

MGT 381
Organizational Behavior
Summer I, 2008

Instructor: Dr. Juliana Lilly Phone: (936) 294-1275
Office: 236E Smith Hutson Bldg. Email: lilly@shsu.edu
Office hours: MTuWTh: 9-10; 2-4
 MW: 5-6 at The University Center

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

Course Objectives:

1. Understand the general role of personality in influencing organizational behavior
2. Understand how people form perceptions and attributions for behavior
3. Understand the antecedents and consequences of job satisfaction on behavior
4. Understand basic theories of work motivation
5. Understand group dynamics and socialization processes and their effects on individual behavior
6. Understand basic theories of leadership
7. Understand the concept of power and influence tactics
8. Understand basic concepts of managing conflict and stress

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 = 360 points
Exam 2	50 points	B = 320-359 points
Exam 3	50 points	C = 280-319 points
Exam 4	50 points	D = 240-279 points
Inclass cards (8)	160 points	F = 239 points or less
Homework (2)	40 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.

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. ***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.***

Homework assignments: There are 2 homework assignments worth 20 points each. The first assignment, Exercise 1-I, is due on June 9th. The second assignment, Communication Styles Exercise, is due on June 27th. Be sure to completely answer all questions. No late homework will be accepted. All homework ***must be typed, double-spaced, using 12-pt, Times New Roman font and free from typos and writing errors. PAPERS NOT ADHERING TO THESE INSTRUCTIONS WILL RECEIVE AN AUTOMATIC ZERO (0).***

Attendance: Students are given 2 free absences per semester. On the third absence, 20 points will be deducted from the student's total points. On the fourth absence, 40 points will be deducted from the student's total points. On the fifth absence, 60 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 is equal to ½ an absence.

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 - Syllabus

June	3	Chap 1-2
	4	Chap 3
	5	Film – He Said, She Said
	6	Journey into Self Awareness Chapter – Complete exercises 1A, 1B, 1C, 1D, 1F, & 1-I
	9	Homework Exercise 1-I due, Card-Evaluating Gregory, Card-The Review Session
	10	Chapter 4, Card-Michael Simpson
	11	Exam 1 – Chapters 1, 2, 3, & 4
	12	Chap 5, Card-Mayfield Dept Store
	13	Chap 6, Card-Junior Accountant
	16	Card-Club Chaos, questions 2 & 5, Appendix
	17	Exam 2 – Chapters 5, 6, & Appendix
	18	Chap 7, Card-Group Assignment
	19	Chap 8, Film – Independence & Conformity
	20	Card-Reality Shock, Film – Stanford Prison Experiment
	23	Chap 9
	24	Exam 3 – Chapters 7, 8, 9
	25	Chap 11-12, Card-The Big Meeting
	26	Chap 13, Card-The Last Straw
	27	Homework Exercise Communication Styles due; Film – Twelve Angry men
	30	Chap 16
July	1	Exam 4 – Comprehensive

Movie Questions

These questions are not assignments, but they are to guide the students to important concepts discussed in class. Students are expected to watch the films. Students who sleep, play with computers or phones, work on other assignments, or read during the film will be counted absent. Please act with courtesy and professionalism when in the classroom.

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.

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)

Information concerning homework assignments

Homework Assignment 1

Homework Exercise 1-I, p. 26 in Journey into Self Awareness Chapter

Due June 9 at the beginning of class. Late papers will not be accepted. Students may email their homework to me. As long as it is in my inbox by the beginning of class, it will be accepted. Emails sent after the beginning of class will be late and will not be graded.

Answer all 5 questions completely based on the information learned in exercises 1-A, 1-B, 1-C, 1-D, and 1-F. The answers must not contradict other answers and they must make sense. Students are given a full two hours to complete this exercise during class on June 6 in addition to the weekend, so please make sure your answers reflect an appropriate amount of preparation time. The primary goal of the exercise is for the student to learn information that will help them manage their own behavior as well as the behavior of others. Students who do not take the work seriously will see that lack of effort reflected in the homework grade.

Homework Assignment 2

Homework exercise Communication Styles. Assignment is below. Due June 27 at the beginning of class. Late papers will not be accepted.

Give examples of passive, aggressive and assertive responses to the four situations below. The response may be either a verbal statement, such as, "Stop that before I scream!" or a behavioral response such as walking away. After giving one example of each type of response, answer the two ending questions completely. Answers must not contradict other answers. The primary goal of this exercise is to distinguish between the three different communication styles that can increase or reduce conflict and stress.

Situation 1. You've been standing in line at the driver's license office for over an hour and someone cuts in front of you.

Example of a passive response _____

Example of an aggressive response _____

Example of an assertive response _____

Situation 2. You live in an apartment with three other people. One person is very messy and sloppy, leaving dishes on the table and in the sink, eating your food, leaving garbage in all rooms of the apartment.

Example of a passive response _____

Example of an aggressive response _____

Example of an assertive response _____

Situation 3. You go to an expensive steakhouse and you order your steak medium rare. It is served to you well done.

Example of a passive response _____

Example of an aggressive response _____

Example of an assertive response _____

Situation 4. A telemarketer calls you on the phone when you are in the middle of completing school work due in two hours. They are going through their sales pitch for buying magazines.

Example of a passive response _____

Example of an aggressive response _____

Example of an assertive response _____

Answer the following questions.

1. From the above situations, which responses would you most likely give (passive, aggressive, or assertive)?
2. Which responses are the most effective? Why are they the most effective?