

# BENEDICTINE UNIVERSITY

## *Master of Business Administration Program*

### *Summer Session 2007*

**Course Level:** Graduate; MBA Program  
**Course Title:** Organizational Behavior  
**Course Number:** MBA 530  
**Credits:** 4.00

**Instructor:** Phillips  
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#### I. COURSE DESCRIPTION

A course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organizational behavior as it relates to the individual, effective team building, conflict management, and resolution, and the negotiation of legal and psychological contracts. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. Students learn how to use concepts in the traditional workplace as well as the virtual workplace. Required.

#### II. SEMINAR SCHEDULE

**Saturdays, 1:00 – 5:00**  
**Sundays, 8:00 - Noon**

Session 1: June 23-24  
Session 2: July 14-15

Session 3: August 4-5  
Session 4: August 25-26

#### III. REQUIRED TEXTS

(1) Ott, J. Steven, Parkes, Sandra J., and Simpson, Richard B. (Eds.). (2008). *Classic Readings in Organizational Behavior*. 4<sup>th</sup> Edition; Belmont, CA: Thomson-Wadsworth. In the course reading assignments this volume is abbreviated as **CROB**.

(2) Graham, Pauline. (Ed.). (2005). *Mary Parker Follett, Prophet of Management: A Celebration of Writings from the 1920s*; Preface by Rosabeth Moss Kanter and Introduction by Peter Drucker. Washington, DC: Beard Books. In the course reading assignments this volume is abbreviated as **MPF**.

#### IV. CONDUCT OF THE SEMINAR

MBA 530 is conducted as a discussion seminar. Consequently, regular attendance is essential. Students should come to each session fully prepared to discuss the materials assigned for that day. Note, below, that a significant portion of the final grade is based on class participation. Note, too, that class participation means the ability and willingness to listen attentively and politely to others in the group. The intellectual exchange of opinions and differences in interpretations of the literature may certainly be argued energetically but they must **NEVER** be argued rudely!

A major consideration behind the pedagogical approach outlined in the following paragraph is simply this: TIME. There is no time for term papers, book reviews, and other types of assignments when we must cover some very important topics within a very constricted period of time.

Thus the approach to the seminar is based on the principle that a small number of topics known well is preferable to many topics known superficially. Some of you will remember this as coming from Sir Isaiah Berlin's classic essay on *The Hedgehog and the Fox*. If so, you will recognize that the hedgehog approach is used in MBA 530. The result is that the assignments for the course approach the core issues repetitively, but from different angles: Thus, articles are discussed; those same articles are assigned for the first writing assignment; and the terms for the second writing assignment draw on the articles discussed and written about in Assignment 1. The group project

option is consistent with this approach in that it, too, is just another angle from which to view the topics which are covered in the seminar.

## V. ACADEMIC INTEGRITY

An essential characteristic of the life of the mind and the life of a university is unwavering commitment to intellectual honesty and to the search for truth. All work must be the original work of the student who submits it. Plagiarism, cheating, or stealing of exams will result in failing grades, suspension from the class, or expulsion from the University.

## VI. GRADING SYSTEM

Class Participation	200 points
Writing Assignment: Abstracts	300 points
Writing Assignment: Terms	<u>300 points</u>
<b>TOTAL</b>	<b>800 points</b>

(If a group project is chosen, it is valued at 300 points and will be substituted for ONE of the two writing assignments.)

<b>Letter Grades:</b>	720-800 points = <b>A</b>
	640-719 points = <b>B</b>
	560-639 points = <b>C</b>
	480-559 points = <b>D</b>
	< 480 points = <b>F</b>

## VII. COURSE REQUIREMENTS

**(Special note:** For those who prefer group projects, it is acceptable to substitute a group project for ONE of the two writing assignments. For additional information on this option, see the Appendix to this syllabus. )

### A. Class Participation. (200 points) See paragraph IV, CONDUCT OF THE SEMINAR, above.

The expectation is that each student will be present for each session of the seminar. Students will be assigned, in pairs, to take the lead in presenting articles for discussion and critique. Those charged with presentation of an article should work from notes, but should NOT read those notes to the group and they should divide the presentation responsibilities between themselves in roughly equal proportions. The material should be sufficiently "absorbed" that the notes serve only as prompts for the presentation. The presenters' written notes (or power point slides, if you prefer using that approach) are to be submitted to the instructor at the end of each session.

### B. Writing Assignments.

#### **WRITING ASSIGNMENT NR. 1: Abstracts. (300 Points)**

Notes and summaries of materials read are tremendously useful aids to memory. One useful method is to prepare abstracts of articles or books that you have read. For this seminar, you are to prepare a 2 to 2½ page abstract for each of ten (10) articles that have been assigned. The length of each abstract is based on a paper that is double-spaced using the Times New Roman font set at 11 points, and page margins set at one inch. Alternatively you may use a word count of 650 – 750 words for each abstract.

Choose **ANY SEVEN (7)** of the following articles in *Classic Readings in Organizational Behavior*.

- #2. Barnard, THE FUNCTIONS OF THE EXECUTIVE
- #9. Roethlisberger, THE HAWTHORNE EXPERIMENTS
- #11. McGregor, THE HUMAN SIDE OF ENTERPRISE
- #17. Blake, Shepard, and Mouton, FOUNDATIONS AND DYNAMICS OF INTERGROUP BEHAVIOR

- #24. Asch, EFFECTS OF GROUP PRESSURE UPON THE MODIFICATION & DISTORTION OF JUDGMENTS
- #26. Janis, GROUPTHINK: THE DESPERATE DRIVE FOR CONSENSUS AT ANY COST
- #28. Porter, Lawler, and Hackman, SOCIAL INFLUENCES ON WORK EFFECTIVENESS
- #31. Mechanic, SOURCES OF POWER OF LOWER PARTICIPANTS IN COMPLEX ORGANIZATIONS
- #40. Senge, THE FIFTH DISCIPLINE: THE ART AND PRACTICE OF THE LEARNING ORGANIZATION
- #41. Kotter, TRANSFORMING ORGANIZATIONS: WHY FIRMS FAIL
- #43. Cooperrider and Whitney, APPRECIATIVE INQUIRY
- #44. Bennis, CHANGE: THE NEW METAPHYSICS

Choose **ANY THREE (3)** of the following articles in *Mary Parker Follett, Prophet of Management*.

- #2. CONSTRUCTIVE CONFLICT
- #3. POWER
- #4. THE GIVING OF ORDERS
- #5. THE BASES OF AUTHORITY
- #6. THE ESSENTIALS OF LEADERSHIP
- #8. THE PROCESS OF CONTROL

### **WRITING ASSIGNMENT NR. 2: OB Terms Research (300 points).**

Listed below is a selection of important terms and concepts in organizational behavior. As one of the course requirements, you are to provide essay definitions, descriptions, or explanations for ten (10) of the terms. Each short essay is to be approximately 2 to 2½ pages in length. This length is based on a paper that is double-spaced using the Times New Roman font set at 11 points, and page margins set at one inch. Alternatively you may use a word count of 650 – 750 words for each term.

Your short essays are to be based solely on the assigned readings for this course. No other research or reference materials, whether printed or electronic, may be used! The terms are arranged alphabetically, not according to relative importance.

Clearly, each term could be given book-length or even multi-book length treatment. There is virtue, however, in forcing oneself to compress much information into a short space. In addition, as yet another reminder, you are limited to only that information available in the two assigned texts for this course.

### **CHOOSE ANY TEN FROM THE FOLLOWING LIST:**

1. Authority in organizations
2. Bureaucracy and organizational behavior
3. Control in organizations
4. Democratic management
5. Experiments in organizational behavior
6. Group pressures and organizational behavior
7. Leadership (effective and ineffective)
8. Motivation (of yourself as well as others)
9. Need satisfaction in the workplace
10. Organizational communication
11. Organizational conflict
12. Organizational dynamics
13. Organizational norms
14. Power (its use and abuse)
15. Value systems and organizational behavior

## Writing Assignment Schedule

Weekend	Date	Assignment Due
2: Saturday	Jul 14	1 <sup>st</sup> half of writing assignments: Submit FIVE abstracts and FIVE of the terms assigned for definitions/explanations.*
3: Sunday	Aug 5	2 <sup>nd</sup> half of writing assignments: Submit the remaining FIVE abstracts and FIVE terms.*

\*If you prefer to do all of one assignment at a time that is acceptable. If you choose this option, you may also choose which of the two assignments to submit first.

## VIII. COURSE OUTLINE

### FIRST WEEKEND

#### Sat. PM

Organizational Behavior; Introduction to course content and objectives.

**LECTURE TOPIC: The Remarkable Miss Follett and the Science of Management**  
(Discussion by Phillips).

#### **ASSIGNED READINGS:**

##### (A) Class handouts

(1) Phillips, John R. (2007). [Review of the book *Mary Parker Follett, Prophet of Management: A Celebration of Writings from the 1920s*]. *Public Voices*, IX (2): 110-113; and

(2) Phillips, John R. (2005). [Review of the book *Mary P. Follett: Creating Democracy, Transforming Management*]. *Public Voices*, VIII: 99-101.

##### (B) Articles in MPF

(1) Editor's note by Pauline Graham, pp. vii-xi

(2) Preface by Rosabeth Moss Kanter, pp. xiii-xix

(3) Introduction: Mary Parker Follett: Prophet of Management by Peter F. Drucker, pp. 1-9

(4) Mary Parker Follett (1868-1933): A Pioneering Life by Pauline Graham, pp. 11-32

**DISCUSSION TOPIC: Value Systems and Organizational Behavior: An Overview.**

#### **ASSIGNED READING:**

(1) Hughes, Charles L., and Vincent S. Flowers. (1973). Shaping personnel strategies to disparate value systems. *Personnel*, 50/2 (March-April): 8-23.

#### Sun. AM

**DISCUSSION TOPIC: Leadership.**

#### **ASSIGNED READINGS**

##### (A) Articles in CROB

Read carefully pp. 31-42 in **CROB**; and be prepared to discuss the following articles therein:

#1: Follett, The Giving of Orders

#2: Barnard, The Functions of the Executive

#4: Tichy & Ulrich, The Leadership Challenge

#5: Schein, The Learning Leader as Culture Manager

#7: Efficacy & Effectiveness: Integrating Models of Leadership and Intelligence

##### (B) Articles in MPF

#6: The Essentials of Leadership

*Commentary:* Thoughts on "The Essentials of Leadership" by Warren Bennis

#7: Co-ordination

*Commentary:* Some Fresh Air for Management? By Henry Mintzberg

*Commentary:* Reflections on Design and the Third Way by Angela Dumas

## SECOND WEEKEND

### Sat. PM

**DISCUSSION TOPIC: Motivation.**  
**ASSIGNED READINGS**

**(A) Articles in CROB**

Read carefully pp. 130-139 in *CROB* and be prepared to discuss the following articles therein:

- #9: The Hawthorne Experiments
- #10: A Theory of Human Motivation
- #11: The Human Side of Enterprise
- #14: One More Time: How Do You Motivate Employees?
- #15: The Role of Work Context in Work Motivation

### Sun. AM

**DISCUSSION TOPIC: Effects of the Work Environment**  
**ASSIGNED READINGS**

**(A) Articles in CROB**

Read carefully pp. 281-289 in *CROB* and be prepared to discuss the following articles therein:

- #24: Effects of Group Pressure upon the Modification and Distortion of Judgments
- #25: Bureaucratic Structure and Personality
- #26: Groupthink: The Desperate Drive for Consensus at Any Cost
- #27: The Abilene Paradox: The Management of Agreement
- #28: Social Influences on Work Effectiveness
- #29: The Psychological Contract and Motivation in Perspective

**(B) Articles in MPF**

- #1: Relating: The Circular Response
- #2: Constructive Conflict  
*Commentary:* Follett: Constructive Conflict by John child

## THIRD WEEKEND

### Sat PM

**DISCUSSION TOPIC: Power and Influence**  
**ASSIGNED READINGS**

**(A) Articles in MPF**

- #3: Power
- #5: The Basis of Authority  
*Commentary:* Mary Parker Follett's View on Power, the giving of Orders, and Authority: An Alternative to Hierarchy or a Utopian Ideology? By Nitin Nohria
- #8: The Process of Control

**(B) Articles in CROB**

Read carefully pp. 336-345 in *CROB* and be prepared to discuss the following articles therein:

- #30: The Bases of Social Power
- #31: Sources of Power of Lower Participants in Complex Organizations
- #34: Power Failure in Management Circuits
- #35: Two Faces of the Powerless: Coping with Tyranny in Organizations
- #36: Women and Power

### Sun AM

**DISCUSSION TOPIC: Individuals in Teams and Groups**  
**ASSIGNED READINGS**

**(A) Articles in CROB**

Read carefully pp. 209-219 in *CROB* and be prepared to discuss the following articles therein:

- #17: Foundations and Dynamics of Intergroup Behavior
- #18: Origins of Group Dynamics

- #21: A Diversity Framework
- #22: The New Self-Directed Work Teams
- #23: Can Absence Make a Team Grow Stronger?

## FOURTH WEEKEND

### Sat PM

**DISCUSSION TOPIC: Organizational Change**  
**ASSIGNED READINGS**

**(A) Articles in CROB**

Read carefully pp. 402-415 in *CROB* and be prepared to discuss the following articles therein:

- #39: Intervention Theory and Methods
- #40: The Fifth Discipline: The Art and Practice of the Learning Organization
- #41: The Transforming Organizations: Why Firms Fail
- #43: Appreciative Inquiry
- #44: Change: The New Metaphysics

### Sun AM

**DISCUSSION TOPIC: The Individual, Business, and Society**  
**ASSIGNED READINGS**

**(A) Readings in MPF**

- #9: The Individual in the Group  
     Commentary: The Individual in the Group by Tokihiko Enomoto
- #10: The Individual in Society
- #11: Business in Society  
     *Commentary:* Most Quoted—Least Heeded: The Five Senses of Follett by Sir Peter Parker  
     Epilogue by Paul R. Lawrence

**IX. AMERICANS WITH DISABILITIES ACT (ADA):** Benedictine University provides individuals with documented disabilities reasonable accommodation to participate in educational programs, activities, and services. Students with documented disabilities requiring accommodations to participate in class activities or meet course requirements should make appropriate arrangements with the Director of the Resource Center as early as possible. Failure to request accommodations promptly (that is, within the first week of class) may result in denial of the request.

**STUDENT PRIVACY:** *Your work in this course is a private matter between you and me.* That privacy is protected by **Federal Law (PL 93-380)**. Anything relating to this course must be discussed with me, in person. You may see me before or after class or you may make an appointment to see me in my office. **I do NOT discuss academic work over the telephone.** Consistent with **PL 93-380**, I also do NOT discuss your academic work with anyone other than an officer of the university.

## APPENDIX: Group Project Option

This option may be substituted for ONE of the two writing assignments. A group project requires at least three students and may not have more than four. If, *mirabile dictu*, everyone in the seminar chooses this option, the following rule will apply: The ten students in the seminar will be divided into three groups of three by lot. The student drawing the blank lot will get to choose the group with whom he or she will work.

### **Group Presentation (300 points)**

The group presentation is to focus on the question of how those at the higher levels of organizational structure manage the organizational context rather than on the administrative details of their work. Specifically, how does one “manage” to be an effective leader within the context of the following areas or issues?

- (1) Diverse value systems in the organization
- (2) Power and influence in the organization
- (3) Organizational change
- (4) Effects of the work environment
- (5) Motivation (of self as well as of others)

There are more topics than there are groups (if all students should choose this option), so the groups will have some choice. If two groups choose the same topic then they will have to negotiate the solution by which one group will choose a different topic. **TIME:** You should allow 15-20 minutes for the presentation and about the same amount of time for questions and answers.

**DUE DATE: Group presentations, if any, will be made on the THIRD weekend.**