SYLLABUS

ORGANIZATIONAL BEHAVIOR AND LEADERSHIP
SO/MN 371
Fall, 2005

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Office Hours: Monday 8:30 to 9:30, 11:30 a.m. to 4:00 p.m.
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       Wednesday 8:30 to 9:30, 11:30 a.m. to 1:00 p.m.
       Thursday By Appointment Only
       Friday 8:30 to 9:30, 11:30 a.m. to 12:30 p.m.
       Any Changes in Hours Will be Posted on My Office Door on a Weekly Basis

NOTE: I will be happy to schedule an appointment with you for another time if posted office hours are incompatible with your schedule.

COURSE DESCRIPTION:

Organizational Behavior is the study of human behavior within organizational settings. This encompasses micro level (interpersonal and small group) and macro level (inter-organizational) interactions. This course will examine the current theories and research within the field of organizational behavior and simulations. Focus will be on the application of these theories and empirical findings through case analyses.

COURSE OBJECTIVES:

At the completion of this course, the student will be able to:

1. delineate the historical progression of the field of organizational behavior and its relationship to sociology;

2. explain how theories and empirical findings within the fields of sociology and organizational behavior are applied in organizational settings;

3. utilize conflict resolution and negotiation techniques and delineate the theories supporting these techniques.

4. delineate the international dimensions of organizational behavior;

5. discuss ethical issues involved in research in organizational behavior and ethics involved in applying organizational behavior concepts.
REQUIRED TEXTS AND READINGS:

Brungardt. *Social Change Leadership Inventory*.
Fisher and Ury. *Getting to Yes*.

COURSE EVALUATION:

The student’s grade will be calculated as follows:

- Class Participation, Quizzes, & College Program Series Events: 20%
- Service-Learning Paper: 20%
- Journals (5 @ 7% each): 35%
- Group Presentation on Gini Case: 5%
- Group Presentation on Gini Chapter: 5%
- Group Presentation of Current Issue in Organizational Behavior: 10%
- Group Facilitated Discussion: 5%

ATTENDANCE POLICY:

You are expected to attend all classes. Attendance will be taken daily. The student may have three (3) absences during the semester (this includes athlete attendance at sports events). More than 2 additional absences will result in the final grade being significantly lowered. Numerous absences could result in failure in the course. Students coming more than 10 minutes late to class will be marked absent unless prior arrangements were made with the professor. If there are extenuating circumstances, the student is urged to speak directly with the professor PRIOR to missing the class or coming late to class. Lecture material presented in class is not usually taken from the required readings. Class discussions will focus on a synthesis of required readings and lectures.

In case of class cancellation due to hurricanes, students are expected to continue with their reading and writing assignments. These should be emailed to the professor if possible and if not, they should be turned in as soon as students return to campus.

CLASS PARTICIPATION:

This class involves many simulations, experiential exercises, group presentations, and small group discussions. To gain a fuller understanding of the material in this course, participation is necessitated. Participation is defined here as promptness and good attendance as well as oral contributions in class in the form of meaningful questions, comments, and discussion. Participation grade will be determined by the above as well as by grades on warm-up questions,
quizzes and homework assignments. Be prepared for frequent quizzes on the readings. Students are required to attend three (3) college program series events from a list distributed in class.

PLEASE NOTE THAT ALL PAPERS ARE TO BE TURNED IN TO PROCTORS. LATE PAPERS WILL LOSE A LETTER GRADE FOR EACH DAY LATE UNLESS PRIOR ARRANGEMENTS HAVE BEEN MADE WITH THE PROFESSOR AT LEAST ONE WEEK BEFORE THE DUE DATE.

SERVICE LEARNING PROJECT AND PAPER:

Service learning involves students in an organized service experience that meets some actual community need (either Eckerd or wider St. Petersburg community for this assignment). Students may engage in individual service projects or may work together in small groups. Service learning projects are to include a minimum of 20 hours service per student over the course of the semester and to be completed by the time the paper is due (December 7). If students are required to engage in service learning projects in other classes, the hours may not be used for both classes. Students will meet with a representative of the Center for Applied Liberal Arts (CALA) in Brown Hall to review what service learning opportunities are available and to choose one in which to participate. Also, please access the Service-Learning Student Handbook through the Intranet. Please go to BES, then Management to the service-learning link.

Each student will submit a service learning project proposal on September 28. This 1-2 proposal for their service learning project is to address the following:

1. the problem or need to be addressed;
2. the service to be performed;
3. the topical areas within Management and Leadership that are relevant to this proposed activity;
4. how this service learning project will contribute to the further development of the student’s managerial and leadership skills.

A Student Service Learning Handbook is available on the Intranet. This Handbook will assist you in obtaining a service site and in writing the proposal, journal and paper. A journal entry form is attached to this syllabus. You are to complete a journal entry each time you visit the organization. The journal is to be turned in with the first draft of your paper and annotated bibliography on November 4. If a first draft is not turned in on time, the final paper will lose one letter grade.

Upon completion of the project, each student will write a paper of about 17 pages that incorporates four sections:
1. **Analytical Component:** A delineation of how the project they engaged in is related to contemporary issues within the field of Organizational Behavior and Leadership and how the study of this course content assisted them in understanding contemporary managerial and leadership issues. This section will delineate the theories and models that were used in the both analyzing the organizational structure and culture and determining strategies used in motivating, managing, and leading employees, volunteers, and clients as well as a review of the professional literature related to these issues. The analytical section should NOT be a description of what you did. In addition to assigned readings, at least five sources from the professional literature in management and leadership (available from the Eckerd College Library) should be listed in the bibliography. These sources must NOT be textbooks. These sources must be in addition to assigned readings (10 pages). Each source will be accompanied with a 3-5 sentence annotation which describes the author’s purpose in writing the work, whether the purpose was fulfilled, what the work contribute to the student’s paper, and to whom the student would recommend the source and why.

2. **Reflective Component:** This section entails your assessment of how participation in this service project further informed your understanding of your (1) managerial and leadership strengths and weaknesses; (2) your civic responsibility; and (3) your abilities to contribute to social capital. Papers are expected to incorporate materials from class readings and lectures. Be certain to incorporate ideas from Greenleaf’s *Servant as Leader* and Social Change Inventory in this part. The reflective component is expected to compose about five pages.

3. Log of Hours signed by the student’s supervisor. (1 page)

4. Student questionnaires pertaining to your evaluation of your agency placement and your assessment of the impact of this service project on your own development at end of manual are also to be attached. (1 page)

Students are required to take their papers to the writing center. If I do not receive documentation from the writing center, the paper will lose one letter grade. This paper is to be written using a recognizable format such as MLA or APA. Be certain to document all sources consulted. **The final service learning paper is due December 7.**

**CASE PRESENTATIONS:**

Each proctor group will make three group oral presentations. One will be a case from the Gini book, the other on a chapter from the Gini book, and the third on an assigned topic within the field of Organizational Behavior. **Any experiential exercises used in these presentations MUST be taken from a published book or journal dealing with Organizational Behavior, Leadership, or**
Management. These are available in the library or in my office.

Each group is REQUIRED to use the Rahall Communication Lab BEFORE your actual class presentation. The Lab will send a report of your session to the professor. The Rahall Communication Lab, located in Room 235 of Franklin Templeton, is open to students who are working with any kind of oral assignment. Trained student communication consultants will discuss, tape, and critique student presentations. The hours of service are Sunday 4:00-10:00 p.m. and Monday-Thursday 6:00-10:00 p.m. Appointments can be made by calling 864-7819 and leaving a message. Please take advantage of the Lab by making an appointment to work with a consultant.

Gini Case, Chapter and Current Issues in Organizational Behavior Presentations:

Each group will have one class period to present these cases. Students are to use materials from the assigned readings and class lectures to analyze the major issue(s) in the cases. Students are expected to do outside research on the issues within the case. Students are also expected to research similar current issues that managers, leaders, employees, and organizations are dealing with today. Students are encouraged to use visual aids, hand-outs, powerpoint presentations, skits, and audience participation when and where these will enhance learning objectives. NOTE: If you choose to use powerpoint it is YOUR responsibility to reserve the powerpoint equipment at least one month before your presentation date.

Each group will provide to the professor at the beginning of the presentation a paper which addresses the following:

1. Learning objectives for the student audience members.

2. A statement as to how each component of the presentation is linked to the learning objectives.

3. Annotated Bibliography of sources consulted for the presentation. A minimum of six sources from the Eckerd College Library NOT including textbooks must be used.

If this paper is not given to the professor at the beginning of the presentation, the presentation will lose one letter grade.

Journals:

Students will respond to homework assignments as listed in the Course Schedule. Completed assignments will be kept in a journal and will be turned in on September 19, October 5, November 2, November 18, and December 5.
COURSE SCHEDULE FOR ORGANIZATIONAL BEHAVIOR AND LEADERSHIP

Sept. 5  Introduction to Organizational Behavior

Sept. 7  Student Introductions and Proctor Group Assignments
Read: Caston, Chapter 1
       Gini, Preface and Chapter 1

Sept. 9  Learning Organizations

   Homework: Find an article written by Peter Senge. Write a two page
       review of this article including full bibliographic information. Include this
       In your journal.

Sept.12  Culture, Shared Vision and Organizational Behavior

   Guest Speaker: Marti Newbold, LMHC, on the Myers-Briggs

Read: Caston, Chapter 2
Go to http://www.trinity.edu/%7Emkearl/time-c.html#mp
http://www.univ-ancy2.fr/UFRLCE/DepAnglais/DULASP/wcult/Hall.htm
http://www.srds.ndirect.co.uk/values.htm#var01
http://www.geert-hofstede.com/hofstede_netherlands.shtml

   Read articles at each of these sites

   Homework: (1) Explain the relationship of business to society (2) How do you
       think a society’s perception of time, space and context impacts the way business
       is done? (3) Complete the Myers-Briggs

Sept. 14 Mental Models, Team Learning and Systems Theory

   In Class: Peck Model on Community Development

   Read: Caston, Chapter 3
On the web, type in Leader to Leader Institute
(http://www.leadertoleader.org). Then search for an article “Transforming
Aggression into Creative Problem Solving” By Margaret Wheatley and
Geoff Crinean.

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Homework: (1) Explain arguments for and against businesses having social responsibilities. (2) What are the main points of the Wheatley et. al article? (3) How does this article further inform Senge’s notion of mental models? (4) Go to http://www.exploratorium.edu/exhibits/f_exhibits.html Take one of the perception exercises (the postcards one is quite good). How does our perception impact our mental models? (5) Do these exercises make it easier for you to consider altering your mental models? Why or why not?

Sept. 16  Self Mastery and Leadership

Read: Robbins, Part 1

QUIZ on the SYLLABUS

Sept. 19  GROUP FIVE facilitates discussion of Journal One

Read: Caston, Chapter 4

Homework: 1) Compare and contrast the form of economy found in Hunting and gathering, early agricultural, and later agricultural societies. 2) Explain why these societies perceived business to be evil. 3) Interview an international student about his/her home country. Use the Hofstede, Hall and Kluckhohn-Strodbeck models to compare the international Student’s culture with that of America. (If you are an international student, Interview an American student to discuss the differences in your two Countries. Then use the models to explain the differences and similarities that you found.  
Due: JOURNAL ONE

Sept. 21  Systems Thinking

Read: Gini, Chapter 9

Read the article entitled “Introduction to Systems Thinking”.
Go to this site: usinfo.state.gov/journals/itdhr/0796/ijde/putnam.htm.
Go to http://www.prospect.org/print/V7/24/putnam-r.html.
Read the article by Putnam. Then go to http://www.context.org/ICLIB/IC29/Peck.htm and read the interview with Peck
Homework: (1) Summarize the ideas you learned in “Introduction to Systems Thinking.” (2) Who was Norbert Wiener? How are his ideas about cybernetics related to the idea of systems thinking? What is socio-cybernetics? (3) Summarize Putnam’s main ideas in your journal. (4) How do Putnam’s ideas relate to systems theory? (5) Compare Putnam’s and Peck’s ideas of community (6) Complete exercises in Social Change Leadership Inventory through pg. 29.

In Class: Putnam Video on Social Capital

**DUE: BRING SOCIAL CHANGE LEADERSHIP INVENTORY TO CLASS.**

**Sept. 23**  
Individual Differences and Self Presentation  
Guest Speak: Marti Newbold, LMHC, to explain the Myers-Briggs results

Read: Caston, Chapter 5  
Article located at: [http://www.brunel.ac.uk/~bustcfj/bola/communications/goffman.html](http://www.brunel.ac.uk/~bustcfj/bola/communications/goffman.html)

Homework: (1) Compare and contrast the benefits versus the adverse impacts that business have on our lives. Be certain to use material from Caston and illustrate with original examples. (2) What insights does Goffman give us for how to impression manage? For how to interpret other’s behaviors?

**Sept. 26**  
Servant Leadership  
Read: Greenleaf, The Servant as Leader  
Also, go to [http://greenleaf.org](http://greenleaf.org). Read “about us” and “what is servant leadership” pages.

In class: Proctor led discussion of servant leadership and the social change leadership inventory

**Sept. 28**  
Discussion of Service-Learning Projects

**DUE: SERVICE-LEARNING PROJECT PROPOSALS**

**Sept. 30**  
Motivation  
Read: Robbins, Part Two  
Proctor Presentation on Gini Pg. 36 “Tylenol’s Rebound”

**Oct. 3**  
Motivation and Leadership  
Read: Caston, Chapter 6
Homework: (1) Describe the role of business in fostering both the growth of government and the American welfare system. Be sure to include two examples of each drawn from the news. (2) Go to [http://serendip.brynmawr.edu/bb/pd.html](http://serendip.brynmawr.edu/bb/pd.html) and play the game. Then write up a summary and analysis of your understanding of the relevance of game theory to managerial decision making.

In class: Proctor Presentation on Whistleblowing

Oct. 5 Motivation and Leadership
Read: Caston, Chapter 7

Homework: Position Paper: Two contemporary and contrasting views are that (1) business interests exert too much control on the government and that (2) government regulations intrude too much in business affairs. Decide which position you agree with most and write a 4 page essay supporting your position and refuting the other. Be sure to use contemporary materials from the news as well as 3 sources in addition to the material in your text books. This is to be included in your journal.

**DUE: JOURNAL TWO**

GROUP FOUR facilitates discussion of Journal TWO

Oct. 7 Motivation and Managerial Decisions
Read: Robbins, Chapter 10

In class: Proctors facilitate discussion of service-learning proposals.

Oct. 12 Group Behavior: Conformity, Obedience, & Groupthink
Read: Robbins, Part Three
Go to [http://www.prisonexp.org/](http://www.prisonexp.org/) and read the entire article on Zimbardo’s Prison experiment

Homework: (1) What are the main conclusions of the Asch experiment? (2) What relevance does this have to organizational behavior? (3) What were the main conclusions of Zimbardo’s prison experiment? (4) What can we learn about obedience from this as it might apply within organizations?
Oct. 14  Corporate Obligations and Responsibilities  
Read: Gini, Chapter 6  
Caston, Chapter 8  
Go to http://theyrule.net. Enter the site and create a map of interlocking directorate.

Homework: (1) Provide a sociological analysis for business corruption; (2) suggest ways that such corruption can be halted. Use current examples from the news where relevant for each of these responses (3) Define the phrase “interlocking directorate”. (4) How can interlocking directorates impact corporate obligations and responsibilities?

In class: Proctor presentation on Gini, Ch. 6 cases

Oct. 17  Organizational Structure, Power and Politics  
Read: Caston, Chapter 9

Homework: (1) What is meant by the phrase “employees as micro-businesses”? (2) Compare and contrast the laissez-faire market model with the rights of workers to safe workplaces.

Oct. 19  Organizational Culture, Power and Politics  
Read: Robbins, Chapter 11  
Suggested site: http://www.fortune.com/fortune/

Oct. 21  Group One Presentation on Gini, Pg. 54, “Uptown, Dakota and Power Master”  
Read: Caston, Chapter 10

Homework: (1) Define “meritocracy”. (2) Is the United States a meritocracy? Explain your answer.

Oct. 24  Group Two Presentation on Gini, Pg. 59 “Volvo’s Crushing Blow”  
Read: Robbins, Chapter 13

Oct. 26  Group Three Presentation on Gini, Pg. 72 “Gender Issues at Your House”

Oct. 28  Group Four Presentation on Gini, Pg. 175 “Worth the Effort”

Oct. 31  Group Five Presentation on Negotiation (in lieu of Gini case)  
Read: Fisher and Ury’s Getting to Yes

Homework: Write a 3 page review of Getting to Yes. Include this in your journal.
Nov. 2 GROUP THREE facilitates discussion of Journal Three

**DUE: JOURNAL THREE**

Nov. 4 Class Discussion of Service-Learning Projects

Nov. 7 Group Two Presentation on “Diversity” in the Workplace
   Read: Gini, Chapter 4


Nov. 9 Group Three Presentation on Leadership and Environmental Issues
   Read: Caston, Chapter 12


   Homework: How do businesses contribute to environmental destruction? (2) On the web search for the Caux Principles. How do these foster businesses contributing to environmental sustainability? (3) Do you think businesses can successfully operate while adhering to the Caux Principles?

Nov. 11 Group Four Presentation on Persuasion, Followership & Conformity
   Read: Gini, Chapter 7

   [http://www.academy.umd.edu/publications/klspdocs/follower_index.htm](http://www.academy.umd.edu/publications/klspdocs/follower_index.htm)

   Homework: (1) Explain modernization theory. (2) What are the costs and benefits to businesses of trade protection versus free trade? (3) What problems are encountered for businesses working in modernizing societies? (4) What problems do modernizing societies encounter as transnational corporations do business within their borders? Provide 2 relevant examples from the news.

Nov. 14 Group Five Presentation on Behavior in Virtual Organizations
   Read: Caston, Chapter 14
Suggested reading: See
http://myphlip.pearsoncmg.com/cw/mpviewie.cfm?vieid=197&vbcid=4326
And http://myphlip.pearsoncmg.com/cw/mpviewie.cfm?vieid=1562&vbcid=4333

Homework: Name and discuss four major issues facing organizational leaders in the 21st century.

Nov. 16  Group One Presentation on Employee Rights and Incentives
Read: Caston, Chapters 9 & 10

Suggested site:
http://myphlip.pearsoncmg.com/cw/mpviewie.cfm?vieid=513&vbcid=4341
http://myphlip.pearsoncmg.com/cw/mpviewie.cfm?vieid=630&vbcid=4329

Nov. 18  GROUP TWO facilitates discussion on Journal Four

DUE: JOURNAL FOUR

Nov. 21  Group Three Presentation on Emotions at Work

Suggested sites: http://www.stressdoc.com/creative.htm

Suggested reading: D. Goleman’s Emotional Intelligence
D. Goleman’s Working with Emotional Intelligence
S. Finemans’ Emotions at Work
A. Hochschild’s The Managed Heart

Nov. 23  Group Four Presentation on Mentoring and Coaching

Suggested sites: http://www.coachinc.com/CoachU/default.asp?s=1
http://www.coachinc.com/CoachU/default.asp?s=1

Nov. 28  Group Five Presentation on Gendered Organizations

Recommended sites: http://www.onlinewbc.gov/
http://www.laborproject.org/
http://www.womans-work.com/

Recommended Reading: D. Tannen’s 9 to 5: Talk at Work

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Nov. 30  Group One Presentation on Politicking in Organization

Recommended reading: Joel DeLuca’s *Political Savvy*
   N Machiavelli’s *The Prince*

Dec. 2  Group Two Presentation on Organizational Culture and Consumerism

Suggested Sites:
http://www.igive.com
http://www'affluenza.com/
http://www.adbusters.org/home/

Suggested Readings:
Paul Hawkin  *Ecology of Commerce*
Garrett Hardin “The Tragedy of the Commons”

Dec. 5 GROUP ONE facilitates discussion of JOURNAL FIVE

**Due: JOURNAL FIVE**

Dec. 7 Current Issues in Organizational Behavior and Leadership

**DUE: SERVICE-LEARNING PAPERS**

Dec. 9 Evaluation and Wrap-up