



WALSH UNIVERSITY

School for Professional Studies

BUS 314

Management & Organizational Behavior II

(5-Week Format)

***ASSIGNMENT DUE ON THE FIRST NIGHT
OF CLASS: SEE PAGE 5***

PREREQUISITE: BUS 313

June 2008

WALSH UNIVERSITY
School for Professional Studies
BUS 314 Management & Organizational and Behavior II
Course Syllabus

COURSE DESCRIPTION

An intense study of the principles of management and the concepts of general and specific individual human behavior within organizations. Attention is given to applying the principles of management to general and functional management of enterprises by concentrating on problem-solving and analysis techniques and examines behavior at the individual, group, and organizational levels of analysis. Topics include: individual differences, motivation, small groups, leadership, Contingency Theory, and organizational culture. *Prerequisite: BUS 313.*

LEARNING OBJECTIVES

Upon completion of this course participants should be able to:

1. Develop an understanding and appreciation of the systems approach as applied to human and organizational behavior.
2. Identify the role of personality and perception in affecting behavior in organizations.
3. Critically examine a number of traditional and contemporary approaches to work motivation.
4. Increase awareness of the potential of groups in organizations and how they impact performance.
5. Review the current state of knowledge with respect to leadership and leader behavior.
6. Examine the important variable in individual and group decision making and problem solving.
7. Evaluate a number of different approaches to job and organizational design.
8. Look at some contemporary issues and approaches to organizational change and development.

9. Demonstrate by oral, written and group presentations an understanding of management and theory necessary to perform successfully in a management position.
10. Apply knowledge and techniques to the management functions of decision-making, planning, leading and controlling in order to achieve organizational objective.
11. Understand the relationship between managerial effectiveness and individual and organizational performance/productivity.
12. Recognize current issues and future trends which impact the practice of management.
13. Think critically and be able to apply sound managerial techniques and concepts to work related problems and projects.
14. Adapt to changes in management practices as the result of global competition and demographic and cultural changes occurring in the workforce.

MATERIALS OF INSTRUCTION

Stephen P. Robbins, Timothy A. Judge (2008) 9th edition, Essentials of Organizational Behavior
ISBN 13: 978-0-13-243152-1

SUGGESTED GRADING CRITERIA

The grading criteria is the prerogative of the facilitator, who may present an alternative grading procedure, **in writing**, the first night of class as circumstances and experience dictate (for example, the addition of assignments, different weights for the assignments, etc.). Changes to the suggested grading criteria will be announced in Workshop One; otherwise, the criteria presented in this module will be followed as closely as possible.

Grading Scale

A	=	93 to 100	C	=	73 to 75
A-	=	89 to 92	C-	=	69 to 72
B+	=	86 to 88	D+	=	66 to 68
B	=	83 to 85	D	=	63 to 65
B-	=	79 to 82	D-	=	59 to 62
C+	=	76 to 78	F	=	BELOW 58

The course will consist of the following graded components:

Exam	50 points
Case Studies, Exercise, etc.	20 points
Research Project and Presentation	20 points
Class Contributions	<u>10 points</u>

Total Possible: 100 points

NOTES REGARDING ASSIGNMENTS AND WORKLOAD

This course will meet only once a week, for 3 ½ hours each time. The highly accelerated pace requires students to take a great deal of responsibility for their own learning outcomes. While in class, students are expected to actively participate in discussion and group activities. Outside of class, students are expected to do a minimum of 15 hours per week of study, homework assignments and/or group projects.

The intent of the assigned text readings is to provide students with analytical and conceptual skills rather than merely mechanical application skills.

Written Assignments

An important component of this course is the carrying out of written assignments. These assignments of varying types may be both in-class and out-of-class. Expectations, scheduling and kinds of assignments will be discussed in Workshop One.

CASE STUDIES

Assigned case studies should be **well written and edited** papers not exceeding three pages. Each response should answer all questions regarding the case and be well organized and thoughtful. Each case response should be **typed, double-spaced, with numbered pages employing proper grammar and style guidelines (APA preferred)**.

**See Attachment 1 for suggestions*

Research Project Presentation

1. The research project is to be a look at an important Management topic not fully covered in class. Remember to always keep the “guiding question” in mind. That is, after you have explored this topic, what one important and central question will your project answer?
2. Your research sources should include at least five (5) recent articles from business or professional journals of the field. List them on your class handout.
3. Prepare and present a professional presentation of the results of your research to the class and invited guest. Your presentation must take no more than ten minutes. Have a one page summary extract of your research for each member of the class and any guest. Use at least one visual aid.
4. Your grade will be earned by the quality of the class presentation and handout. **DO NOT, I repeat, DO NOT** read your presentation!

ATTENDANCE AND PARTICIPATION

Attendance is expected at each class meeting and class attendance is taken at the beginning of each class. Each student is expected to be prepared for each class and will be called upon to discuss various issues, topics and case studies. Missed work, because of an approved absence, can be made up only under approved conditions. Late work will be penalized if accepted by the instructor.

ACADEMIC INTEGRITY

The exchange of ideas and the sharing of information as part of the educational process is encouraged. Shared views among members of the class can provide an additional element in the process. However, the student is reminded that such sharing of views and other information must remain in the context of academic integrity. A breach of academic integrity will be considered a serious matter. **“Breach of Academic Integrity”** in the course shall be defined as the use by one student of the work of another (student or otherwise) when the student wrongfully uses such material. This definition is intended to address commonly recognized means and methods of cheating on materials, including plagiarism of any sort. The result of such a breach will be a grade of “0” on the respective assignment.

ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP ONE

1. Carefully read the course module, concentrating on the fourteen learning objectives listed at the beginning of the module.
2. Read Chapters 2,3,4,5 Robbins & Judge

Class Schedule

Workshop	Assignments	Learning Objectives
1	a) Read chapters 2,3,4,5	2 1 6
2	Read chapters 6,8,9,10	14 13 9
3	a) Read chapters 11,12,15,16	5 3 4
4	a) Research project and presentations	
5	a) Wrap-up b) Exam	

Attachment 1

Analyzing a case study is similar to diagnosing an illness. Basically, you are looking to find the primary cause, or causes, of an organization's "illness." Once you find the culprit, you will need to develop a solution and then a treatment plan.

1. Define the problem – This is the primary problem that is responsible for an organization's ineffectiveness.
2. Problem analysis – Once you identify the problem, you will need to convince your audience. Provide an analysis of the problem by integrating course material with facts presented in the case study. Serve as your own devil's advocate. Ask yourself why the problem that you have identified is the main one. Are there any holes in your reasoning?
3. Solution – What will solve the problem? The solution will be something that not only makes sense to you, but seems logical as well. Use class material to convince your audience that by implementing the solution, the problem will be solved and the organization will run more effectively and efficiently.
4. Implementation plan – Provide a detailed step-by-step plan that will make it as easy as possible for the organization to use your solution. Don't forget to include an analysis of the costs and benefits involved. Would your solution and implementation plan provide a cure that is worse than the disease? Convince your audience that it doesn't.