chapter 4: Individual Attitudes and Behaviors
Chapter 5: Theories of Motivation
Chapter 6: Designing a Motivating Work Environment

[Video Learning Segments Organizational Behavior Chapter 4.ppt](#)

[Video Learning Segments Organizational Behavior Chapter 5.ppt](#)

[Video Learning Segments Organizational Behavior Chapter 6.ppt](#)

LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- IDENTIFY workers' needs and then meet them.
- CREATE an equitable workplace; offer an array of benefits tailored to individual employees.
- MOTIVATE employees in the dot-com, global workplace.
- REWARD employees for high performance, commitment, and creativity.
- SET challenging, focused, and acceptable goals jointly with employees.
- DESIGN and IMPLEMENT a fair compensation system that pays for performance
- ACCEPT the value of diversity in the workplace.
- REMOVE obstacles encountered by women, minorities, older workers, and physically challenged employees.
- KNOW personality differences affect a person's work.
- RECOGNIZE the role values and attitudes play in job performance.
- HELP workers build effective careers.
- DEVELOP programs to help workers handle work-life challenges

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LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- KNOW the traits of an effective leader; practice the behaviors of an effective leader.
- PERFORM the roles appropriate to the job.
- DEVELOP and IMPLEMENT a repertoire of leadership styles.
- DIAGNOSE the situation and USE a leadership style that fits it.
- CONSIDER followers when leading; involve followers effectively; and ACT charismatically.
- SET and IMPLEMENT a vision for your company; LEAD effectively in the dot-com, global workplace.
- ACT as a super leader by developing self-leadership skills in yourself and lead your employees.
- LEAD a multicultural workforce effectively.

1. Open Dialogue/Discussion About Learning Objectives

2. VIDEO:

3. ARTICLE ABSTRACTS (Student Presentations):

Case: _____

Presenter: _____

Case: _____

Presenter: _____

Case: _____

Presenter: _____

Case: _____

Presenter: _____

4. WEB SITE ACTIVITIES (Student Presentations):

Case: _____

Presenter: _____

5. Featured Company/Organization:

Org: _____

Presenter: _____

6. LEARNING OBJECTIVES: Self-Assessment.

Session Four

Reading Assignment: Chapter 9: Managing Groups and Teams

[Video Learning Segments Organizational Behavior Chapter 9.ppt](#)

LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- DIAGNOSE the type of group interaction and understand its consequences.
- KNOW how perceptual differences, power differences, task, relations, and cross-cultural differences affect group interactions.
- USE interpersonal techniques and structural changes to improve intergroup relations.
- DIAGNOSE the impact of bargaining.
- KNOW and USE the steps of effective negotiation.
- USE negotiation strategies and tactics appropriately.
- UNDERSTAND how men and women negotiate differently.
- NEGOTIATE effectively in cross-cultural settings and the dot-com, global workplace.

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LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- UNDERSTAND the basics of group functioning.
 - KNOW when to use group and individual decision-making.
 - HAVE a repertoire of group decision-making techniques.
 - TRANSFORM groups into high-performing teams.
 - EMPOWER team members to lead and make decisions.
 - REWARD team members for performance.
 - MANAGE teams effectively in cross-cultural settings
1. Open Dialogue/Discussion About Learning Objectives
 2. VIDEO:
 3. CASE ABSTRACTS (Student Presentations):

Case: _____

Presenter: _____

Case: _____

Presenter: _____

4. WEB SITE ACTIVITIES (Student Presentations):

Case: _____

Presenter: _____

5. Featured Company/Organization:

Org: _____

Presenter: _____

6. LEARNING OBJECTIVES: Self-Assessment.

Session Five

Reading Assignment: Chapter 14: Organizational Structure and Change
Chapter 15: Organizational Culture

[Video Learning Segments Organizational Behavior Chapter 14.ppt](#)
[Video Learning Segments Organizational Behavior Chapter 15.ppt](#)

LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- DEFINE a culture that would create a competitive advantage for your organization.
- CHOOSE the best type of culture for your organization's goals.
- CREATE an organizational culture in a new company, division, department, or team.
- SUSTAIN an organization's culture to accomplish corporate goals.
- CHANGE the culture in your organization.

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LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- DESIGN an array of organizations using variations on division of labor, coordinating mechanisms, and the organizational hierarchy.
- KNOW when mechanistic and organic structures work best.
- RECOGNIZE and DELINEATE the informal organization in your company.
- CHOOSE among functional, market-orientated, and integrated structures for your organization's design.
- DESIGN a more adaptive structure for your organization.
- STRUCTURE dot-com and global companies effectively.

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- DESIGN a structure that effectively responds to the organization's environment.
 - FIT an organization's structure to its technology.
 - DESIGN an organization to meet the needs and abilities of its workforce.
 - DESIGN a structure that fits with the organization's goals and strategy.
 - DESIGN a structure that suits the organization's stage of development.
 - DEAL with the impact of downsizing, mergers, and acquisitions.
 - EFFECTIVELY STRUCTURE organizations in cross-cultural environments.

1. Open Dialogue/Discussion About Learning Objectives
2. VIDEO:

3. CASE ABSTRACTS (Student Presentations):

Case: _____

Presenter: _____

Case: _____

Presenter: _____

4. WEB SITE ACTIVITIES (Student Presentations):

Case: _____

Presenter: _____

5. Featured Company/Organization:

Org: _____

Presenter: _____

6. LEARNING OBJECTIVES: Self-Assessment.

Session Six

Reading Assignment: Chapter 8: Communication
Chapter 12: Leading People Within Organizations
Chapter 13: Power and Politics

[Video Learning Segments Organizational Behavior Chapter 8.ppt](#)
[Video Learning Segments Organizational Behavior Chapter 12.ppt](#)
[Video Learning Segments Organizational Behavior Chapter 13.ppt](#)

LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- KNOW the traits of an effective leader; practice the behaviors of an effective leader.
- PERFORM the roles appropriate to the job.
- DEVELOP and IMPLEMENT a repertoire of leadership styles.
- DIAGNOSE the situation and USE a leadership style that fits it.
- CONSIDER followers when leading; involve followers effectively; and ACT charismatically.
- SET and IMPLEMENT a vision for your company; LEAD effectively in the dot-com, global workplace.
- ACT as a super leader by developing self-leadership skills in yourself and lead your employees.
- LEAD a multicultural workforce effectively.

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LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- KNOW how to reduce your dependence with power; identify people who have a need for power.
- EMPOWER workers.
- BUILD your sources of power.
- RECOGNIZE and USE organizational politics effectively.
- DIAGNOSE and MANAGE conflict and stress
- IDENTIFY sexual harassment in the workplace.
- DEAL with power, conflict, and stress in cross-cultural settings and the dot-com, global workplace

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LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- DIAGNOSE dysfunctions in the communication process.
- USE verbal and nonverbal communication effectively and listen well when communicating.
- USE electronic communication effectively.
- USE formal and informal communication appropriately.
- DIAGNOSE and ELIMINATE barriers to communication.
- CONDUCT 360-degree performance evaluations.
- USE techniques that improve communication.
- GIVE employees voice in the workplace.
- COMMUNICATE effectively in cross-cultural settings.

1. Open Dialogue/Discussion About Learning Objectives / Questions about Internet Exercises?
2. VIDEO:
3. ARTICLE ABSTRACTS (Student Presentations):

Case: _____

Presenter: _____

Case: _____

Presenter: _____

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Presenter: _____

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Presenter: _____

Case: _____

Presenter: _____

4. WEB SITE ACTIVITIES (Student Presentations):

Case: _____

Presenter: _____

5. Featured Company/Organization:

Org: _____

Presenter: _____

6. 7. LEARNING OBJECTIVES: Self-Assessment.

Session Seven-Eight

Reading Assignment: Chapter 10: Conflict and Negotiations

Chapter 11: Making Decisions

[Video Learning Segments Organizational Behavior Chapter 11.ppt](#)

LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- KNOW what makes a decision effective.
- UNDERSTAND what factors influence decision-making.
- REDUCE cognitive biases.
- ELIMINATE organizational barriers.
- USE the rational decision-making process where appropriate.
- KNOW when to use non-rational decision-making process.
- APPLY techniques to improve decision-making.
- MAKE effective decisions in cross-cultural settings.

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LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- DIAGNOSE the type of group interaction and understand its consequences.
- KNOW how perceptual differences, power differences, task, relations, and cross-cultural differences affect group interactions.
- USE interpersonal techniques and structural changes to improve intergroup relations.
- DIAGNOSE the impact of bargaining.
- KNOW and USE the steps of effective negotiation.
- USE negotiation strategies and tactics appropriately.
- UNDERSTAND how men and women negotiate differently.
- NEGOTIATE effectively in cross-cultural settings and the dot-com, global workplace.

1. Open Dialogue/Discussion About Learning Objectives

2. VIDEO:

3. ARTICLE ABSTRACTS (Student Presentations):

Case: _____

Presenter: _____

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Presenter: _____

4. WEB SITE ACTIVITIES (Student Presentations):

Case: _____

Presenter: _____

5. Featured Company/Organization:

Org: _____

Presenter: _____

6. LEARNING OBJECTIVES: Self-Assessment.

Session Seven-Eight

Reading Assignment: Chapter 7: Managing Stress and Emotions

LEARNING OBJECTIVES: (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- INCREASE the forces for change and REDUCE the forces against change.
- SELECT the most appropriate change agent.
- IMPLEMENT the most effective intervention strategies.
- REDESIGN jobs in your organization.
- DESIGN a program of virtual employment with alternative work arrangements.
- OFFER a plan for implementing business redesign and quality improvement.
- OFFER a protocol for making a company a learning organization.
- INCREASE innovation in your workplace.
- EVALUATE organizational changes.
- INSTITUTIONALIZE organizational changes.
- MODIFY change strategies to handle cross-cultural differences and to work in a dot-com, global workplace.

1. Open Dialogue/Discussion About Learning Objectives

2. VIDEO:

3. ARTICLE ABSTRACTS (Student Presentations):

Case: _____

Presenter: _____

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4. WEB SITE ACTIVITIES (Student Presentations):

Case: _____

Presenter: _____

5. Featured Company/Organization:

Org: _____

Presenter: _____

6. Questions about Internet Exercises?

7. LEARNING OBJECTIVES: Self-Assessment.