



**College of Arts and Sciences
Political Science Department
Master of Public Administration Program
Atlantic Region/Fort Eustis, VA**

**PA6646
ORGANIZATIONAL BEHAVIOR**

**COURSE SYLLABUS
Term 5 2012
May 28 – July 29, 2012
HYBRID**

For a course syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via e-mail or Blackboard announcement, when changes are made in the requirements and/or grading of the course.

IN-CLASS MEETING LOCATION, DATES & TIMES:

Days June 9/10; 16/17; 23/24 (in-class)

Times Saturdays 9:00 a.m. – 4:00 p.m.; Sundays 9:00 a.m. – noon.

Location Fort Eustis, VA

Building Education Center

Room TBD

ON-LINE MEETING DATES:

This course will be conducted in a hybrid format with 67% being in-class and 33% on on-line. The on-line component will be asynchronous. The 15 hours for the on-line component will be distributed over the five weeks May 28 – June 3, June 25 – July 1; July 2 – 8; July 9 – 15; July 16 - 22. Please see Method of Instruction and the Schedule of Assignments for details on dates and requirements.

PROFESSOR INFORMATION:

Dr. Robert F. Abbey, Jr.

Office Address: 1515 North Courthouse Road, Suite 150, Arlington, VA, 22201

Phone: 301/464-3029; (email): rabbey@troy.edu

Instructor Education and Background: Professor curriculum vitae is posted on Blackboard

Consultation Hours:

Specific to this course, consultation is provided as needed, before, during, or after class. If necessary, students may schedule appointments at any time convenient to both the student and professor. Email is the preferred method of contacting me; I will try to respond within 24 hours. If you prefer, please telephone anytime between 10:00 a.m. and 10:00 p.m. Eastern Time.

COURSE INFORMATION

Prerequisites: There are no academic prerequisites for this course.

Entrance Competencies: Students will be expected to be proficient in critical thinking and critical writing, formatting papers in APA style, the use of the internet, email, MS Word, MS PowerPoint, and in conducting research through the Troy University Remote Library.

Course Description:

The study of the various theoretical perspectives that help to explain complex organizational behavior in public and nonprofit organizations in the global environment, including motivation, leadership, diversity, group dynamics, communications, power, conflict, culture, and change.

Course Learning Objectives:

Students who successfully complete this course are expected to meet the following objectives:

1. Demonstrate a working knowledge of the important concepts and issues related to human behavior in organizations,
2. Explain how organization behavior concepts can be used to enhance the work environment, employee productivity and quality, and the quality of the employee's work-life,
3. Demonstrate relationships between individual differences and their effect on behavior, interpersonal relations, and employee job performance,
4. Describe the theoretical underpinning of motivation theories and their relationship to workplace behavior,
5. Demonstrate how communication patterns are related to decision making, and intra and inter-group dynamics,
6. Demonstrate how conflict can be resolved constructively,
7. Describe various leadership models and how they are applied in work settings to enhance job performance,
8. Explain how managers implement organizational systems to influence ethical and socially responsible behavior along several dimensions including race, ethnicity, sex, age, sexual preference, and physical ability,
9. Explain how managers implement organizational systems to influence ethical and socially responsible behavior along several dimensions including race, ethnicity, sex, age, sexual preference, and physical ability,

10. Demonstrate the ability to research complex public issues and present information orally and/or in writing

Desired Competency:

Students will be able to understand and apply basic organizational behavior concepts to their organizations, their work environment and their organizational culture.

Method of Instruction

This course will be delivered using a hybrid-learning format. This means that while most of the 45 contact hours of the course schedule will be in-class sessions; there are scheduled online meetings, exercises, and/or discussions. Thirty contact hours will be delivered using traditional in class sessions; the teaching procedures employed will be primarily professorial lectures, small group exercises, case study analyses, and oral presentations for the in-class sessions. Fifteen contact hours will be delivered over the Internet using the Blackboard system. Please see Method of Instruction and the Schedule of Readings and Assignments for details on in class and Internet based meeting dates and requirements.

A Blackboard site will be used to help manage class activities and to promote interaction among students. I will use this site to provide such things as class announcements, lecture slides, syllabi, case analysis questions, and forums for on line class meetings/exercises/ and or discussions. Please see schedule of readings and assignments for further detail. For online class meetings, students are evaluated on quality of participation and written work, and the fulfillment of requirements and deadlines. Extensive homework will be required in the form of assigned readings, preparation for panel presentations, and essays.

Substantive emphasis will be placed on familiarizing students with the concepts of organizational behavior (1) by providing them with experience in examining problems from multiple perspectives, and (2) by analyzing how modern organizational behavior theories have evolved. Quality of participation is more important than quantity. This course emphasizes breadth in coverage rather than depth. Identification of deficiencies and difficulties is at least as important as what is already known by each student. Students should think of the time allotted for each topic as a finite resource and plan accordingly. This course is not designed to make you an organizational behaviorist, but rather to make you a more effective administrator.

REQUIRED TEXTBOOKS AND ARTICLES (*articles will be posted on Blackboard*)

Essentials of Organizational Behavior, 10th Edition, by Stephen P. Robbins and Timothy A. Judge, Prentice Hall, Upper Saddle River, NJ, 2010. [ISBN: 0-13-607761-7]

A Whole New Mind, by Daniel H. Pink, Riverhead Books, New York, NY, 2005. [ISBN: 1-57322-308-5 (hardback) or 1-59448-171-7 (paperback)]

Hofstede, Geert, "The cultural relativity of organizational practices and theories," *Journal of International Business Studies*, **Fall**, 1983, 75-89.

Mitroff, Ian I., and Pondy, Louis R., "On the organization of inquiry: a comparison of some radically different approaches to policy analysis," *Public Administration Review*, **34**, 5 (September/October), 1974, 471-479.

Recommended Additional Reading:

Bridges, William, "The end of the job" *Fortune*, **130**, 6 (September 19), 1994, 62-74.

Drucker, Peter, "The new society of organizations" *Harvard Business Review*, 1992.

Hofstede, Geert, et al., "Measuring organizational cultures: a qualitative and quantitative study across twenty cases," *Administrative Science Quarterly*, **35**, 2 (June), 1990, 286-316.

Morgan, Gareth, "Paradigms, metaphors, and puzzle solving in organizational theory," *Administrative Science Quarterly*, **25**, 1980, 605-622.

The Art of Thinking, by Allen F. Harrison and Robert M. Bramson, Berkley Books, New York, NY, 1982.

Creating a New Civilization, by Alvin and Heidi Toffler, Turner, Atlanta, GA, 1995.

The Design of Inquiring Systems: Basic Concepts of Systems and Organization, by C. West Churchman, Basic Books, New York, NY, 1971.

Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace, by Ron Zemke, Claire Raines, and Bob Filipczak, AMACOM, New York, NY, 2000. [ISBN: 0-8144-0480-4]

Images of Organization, by Gareth Morgan, Sage, Newbury Park, CA, 1986.

Third Wave, by Alvin Toffler, Bantam Books, New York, NY, 1991 (orig 1980).

Understanding Global Cultures. 3rd Edition. by Martin Gannon. Sage, Thousand Oaks, CA, 2004.
[ISBN: 0-7619-2980-0]

When Generations Collide, by Lynne C. Lancaster and David Stillman, HarperCollins, New York, NY, 2002. [ISBN: 0-06-662107-0]

Useful Websites for this Course: See External Links section in Blackboard.

TECHNOLOGY REQUIREMENTS:

Email: All official University communications with TROY students, will be sent through the Trojan (TROY) e-mail address assigned to them. All official information, including but not limited to student billing, faculty-student communications, registration changes, and financial aid information, sent to students' assigned Trojan e-mail addresses will constitute official notice. The University accepts no responsibility for any forwarding of e-mail that students may choose to undertake from their official Trojan e-mail accounts. The University is only responsible for ensuring that official e-mail is sent out to those student e-mail accounts that are maintained by the University. All students are responsible for monitoring their Trojan e-mail accounts frequently. Students can access their e-mail by visiting www.troy.edu and selecting the Trojan E-Mail link.

Students must have:

- A reliable working computer that runs Windows XP, Windows Vista or Windows 7.
- A TROY e-mail account that you can access on a regular basis (see "TROY e-mail" above)
- E-mail software capable of sending and receiving attached files.
- Access to the Internet with a 56.9 kb modem or better. (High speed connection such as cable or DSL preferred)
- A personal computer capable of running Netscape Navigator 7.0 or above, Internet Explorer 6.0 or above, or current versions of Firefox or Mozilla. Students who use older browser versions will have compatibility problems with Blackboard.
- Microsoft WORD software. (I cannot grade anything I cannot open! This means NO MS-Works, NO WordPad, NO WordPerfect.
- Virus protection software, installed and active, to prevent the spread of viruses via the Internet and e-mail. It should be continually updated! Virus protection is provided to all Troy students free of charge. Click on the following link <https://it.troy.edu/downloads/virussoftware.htm> and then supply your e-mail username and password to download the virus software.

CLASS SCHEDULE (this schedule is *indicative*, not definitive)

<u>Session</u>	<u>Topic</u> <u>chapter)</u>	<u>Assignment (text:</u>
Session 1		
May 28+	On the Organization of Inquiry	M & P: all (before
(online)	Introduction to Organizational Behavior	R: 1; Questionnaire
	packet	Pink: 1, 2, 3
Session 2		
June 9	Personality and Values	R: 2
(in-class)	Perception and Individual Decision Making	R: 3
	Job Attitudes	R: 4
Session 3		
June 10	Emotions and Moods	R: 7
(in-class)	Organizational Culture	R: 15
		Hofstede: all
Session 4		
June 16	Motivation	R: 5, 6
(in-class)	Foundations of Organization Structure	R: 14
	Dimensional Analysis paper due! [emailed to me as a .doc file by June 22]	
Session 5		
June 17	Foundations of Group Behavior and Work Teams	R: 8, 9
(in-class)	Communication	R: 10
Session 6		
June 23	Conflict and Negotiation	R: 13
(in-class)	Leadership, Trust, Power, and Politics	R: 11, 12
Session 7		
June 24	Exam	
Sessions 8, 9 [see next section for specific details]		
July 2+	<i>Postings to Blackboard to include original and two critiques</i>	Pink: 4, 5, 6, 7, 8, 9
(on-line)	There are at least three exercises in Pink, Chapters 4-9; each student will select a minimum of two exercises in each chapter and post their answers in the appropriate section within the Discussion Board; each student will “critique” (add value) to at least two original postings for each chapter. This exercise may be done throughout the term, but must be completed no later than July 28. This assignment will contribute 25% toward your final course grade. The postings will be evaluated according to originality, completeness, and adherence to “graduate school quality standards.”	

On-line case analysis using Discussion Board

July 15 **Term paper due by midnight, Sunday, July 15** **R:** all

July 22 **Case analysis due midnight Sunday, July 22** **R:** all

M & P = Mitroff and Pondy "On the Organization of Inquiry..."

R = Robbins Essentials of Organizational Behavior

Hofstede (1983) = "The cultural relativity of organizational practices..."

Pink = A Whole New Mind

GUIDELINES AND REQUIREMENTS FOR ONLINE SESSIONS

Note: for each chapter in Pink (2005), there are seven items to be completed each week: 1) read chapter; 2) review the lecture notes (PowerPoint) slides; 3) read the “Study” section on the textbook website; 4) complete the assigned “Exercises” from the textbook website; 5) answer the posted question for each week (found in the “Assignments” section on Blackboard as well as below); 7) critique the answers from at least two classmates as assigned (found in the “Assignments” section on Blackboard as well as below). **At least 15 contact hours must be conducted on-line; it is estimated that the aforementioned activities will greatly exceed this amount of time.** You will be evaluated on the quantity (level of participation), quality (content) of participation, and the fulfillment of requirements and deadlines.

Discussion Board Exercises

Using the suggestions by Pink (2005) on the development of a mental “portfolio,” describe your activities for each of the following in about 400 words. Critique two other students’ posting according to the critiquer assignments posted in the Discussion Section of Blackboard (about 200 words). These are to be completed by **February 28** and will constitute 20% of your final grade. [note: the page numbers are from the hardback version of the Pink (2005) textbook; if you have the paperback version, please correlate the appropriate pages.]

For week of July 2:

1. Design, hb: pp. 89 – 97: 1) Keep a design notebook; **or** 2) Put it on a table
Chapter 4 pb: pp. 89 – 99
2. Story, hb: pp. 117 – 124: 1) react and reflect on any one suggestion
Chapter 5 pb: pp. 119 – 128

For week of July 9:

3. Symphony, hb: pp. 145 – 151: 1) Keep a metaphor log; **or** 2) Hit the newsstand
Chapter 6 pb: pp. 149 – 157

For week of July 16:

4. Empathy, hb: pp. 171 – 176: 1a) Test yourself; **or** 1b) Volunteer
Chapter 7 pb: pp. 177 – 184
5. Play, hb: pp. 201 – 206: 1) Step on the humor scale; **or** 2) Play right-brain games
Chapter 8 pb: pp. 209 – 215

For week of July 23:

6. Meaning-I, hb: pp. 225 – 231: 1) Take the 20-10 test; **or** 2) Measure your spirit
Chapter 9 pb: pp. 235 – 244 **or** But Out

7. Meaning-II, hb: pp. 225 – 231: 1) Say thanks (actively, reflectively, retroactively); Chapter 9 pb: pp. 235 – 244 or 2) Picture yourself at ninety

COURSE REQUIREMENTS

Dimensional Analysis paper (Hofstede) [due June 22, 2012]	30%
Blackboard Exercises (see “Guidelines for Online Sessions” for specifics)	20%
Exam [Term paper due midnight, July 15, 2012]	30%
Case analysis due midnight, July 22, 2012	20%

Details regarding all assignments and exams are posted in the “Assignments” folder in Blackboard.

In terms of course assignments, students are expected to prepare thoroughly for each session, to submit all written materials on time, to achieve graduate school quality standards, and to participate actively and constructively in-class and on-line. *APA Style Manual* shall be used. **No late papers will be accepted! No make-up exams will be given! All course requirements must be completed to receive a passing grade. Late submittals (postings) will be assigned an “F” grade. Excessive absences (defined as 2 or more) may result in at least a one full grade reduction. A “tardy” is considered an “absence.” Any student receiving an incomplete “I” grade cannot receive an “A” grade.** All course work must be completed to receive a passing grade. All work must be at least 75% original.

Learner Engagement:

Email is the preferred method of contacting me; I will try to respond within 24 hours. If you prefer, please telephone anytime between 10:00 a.m. and 10:00 p.m. Eastern Time. Oral presentations grades will be given at the end of that session. All written papers will be evaluated and the grades posted within one week of the deadline for submission. Discussion board postings will be evaluated within one week of the completion of the assignments. These evaluations will be provided in separate emails to each student.

COURSE POLICIES

Submitting Assignments

Submitting Assignments

Submit all assignments, excluding Discussion Board activity, in the “Assignment” section of Blackboard. Each assignment will have its own dedicated upload location for submission.

Write papers in Standard English using a Times New Roman 12-point font, 1-inch margins, and double spacing. The American Psychological Association (APA) guidelines are the standards for writing and referencing papers in the MPA program.

Use the APA guides found at the Troy Writing Center/handouts:

<http://troy.troy.edu/writingcenter/research.html>

Standards of Conduct and Plagiarism Policy:

The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (see Standard of Conduct in the TROY *Graduate Catalog*). Examples of dishonesty include actual or attempted cheating, plagiarism, or knowingly furnishing false information to any university employee.

Students must properly cite any quoted or paraphrased material. No assignment may have more than 25% of its content quoted from another source. Students who need assistance in learning to paraphrase should ask the instructor for guidance and consult the links at the Troy Writing Center.

This university employs plagiarism-detection software, through which all written student assignments are processed for comparison with material published in traditional sources, books, journals, and/or magazines, on the internet to include essays for sale and papers turned in by students in the same and other classes in this and all previous terms.

Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else's intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one's own. This includes material found on the internet. Proper quoting, using strict APA formatting, is required.

Plagiarism is not referencing all quotations, terms, concepts, and thoughts not your own. Plagiarism is also submitting papers that are written and submitted in current and previous courses. Direct quotes must have quotation marks and references. All papers must include a reference list. If the detection software indicates a high degree of suspected "copying," the student will receive at least an F for that assignment and, if severe enough, an F in the course and/or expulsion from the university. **All assignments must be at least 75% original.**

Attendance Policy:

Attendance is mandatory. In registering for classes at the university, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussions and exploration of ideas (Troy University 2011-12 Graduate Catalog, p. 14).

Excessive absences will be reported to appropriate Veterans Administration and military officials. Arrangements for excused absences must be made PRIOR to the absence.

Excessive absences (defined as 2 or more) may result in at least a one full grade reduction. A "tardy" is considered an "absence."

Make-Up Work Policy

No late papers will be accepted! No make-up exams will be given! All course requirements must be completed to receive a passing grade. Late submittals (postings)

will be assigned an “F” grade. Missing any part of the schedule of assignments may prevent completion of the course. If the student foresees a difficulty which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in a failing grade for an assignment and/or failure of the course.

If the instructor has not heard from the student **by the deadline dates for assignments, exams, or forums**, no make-up work will be allowed unless extraordinary circumstances. "Computer problems" are not an acceptable excuse.

Policy for Requesting and Granting an Incomplete:

Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student should complete a request for an incomplete grade.

Note: A grade of incomplete or “I” is not automatically assigned to students, but rather must be requested by the student by submitting a *Petition for and Work to Remove an Incomplete Grade Form*. Requests for an incomplete grade must be made on or before the date of the final assignment or test of the term. The form will not be available after the last day of the term. A grade of “I” does not replace an “F” and will not be awarded for excessive absences.

An “I” will only be awarded to a student presenting a valid case for the inability to complete coursework by the conclusion of the term. *It is ultimately the instructor’s decision to grant or deny a request for an incomplete grade, subject to the policy rules below.*

Policy/Rules for granting an Incomplete (I)

- An incomplete cannot be issued without a request from the student.
- To qualify for an incomplete, the student **must**:
 - Have completed over 50% of the course material and have a documented reason for requesting the incomplete. (50% means all assignments/exams up to and including the mid-term point, test, and/or assignments.)
 - Be passing the course at the time of their request.

If both of the above criteria are not met an incomplete cannot be granted. An “I” is not a substitute for an F. If a student has earned an “F” by not submitting all the work or by receiving an overall F average, then the F stands.

Please see the Graduate Catalog for information on the time limit for removal of an Incomplete as well as student responsibilities. **No incomplete may exceed nine (9) weeks from the date it is assigned.**

GRADING POLICY

Dimensional Analysis paper (Hofstede) [due June 22, 2012]	30%
Blackboard Exercises (see “Guidelines for Online Sessions” for specifics)	20%
Exam [Term paper due midnight, July 15, 2012]	30%
Case analysis due midnight, July 22, 2012	20%

A letter grade will be assigned to each of the above components (analysis paper, Discussion Board postings, exam, and case analysis). Grades will be calculated as follows: A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D = 1.0; F = 0.0. The final grade for the course will be determined by the same method used in calculating a “grade point average” (GPA), i.e., the grade received for each evaluative component weighted by the percentages of each. (The final grade issued for the course will not reflect the minus and plus system used for grading course components.) I do not use the “accumulated points” method of grading because it is inherently unfair. If you need an analogy to the “accumulate points” method, please consider the following:

Dimensional Analysis paper (Hofstede) [due June 22, 2012]	30 points
Blackboard Exercises (see “Guidelines for Online Sessions” for specifics)	20 points
Exam [Term paper due midnight, July 15, 2012]	30 points
Case analysis due midnight, July 22, 2012	20 points

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- D: 60 – 69 points
- F: < 60 points

TROY UNIVERSITY POLICIES

Click on the Syllabus tab at the Blackboard site for a list of Troy University and eCampus Policies and Procedures.

TROY UNIVERSITY LIBRARY SERVICES INFORMATION

A wide array of holdings and services are available through the Troy Libraries. To access online services and information, go to <http://library.troy.edu>

An online public access catalog (WEBCAT), access to a multitude of online database systems containing more than 18,000 full text journals, online database systems with partial full text and/or bibliographic references and over 50,000 online full text books are provided. The online resources are available 24 hours a day from any location. Print books and periodicals are available either directly through the Troy Library or through Interlibrary Loan.

For online journals and eBooks click on the Databases at <http://library.troy.edu/databases.html> link. At this point, you should use the pull down menu in the center to access online library resources. Once you select a database, you’ll be asked to login with your Troy e-mail address and password.

Susan W. Cornett
Atlantic Region Librarian
Troy University
swcornett@troy.edu
757-865-7880 (voice mail)
757-865-3295 (fax)
888-241-0277 (toll free)

Herbert H. Bateman Memorial Library
42 Ash Ave., Langley Air Force Base, VA 23665
Telephone: Circulation Desk: (757) 764-2906; DSN: (88) 574-2906
Hours: Monday - Thursday 10:00 a.m. to 8:00 p.m.
Friday - Sunday noon to 5:00 p.m.; Holidays Closed

ATLANTIC REGION POLICIES

Student Orientation and Course Prerequisite Skill Requirements

1. New students are required to complete an "in person" orientation with a site representative prior to enrolling. The "on-line" orientation session found at <http://ar.troy.edu/studentorientation/index.html> is the next step in the Troy University –Atlantic Region orientation process. It reinforces the discussions with the site representative and provides new students with all of the essential information to succeed in graduate education.
2. All students should ensure that they have developed certain pre-requisite skills prior to beginning courses. These skills include demonstrating writing proficiency in term papers, preparing PowerPoint slides for class presentations, using SPSS and Excel for statistical analysis, and conducting academic research through the Troy University library system. The links at the bottom of the Atlantic Region New Student Orientation page contain tutorials in each of these skills areas that will assist students in developing the skills required for graduate course work.

Cell Phone and Other Electronic Device Statements, as shown below:

Use of any electronic device by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cellular phones, pagers, and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages is forbidden by the University. Particularly, use of a communication device to violate the Troy University "Standards of Conduct" will result in appropriate disciplinary action (See the *Oracle*.).

In order to receive emergency messages from the University or family members, the call receipt indicator on devices must be in the vibration mode or other unobtrusive mode of indication. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

COURSE DESIGN MATRIX

This table shows how each Course Learning Objective will met – to include the module of instruction, the specific course content, the learning strategy and the assessment mechanism.

	Learning Objective	Module	Content	Strategy	Assessment
1	Demonstrate a working knowledge of the important concepts and issues related to human behavior in organizations Explain how managers implement organizational systems to influence ethical and socially responsible behavior along several dimensions including race, ethnicity, sex, age, sexual preference, and physical ability,	Weekend 1	Ch 1, 14; lecture notes; Hofstede article; culture video	Class discussion of concepts and relate them to student's work environment	Evaluation of group discussions; feedback on questionnaires
2	Demonstrate relationships between individual differences and their effect on behavior, inter-personal relations, and employee job performance	Weekend 1 and on-line	Ch 2-7 Lecture notes, exercises and video	Group discussion of relationships and application to exercises and cases	feedback on case analysis and questionnaire answers
3	Demonstrate how communication patterns are related to decision making, and intra and inter-group dynamics	Weekend 2	Ch 8-10 Lecture notes, video and student presentations	Class discussion of theories and group application to exercises and cases	feedback on case analysis and questionnaire answers
4	Describe the theoretical underpinning of motivation theories and their relationship to workplace behavior	Weekend 1	Ch 5-6 lecture notes, case and video	Group discussion of relationships and application to exercises and cases	feedback on case analysis and questionnaire answers; feedback on dimensional analysis paper
5	Explain how organization behavior concepts can be used to enhance the work environment, employee productivity and quality, and the quality of the employee's work-life; Demonstrate how conflict can be resolved constructively,	Weekend 2	Ch 13 Conflict Resolution; exercise, video	Individual conflict resolution exercise, and individual case analysis, application reinforced through group discussion board	feedback on case analysis and questionnaire answers feedback on exam
6	Describe various leadership models and how they are applied in work settings to enhance job performance	Weekend 2	Ch 11-12 Case analysis	On-line discussion of key concepts	feedback on case analysis and Blackboard postings; feedback on dimensional analysis paper

7	<p>Explain how managers implement organizational systems to influence ethical and socially responsible behavior along several dimensions including race, ethnicity, sex, age, sexual preference, and physical ability</p> <p>Demonstrate the ability to research complex public issues and present information orally and/or in writing</p>	On-line	Ch 1-15 cases; exercises	Final case analysis and critiques	<p>feedback on case analysis and questionnaire answers</p> <p>feedback on exam</p>
---	---	---------	--------------------------	-----------------------------------	--