Introduction to Organizational Behavior  MB02101
Interaction & Organizational Communication  PS34601
Boston College
Summer, 2013

Professor Bob Anzenberger
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Norfolk, MA. 02056
1-508-498-4017 (Cell hours 8AM – 6PM)
Office Hours: Before and after class
Anzenbro@bc.edu

Class:
Fulton: 220
Tuesday & Thursday, 6:15 P.M. – 9:00 P.M.

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 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 essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Summary:

This course examines factors influencing human performance, satisfaction and development in organizational settings. Class participants examine how personality, motivation, communication, leadership style, power, conflict, and organizational culture affect productivity and personal satisfaction. Organizational Behavior/Interaction & Organizational Communication provides an overview of the field of organizational behavior and establishes a foundation and common vocabulary for future management and business administration course work. The course also examines the concepts, processes and
managerial skills that are needed in motivating, leading, and managing our increasingly more diverse work force. The course helps in developing problem solving and decision-making in the world of managing people and developing our interpersonal skills.

*Organizational Behavior* as an academic discipline examines how and why people behave the way they do within organizational settings. The course involves class participants in the study of individuals, groups, and organizational culture. This study of theory and work applications is necessary to fully study human behavior in organizations. Students in addition to day-to-day class assignments and tests will undertake a paper examining key concepts in the course as they apply to the student. This self-analysis/text-based analysis helps insure class members are able to fully examine both the theory and practice of organizational behavior as it applies to the student – a future leader and, or manager.

**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.

**Course Materials:**


Reserve Readings & Instructor Provided Materials:


**Academic Integrity:**

*Student work assignments must demonstrate the student’s own work efforts. When noting the intellectual efforts of others use footnotes to insure proper acknowledgement.*
Evaluation:

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%.

Deadlines:

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

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.

Grading Summary:

Exam 1: 40%
Exam 2: 40%
Individual Writing Assignment: Self Analysis 15%
Participation & Attendance: +, - 5%

(A = 96%, A- = 92%, B+ = 88%, B = 84, B- = 84, C+ = 78%, etc…)
Course Assignments:

Each week students meet in class for two and one half hours (Summer = five hours per week) and interact with the professor reviewing chapter content and cases. Case work involves roughly 1 – 2 hours per week of work in addition to class time. The instructor/professor will provide feedback to students on course content and case work. In addition students are expected to complete one instrument per class/chapter making steady progress on their self-analysis paper.

As a general guide you are expected to devote time as follows:
- Review of week’s learning objectives & reading assignments (2 hours)
- Prepare a written case assignment for class/discussion (1 hour)
- Complete one instrument from class handouts each class (1/2 – 1 hour)
- Attend and participate in classes (2 ½ hours per week)
- As scheduled by the student: review PowerPoint slides and notes for exams (1 hour)

WCAS Grading System:

The undergraduate grading system consists of 12 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; 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.

Important Policies:

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 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 of the 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 disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html

Schedule: O.B./Interaction & Organizational Communication

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<td>• Individual Research Papers Begin</td>
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9. 7/23  Leadership (Teams)  
Chapter 14  
Deadline: R.P.  

10. 7/25  Power  
Chapters 15  

11. 7/30  Conflict & Negotiation  
Chapter 17  

12. 8/1  Final Exam:

Case Analysis:  (10%) answer the questions for either our Motivation. Or Leadership Case.
1.  “The Case of Motivating Mike Moran”
   - Questions attached to case
   - Answer in a full/complete manner – justifying your views

2.  “The Case of the Missing Time”
   - How should Chet better manage his time and levels of stress?
   - Describe conflicts in this case. Provide suggestions for reducing Chet’s conflicts.
   - What steps should Chet Craig take to become a more effective manager