

MGMT 4100

ORGANIZATIONAL BEHAVIOR and LEADERSHIP

Spring 2012

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T TH 1 pm – 2:20 pm BU 203

Texts: 1. *Developing Management Skills*, Whetten & Cameron, 8th ed.
2. *The Leadership Challenge*, Kouzes & Posner, 4th ed.

Course Description and Background. Organizational behavior deals primarily with human behavior and human performance within organizations. Throughout the semester, we'll be exploring a number of topics including communication, conflict management, power, motivation, stress and time management, empowerment, and team building. Leadership is also a major topic we'll cover. Leadership is in incredibly short supply in today's organizations. In this course we'll introduce you to the key tools that will help you become an effective leader of any organization.

This is *not* a traditional OB course, where the main focus is an exhaustive review of research and theories. Neither is it a management training program, where the focus lies in mimicking prescribed behaviors portrayed in video scenarios.

In contrast, in this management education course, students are encouraged to adapt general behavior guidelines to unique personality and situational factors. The course material is grounded in research and theory illustrated by actual management experiences and quotes from popular management authors. With this approach, the professor acts more as a "facilitator" than an instructor. A facilitator's role includes providing out-of-class opportunities for students to learn the basic information about a subject, while using class time to help students focus on higher-order learning activities, such as integration and application.

Our primary text, with its five-step learning model (i.e., *Skill Assessment, Skill Learning, Skill Analysis, Skill Practice, and Skill Application*), has been designed to prepare students to become productive members of organizations by *developing* management skills - not just *knowing* about them. *Developing Management Skills* is not a lightweight, easy read – I guarantee it! You are going to have to really spend some time with this material to master it and perform well on the exams. Our secondary text, *The Leadership Challenge*, is a modern leadership classic and one of the best books on leading organizations you're likely to find.

The objective of this course is that through reading the texts, completing assignments, classroom discussion & activities, and working in teams, students will improve their ability to understand, analyze and manage the variety of people-related issues they will encounter in organizations.

Course Objectives

Through this course students will learn to

- Develop increased self-awareness including an understanding of values, learning, cognitive style, and attitude toward change.
- Manage their own time and stress and the stress of colleagues and subordinates.

- Solve problems using the rational approach or the creative approach.
- Foster innovation in an organization.
- Coach, counsel and effectively listen to others.
- Gain power and exercise influence in organizations.
- Diagnose performance-related problems and creating a motivating environment for others.
- Manage conflict and resolve confrontations.
- Empower others and delegate effectively.
- Build effective teams and foster teamwork.
- Effectively lead groups of people in diverse settings.

The Classroom. My methodology for this course is to provide an interesting and varied class environment. I'll bring several instructional approaches to the classroom including class discussion, movies, cases, team exercises & games, lecture, group presentations, instructor Power Point presentations, etc., etc. My objective is to breathe some life into the subject matter by providing a variety of experiences, so that we can create some true learning events.

Although our text books are very important to this course, I will not spend every day merely lecturing out of the books. Please bring the appropriate book each day. *Your* job is to come to class each day having thoroughly read the chapters so you'll be prepared to participate in class. *My* job will be to take the discussion to the next level by introducing material that will enhance our understanding of the basic text concepts. **Reading the text material is absolutely essential if you want to excel on the exams.**

Course Requirements

Daily Quizzes. Well, almost daily! We'll have a short, easy quiz to start each class period. I'll be asking just one or two easy questions from the text chapter you should have already read. While I won't be giving you a calendar of reading assignments, each day I'll clearly communicate my "where-you-should-be-reading" expectations for the next class session. **Quizzes will be passed out promptly at the beginning of class**, and timed (1 to 2 minutes, depending on the number of questions). Students arriving late to class will not be able to take the quiz under any circumstances.

Exams. There will be 5 exams given during the semester. Each exam will cover the chapters indicated below in addition to any material presented in class that relates to those chapters. Exams will typically be given on the day following our concluding discussion of the material. Specific exam dates will be scheduled later.

Students will be placed in teams at the beginning of the semester. After each member of a given team has completed and turned in the exam, the team members will take the exam as a team, with all members receiving the same score. The team scoring the highest number of points on the exams will receive bonus points at the conclusion of the semester!

Exam 1: Whetten Chs. 1 & 2; Kouzes Chs. 1-3

Exam 2: Whetten Chs. 3 & 4; Kouzes Chs. 4 & 5

Exam 3: Whetten Chs. 5 & 6; Kouzes Chs. 6 & 7

Exam 4: Whetten Chs. 7 & 8; Kouzes Chs. 8 & 9

Exam 5: Whetten Ch. 10; Supplements B & C; Kouzes Chs. 10-13

Attendance. Attendance will be taken daily. Active participation in classroom activities and discussions will be essential to learning.

Participation. Participation is basically extra credit; active participators will earn extra credit points while those choosing not to participate will not lose points. **However, talking in class, such as visiting with students seated next to you, texting or other Professional Conduct violations (see below), could result in a loss of participation points.**

Skill Application Exercises. You will be assigned four skill application exercises during the semester. Each exercise should be typed, double-spaced, and 2-3 pages in length with a Times New Roman 12-point font, with 1" margins. **Please see the last few pages of this syllabus for a list of Skill Application Exercises.**

Excellent papers will demonstrate:

1. Extraordinary effort and creativity in completing the assignment.
2. A thorough understanding of the underlying concepts.
3. Evidence of internalization of the course material.
4. Exemplary writing style and composition.
5. Careful attention to the assignment instructions.

Assignment options and due dates are as follows:

<i>Assignment</i>	<i>Potential Topics</i>	<i>Due Date*</i>
Skill Application Paper #1	Chapters 2 or 3	Feb 2
Skill Application Paper #2	Chapters 4 or 5	Mar 1
Skill Application Paper #3	Chapters 6 or 7	Mar 29
Skill Application Paper #4	Chapters 8 or 10	Apr 24

Skill Application Exercises & Turnitin.com. All your written work will be submitted only to Turnitin.com (a plagiarism detection and electronic grading service). All written work is **due by midnight** on the assigned dates.

The information you'll need to submit your papers to Turnitin is as follows:

1. Access Turnitin at: www.turnitin.com
2. Sign up as a New User if you've not used Turnitin previously.
3. Enrollment password = **Leadership**; Class ID = **4689155**

GRADING

<u>Criteria</u>	<u>Points (approximate)</u>
Participation	Extra credit
Quizzes	70
Exams (individual)	450
Exams (team)	150
Attendance	150
Skill Application Exercises	<u>100</u>
TOTAL	920

Grading Scale

100.0-93.0	A	76.9-73.0	C
92.9-90.0	A-	72.9-70.0	C-
89.9-87.0	B+	69.9-67.0	D+
86.9-83.0	B	66.9-63.0	D
82.9-80.0	B-	62.9-60.0	D-
79.9-77.0	C+	<60.0	F

Final Exam (Exam #5): Wednesday, May 2 @ 3 pm

Grades and my G drive: Grades, my Power Point chapter presentations, and a copy of the course syllabus will be posted on my G drive (Go to My Computer, G drive, Classes, MGMT 4100, and then to the MGMT 4100 Scores folder). You can also access this information from off campus by using NetStorage. To access NetStorage, go to the SUU home page (<http://suu.edu>) then click on Current Students, then NetStorage, enter your Username and Password, go to Classes, Powell, and on to the MGMT 4100 folder. Scores will be listed according to the password you provide.

COURSE POLICIES

Late Work. Late work will **not** be accepted.

Extra credit. Except for in-class participation, there is no extra credit available in this course.

E-mail policy. I will not accept assignments turned in via e-mail. I prefer face-to-face communication as opposed to e-mail. If you need to visit with me, please come by my office during office hours or see me about setting up an appointment.

Academic Integrity. Academic dishonesty will not be tolerated. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

Disability Statement. Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the

Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center, or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Changes to Syllabus. “Information contained in this syllabus, other than grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor” (*Course Syllabus Policy 6.36*, SUU). It is your responsibility to determine changes to the syllabus or assignments announced in your absence.

Professional Conduct. The major you have chosen within the School of Business is designed to prepare you to enter into the professional world of business. I consider it my responsibility to take the leadership in creating a classroom environment where optimal learning can take place. In addition, I also believe it is my responsibility to help students develop the social skills that are expected in a professional work atmosphere. Here are some expectations I have in order for us to create an effective, professional learning environment ...

- Just as you can expect me to be here, prepared and on time, for every scheduled class session, I expect the same of you. Class attendance and participation are a part of my assessment in assigning subjective points at the end of the semester.
- You are responsible for acquiring relevant notes from other students if you are late to or miss class.
- Professionals are courteous and respectful of each another, so no talking when I’m talking and I’ll extend the same courtesy when you have a comment or question. Likewise, no talking when a fellow student “has the floor.”
- Contributions to class discussion are strongly encouraged.
- As you’ll be placed in a work group with other students, you have a significant responsibility to your colleagues. Please be courteous to the members of the group by giving your very best effort to group work, attending and arriving on time at all meetings, communicating frequently and thoroughly, etc.
- Do not come to class late or leave early. Neither your fellow students nor I appreciate this disruption.
- Do not read the newspaper or work on projects for other courses during class time.
- Bringing food and drinks to class is permissible, as long as it’s not disruptive. Please don’t bring anything wrapped in noisy “crinkly” wrappers.
- No ringing cell phones, talking or texting on cell phones.
- Get help from the professor in his office if you don’t understand the material.

Miscellaneous policies. For policies regarding incomplete or withdrawal, please refer to the current university catalog and the annual academic calendar.

HEOA Compliance statement. The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.

- ❖ *Pay strict attention to the instructions for each Skill Application Exercise – you will be graded against that standard.*
- ❖ *Please put the number of the Skill Application Exercise you select (ex: Exercise 3-A) somewhere on the front page of your assignment.*

Chapter 2

2-A. Implement at least three of the time management techniques suggested in the Time Management Survey or elsewhere that you are not currently using. Track the results of implementing these techniques for at least two weeks. Report on the techniques you choose to implement and the results you experienced.

2-B. With a coworker or colleague, identify ways in which your work at school, job, or home can be redesigned to reduce stress and increase productivity. Use the hints provided in the chapter to guide your redesign.

2-C. Write a personal principles statement. Specify precisely your core principles; those things you consider to be central to your life and your sense of self-worth. Describe the legacy you want to leave. Identify at least one thing you want to accomplish in your life that you would like to be known for. In your write up, include a description of the contemplative process you used to come up with your personal principles statement.

2-D. Establish a short-term goal or plan that you wish to accomplish this year. Make it compatible with the top priorities in your life as identified in Figure 6. Specify the behavioral action steps, the reporting and accounting mechanisms, and the criteria of success and rewards as outlined in Figure 5. Share this plan with others you know so that you have an incentive to pursue it even after you finish this course.

Chapter 3

3-A. Think of a problem that is important to you right now for which there is no obvious solution. It may relate to your family, your classroom experiences, your work situation, or some interpersonal relationship. Use the principles and techniques discussed in the chapter to work out a creative solution to that problem.

3-B. Help direct a group (your family, roommates, social organization, church, etc.) in a carefully crafted analytical problem-solving process – or a creative problem-solving exercise – using techniques discussed in the chapter.

3-C. Write a letter to your dean or CEO of a firm identifying solutions to some perplexing problem facing his or her organization right now. Write about an issue you care about. Be sure to offer suggested solutions. This will require that you apply in advance the principles of problem solving discussed in the chapter.

Chapter 4

4-A. Write 2 mini-case studies. One should recount an effective coaching or counseling situation. The other should recount an ineffective coaching or counseling situation. The cases

should be *based* on a real event, either from your own personal experience or from the experience of someone you know well. Use principles of supportive communication and listening in your cases.

Chapter 5

5-A. Using the guidelines for gaining power, develop a plan for increasing your power in an organizational setting. Describe the setting, including the factors you feel account for your feelings of powerlessness. Use your score on the Assessment Survey (pg. 252) as a diagnostic aid. Formulate a detailed strategy for increasing your positional and personal power. Report on your results and describe the benefits of becoming more empowered.

5-B. Watch at least two realistic dramas (movie, plays, TV). Observe the influence strategies used by the various characters. Which form of influence strategy did they use most frequently, and why? Did certain people demonstrate a certain preference for a particular strategy? If so, was this based on personality traits, gender roles, authority relationships, or other situational factors? How successful were these influence attempts, and what impact did they have on the ongoing relationships?

Chapter 6

6-A. Identify a situation in which you have some responsibility for another person whose performance is significantly below your expectation. Using the Work Performance Assessment Survey included in the Skill Practice section of the chapter, collect information on the individual's perceptions of the situation. Using the diagnostic model (decision tree) in that section, specifically identify the perceived performance problems. Compare these results to your own of the situation. Conduct an interview with the individual and discuss the results, highlighting areas of disagreement. Based on this discussion, formulate a plan of action that both parties can accept. If inadequate ability is the problem, follow the resupply, retrain, refill, reassign, and release remedial steps. If insufficient effort is a problem, use the steps for reprimanding, redirecting, and rewarding discussed in the chapter as a resource for this discussion.

6-B. Using the six-step model for creating a motivational work environment (see Table 2 from the chapter), design a specific plan for managing a new relationship (e.g., a new subordinate) or a new phase of an old relationship (e.g., friend, family member, or a subordinate about to begin work on a new project). Write down specific directions for yourself for implementing each of the six steps. Discuss your plan with this individual and ask for suggestions for improvement. Make sure your perceptions of the key aspects of the plan are consistent with his or hers. Implement your plan for a period of time and then report on the consequences. Based on this experience, identify changes that would be appropriate in similar situations.

Chapter 7

7-A. Identify a situation in which another individual is doing something that needs to be corrected. Using the respondent's guidelines for collaborative problem solving, construct a plan for discussing your concerns with this person. Include specific language designed to state your case assertively without causing a defensive reaction. Role-play this interaction with a friend and incorporate any suggestions for improvement. Make your presentation to the individual and report on your results. What was the reaction? Were you successful in balancing assertiveness with support and responsibility?

7-B. Volunteer to serve as a mediator to resolve a conflict between two individuals or groups. Using the guidelines for implementing the collaborative approach to mediation, outline a plan of action prior to your intervention. Be sure to consider carefully whether or not private meetings with the parties prior to your mediation session are appropriate. Report on the situation, your plan, and the outcome of mediation session. What did and did not go according to plan? What specific actions worked well? What was the outcome? What would you do differently?

Chapter 8

8-A. Interview a manager about his or her empowerment practices. Try to determine what is especially effective, what doesn't work, what comes off as condescending, and what motivates people to perform. Identify the extent to which the manager knows and uses the principles discussed in the Skill Learning section of the chapter.

8-B. Schedule a meeting with a manager who is not very good at empowerment. Finding such a person shouldn't be difficult, because most leaders tend to be more authoritarian and bureaucratic than empowering. As a student who has learned about and practiced empowerment and delegation, share what you have learned and offer suggestions that could help this manager improve.

Chapter 10

10-A. Give genuine positive feedback on a regular and consistent basis to one or more of your colleagues. Do it at least daily. Observe – and record – the extent to which your relationship changes over a month.

10-B. Identify an example of best practice. That is, find someone or some organization that is unique in being the best there is at something. Try to identify what it is that accounts for that extraordinary performance. What factors could be generalized to others or to other settings?