BM05201 Introduction to Organizational Behavior
PS34601 Interaction and Organizational Communication
Spring, 2013

Instructor: Robert Anzenberger email: Anzenbro@bc.edu
Office: 100 McGuinn Hall Office Hours: Before and after class
Telephone: 508-498-4017 (8AM – 6 PM)
Schedule: Thursdays 6:30 P.M. – 9:00 P.M. Room: Gasson 202

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
To thrive in constantly transforming organizations, it is important to understand the factors which influence performance and satisfaction, and the dynamics critical to interacting with and managing others effectively. Reviews the major theories of management and considers how personality, motivation, communication, perception, group dynamics, leadership style and organizational culture affect productivity and personal and professional success.

Course Objectives
By the conclusion of this course students will be able to:

1. Utilize the basic vocabulary of organizational behavior and managerial development in manufacturing and service based organizations.

2. Explain the relationship between communicating, motivating, managing and leading employees in diverse work settings.

3. Explain the role of applying fundamentals of psychology to managing and developing human resources.

4. Discuss factors necessary in managing quality, developing teams, and improving employee performance.

5. Explain the process human resource management and performance management.

6. To develop a broad-based understanding of both stress and change management.
7. The student will demonstrate knowledge of managerial practices across cultural settings and will learn the impact of culture and gender as demonstrated by performance on case analyses and exams.

8. The student will demonstrate management ethics knowledge and/or competency appropriate for managers as demonstrated by performance on case analyses and exams.

Grading
A = 96, A- = 92, B+ = 88, B = 86, B- = 82, C+ = 78, C = 76, C- = 72, etc.

Summary:
Mid-Term Exam: 40%
Final Exam: 40%
Individual Writing Assignment: Self-Analysis 15%
Participation & Attendance: +, - 5%

Attendance/Participation:
1. Attendance is mandatory, with only two absences allowed, since a major part of the course includes class participation.
2. Every two unexcused absences will result in lowering one’s final grade by 5%.

Exams:
1. A mid term exam will cover selected chapters from the first one half of the text and count for 40% of the term grade.
2. The final exam will cover the final sections from the text/course in an in depth manner (40%).
3. Individuals will also prepare presentations and work on a wide variety of cases, instruments and activities/experiential exercises that cover contemporary organizational behavior issues on which they have completed readings. These activities will help reinforce course content – helping students with exam concepts & content. Participation (+, - 5%)

Writing Assignment: Self Analysis (15%)
1. An eight to ten page individualized research paper will be undertaken using insights gained through using a wide variety self-assessment instruments provided in this course. Students will examine several psychological and organizational factors, which have practical importance for the student themselves.
2. Academic honesty and the use of footnotes/citations are required on all research and writing activities.

WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.
Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

**Text(s)/Readings (Required)**

**Text(s)/Readings (Recommended)**
Supplements provided in class:
Instruments on Personality, Motivation, Management, Leadership, and Stress Management provided in class to supplement text. (Author: Robbins)

**Important Policies**

[http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html](http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html)

**Written Work**
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

**Scholarship and Academic Integrity**
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

**Request for Accommodations**
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at [http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html](http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html).
Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly (-10% reduction in grade).

More than two absences will result in a reduction in one’s grade for the course.

Course Assignments (readings, exercises and/or experiences)

Each week students meet in class for two and one half hours and interact with the professor and use individually prepared case analyses as part of their learning experience. Case work involves roughly one hour of work in addition to class time. The instructor will provide feedback to students examining course/chapter content and the cases selected for individual chapter topics. In addition students are expected to complete roughly one instrument per class/chapter making steady progress in their self-analysis paper.

As a general guide each week you will be expected to:

- Review the week’s learning objectives and reading assignments (2 hours)
- Prepare a draft written case assignment and send in your draft case for review Tuesdays to Bob Anzenberger Anzenbro@bc.edu (1 hour)
• Complete one instrument from class handouts each week (1/2 - 1 hour)
• Attend and participate in classes (2 ½ hours per week)
• As scheduled by the student review PowerPoint slides and prepare for exams (1 hour)

Seven to eight hours of time should be set aside for each class.

Students are expected to complete the following out of class course assignments:

Schedule: O.B./Interaction & Organizational Communication

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<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>Reading/Exercises/Experiences</th>
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<tbody>
<tr>
<td>1. Jan. 17th</td>
<td>Introduction: Setting the Stage</td>
<td>Chapter 1</td>
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<td>• What is O.B.?</td>
<td>Case Incidents 1 &amp; 2</td>
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<td>Instrument: “What’s My Basic Personality?”</td>
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<td>2. Jan. 24th</td>
<td>Diversity</td>
<td>Chapters 2, 5</td>
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<td>Case Incident 1, p. 63</td>
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<td>Instrument: Am I a Type A?</td>
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<td>Personality &amp; Values</td>
<td>Case Incident 2, p. 158</td>
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<td>3. Jan. 31st</td>
<td>Perception and Motivation</td>
<td>Chapter 6, 7</td>
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<td>Case Incident 1, p. 194</td>
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4. Feb. 7th  
**Motivation (Continued) & Groups**  
Chapter 7, 8  
Case Incidents 1, 2, p. 231  
Instrument: “What Are My Dominant Needs?”

5. Feb. 21st  
**Foundations of Group Behavior**  
Chapter 9  
- Individual Research Papers Begin  
Instruments “What’s my View on the Nature of People?”  
“Am I a Procrastinator?”  
Case Incident 2, p. 301

6. Feb. 28th  
**Mid-Term Exam**  
Chapter 11  
Chapters 1, 2, 5, 6, 7, 8, 9  
(March 7 – Spring Break, no class)

7. Mar. 14th  
**Communication**  
Chapter 11  
Develop First Draft of Research Paper  
Instrument “What’s My Face-to Face Communication Style?”  
Case Incident 2, p. 362

8. Mar. 21st  
**Leadership**  
Chapter 12  
Instrument “What’s My Leadership Style?”  
All Cases, pp. 399 – 401  
Team Presentations
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
<th>Instrument or Case</th>
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<tr>
<td>9. Apr. 4th</td>
<td>Power and Politics</td>
<td>Chapter 13</td>
<td>Instrument “What’s My Preferred Type of Power?”</td>
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<td>Ethics Case: “CorporateSpying” p. 438</td>
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<td>10. Apr. 11th</td>
<td>Conflict and Negotiation</td>
<td>Chapters 14</td>
<td>Instrument “How Well Do I Manage Impressions?”</td>
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<td>Case Incident 1, p. 473</td>
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<td>11. Apr. 18th</td>
<td>Foundations of Organizational Instruments</td>
<td>Chapter 15</td>
<td>Complete Paper</td>
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<td>Case Incident 1, p. 506</td>
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<td>12. Apr. 25th</td>
<td>HRM</td>
<td>Chapter 17</td>
<td>Self Analysis Paper Due</td>
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<td>13. May 2nd</td>
<td>O.D. &amp; Stress</td>
<td>Chapter 18</td>
<td>Instrument “Stress Profile”</td>
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<td>Part I Final Exam</td>
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<td>14. May 9th</td>
<td>Final Exam: Part II</td>
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