

MGT 381
Organizational Behavior, Night Class
Spring, 2008

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Office hours: MW: 8:30-9:30; 1:30-4:30
 Wed: 5-6 at The University Center

Textbook: *Organizational Behaviour, 6th ed.*, by Gary Johns and Alan Saks.

Course Description: Organizational behavior is the study of individual behavior and group dynamics in organizational settings. Topics such as motivation, leadership, teamwork, and social influence will be discussed both from a theoretical and application perspective. The main objective is to learn some of the processes of human behavior and how this information can be applied to behavior in organizations.

Class format: The class will consist of lectures and class discussion. Several cases and exercises will be completed during the semester to illustrate organizational behavior topics. Students are expected to read the assigned material before class so that meaningful discussions in class can take place. Students are also encouraged to share examples from their own experiences that relate to class material.

Grading

Exam 1	50 points	A = 450 points
Exam 2	50 points	B = 400-449 points
Exam 3	50 points	C = 350-399 points
Exam 4	50 points	D = 300-349 points
Final exam	50 points	F = 299 points or less
Movie questions	50 points	
In-class exercises	200 points	

Exams: All exams will contain applied multiple choice/true-false questions. The exams are open book, with no book sharing. The final exam is comprehensive. If you miss an exam for any reason, the final exam grade will be substituted for the grade you miss. If you miss more than one exam, you will receive a zero for the second exam missed.

Movie questions: There are 5 movies that will be shown during the semester. Each film will have a set of questions that students are required to answer. The question answers need to be typed in 12-point, Times New Roman font, double-spaced. The movie question answers are due at the beginning of the class period following the film. Each set of questions is worth 10 points. ***No late work will be accepted.***

In-class assignments: There will be 10 in-class exercises to include writing assignments and/or experiential exercises. Each in-class assignment is worth 20 points. In-class assignments will be graded using the following system:

Zero = 0 points
Check minus = 14 points
Check = 17 points
Check plus = 21 points

No late assignments will be accepted. If you are absent the day an assignment is given or if you are late and miss the assignment, you will receive a zero.

Attendance: Students are given 3 free absences per semester. On the fourth absence, 25 points will be deducted from the student's total points. On the fifth absence, 50 points will be deducted from the student's total points. Students who are absent six or more times will receive an automatic F for the semester. One tardy or leaving early is equal to ½ an absence or more, depending upon the amount of time spent in class.

You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Tentative Schedule

Jan	16	Chap 1, Appendix
	23	Chap 2-3
	30	Chap 3 Evaluating Gregory & Review Session Film – He said, She said
Feb	6	He Said, She Said film questions due Exam 1
	13	Chap 4 Michael Simpson Chap 5
	20	Chap 5 Mayfield Dept Store Chap 6
	27	Chap 6 Jr Accountant Senor Payroll Catbird Seat
Mar	5	Hot seat DVD Exam 2 Chap 7
	12	Spring break
	19	Chap 7; Group assignment Chap 8; Reality shock Film – Independence and Conformity
	26	Ind & Conf film questions due Film – Stanford Prison Experiment Chap 9
Apr	2	Stanford Prison film questions due Film – Hoosiers
	9	Hoosiers film questions due Exam 3
	16	Chap 11; The big meeting Chap 12; Mr. Nobody
	23	Chap 13 Chap 16; Dandy Toys
	30	Exam 4
May	7	Film – 12 Angry Men
	14	12 Angry Men film questions due Final exam; 8-10 p.m.

Movie Questions

He Said, She Said

1. Discuss Tannen's examples of boys and girls at play. What do these examples demonstrate about the use of language to negotiate status and establish connection?
2. Discuss the various reasons men and women give for asking directions (or not) and for apologizing (or not).
3. In the context of being direct or indirect in conversation, discuss how a yes/no answer can have different meanings to different people.
4. Why do men and women give such different responses to the question, "How was your day?"
5. What is ritual opposition?

Independence and Conformity

1. What are the three motives for social conformity? How were they each demonstrated in the group of people pledging not to smoke?
2. One student verbally disagreed with the other students on which line best matched the sample line. Explain how effect dependence played a role in the student's eventual compliance.
3. The group pressure in the electric shock studies led 25% of all subjects to shock participants at the highest level. Other than compliance motives, what was it about the study that "socialized" subjects to the idea that they needed to do what the others wanted?
4. Under what conditions were people more likely to sign a petition to sell cotton candy on a public street? Under what conditions would people be least likely to sign a petition in public?

Stanford Prison Experiment

1. What was the motive for conformity for prisoners in the film? What was the motive for conformity for guards in the film? Explain your answer.
2. What socialization tactics were used for guards and prisoners in the film? How did these tactics emerge?
3. Explain how prisoners advanced through the various stages of socialization in the film. (Anticipatory socialization, encounter, and role management)
4. Explain how the guards and the prison superintendent advanced through the various stages of socialization in the film.

Hoosiers

1. What types of power does Coach Dale have in the film? What other characters have power, and what types of power do they have?
2. How does Coach Dale's actions as a leader at the beginning of the film contrast with his actions at the end? How has his leadership style been changed?
3. What is the difference between management and leadership? How is this difference depicted in the film?
4. Define participative leadership and transformational leadership. How do the characters use these types of leadership in the film?
5. What are some of the neutralizers (or substitutes) of Coach Dale's leadership in the film?

Twelve Angry Men

1. Was there any evidence of jury bias against the defendant? (halo bias, fundamental attribution error, primacy or recency bias)
2. What norms were formed during the jury deliberations?
3. Was the conflict in the jury room task or relational conflict?
4. Did it make a difference when the first vote was anonymous rather than using a show of hands? How does this relate to Milgram's film, Independence and Conformity?
5. What type of power did each main character in the film use to make their point? (legitimate, reward, coercive, expert, referent)