ORGANIZATIONAL BEHAVIOR

Business 1520

Instructor:  Mr. Ronald Vickroy
Office:       108B Krebs Hall
             Phone:  269-2965
Fax:         269-7255
Hours:       T-H 7:30-8 & 11-12; W 5:30-6
             (and, by appointment)
E-mail:      rvickroy@pitt.edu
Home Phone:  266-2010

Pre-Requisites:  Business 0500 and Psychology 0200

Websites of interest:
www.pitt.edu/~mgmt/
www.youcandealwithit.com
www.careers.pitt.edu

Course Description

This course integrates concepts from the Behavioral Sciences in the study of human behavior in business organizations. This course is designed to: enhance the student’s knowledge and understanding of individual, group and organizational processes which affect human behavior in the formal organization (personality, perception, learning, motivation, interpersonal conflict, leadership, stress, power and politics, the impact of organizational design, etc.); enhance the student’s knowledge and understanding of managerial techniques and applications that can be used to improve both individual and organizational performance (job design, MBO, performance appraisal, employee selection, situational leadership theory, etc.).

Course Objectives

First, I plan to expand upon your knowledge of the leadership process that was reviewed in Principles of Management so as to provide you with some additional tools that are necessary to understand and analyze the behavior of individuals in organizations.
Second, I hope to sensitize you to the relative importance of understanding and analyzing the human resource as a critical element in the performance of modern organizations.

Organization and Format

The format of the text will not be followed in a sequential fashion. I hope to present a fluid development from micro to the macro concepts of organizational behavior. Therefore, you will need to pay close attention to the assignments given in class and the proposed outline included on the Assignments section of this syllabus. Please note that a significant amount of supplementary material will be presented during class lectures.
GRADING POLICY

There are two exams scheduled for this class. The exams will test both your understanding and memory of text material, supplementary material, and outside readings that are assigned. You will also be evaluated on the quality of written assignments (7). I may have a few unannounced quizzes that will cover assigned reading material and would be included in your participation points. I have chosen not to curve grades in this course.

<table>
<thead>
<tr>
<th>Evaluated Projects</th>
<th>Source of Evaluation</th>
<th>Possible Grade Points</th>
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<tbody>
<tr>
<td><strong>1) Individual Writing Assignments</strong></td>
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<tr>
<td>- 2 cases @ 10 pts</td>
<td>Instructor</td>
<td>20</td>
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<tr>
<td>- 4 cases @ 20 pts</td>
<td>Instructor</td>
<td>80</td>
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<td>- 1 reaction paper</td>
<td>Instructor</td>
<td>20</td>
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<td>- Leadership experience</td>
<td>Instructor</td>
<td>20</td>
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<td><strong>2) Exams</strong></td>
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<tr>
<td>- Chaps 1-2, 4-9</td>
<td>Instructor</td>
<td>100</td>
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<tr>
<td>- Chaps 11, 13-14, 16-17</td>
<td>Instructor</td>
<td>100</td>
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<td><strong>3) Quizes (as necessary)</strong></td>
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<tr>
<td>Participation/Attendance</td>
<td>Instructor</td>
<td>60</td>
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Deduct 10 pts for each unexcused absence

Grand Total 400

Grade Conversion Scale
To determine your final letter grade for the course, simply add up the points you earn from the above projects and compare them with the grade conversion scale below:

- A+ 386+ - B+ 352-359 - C+ 312-319 - D+ 272-279 - F <240
- A 368-385 - B 328-351 - C 292-311 - D 248-271

Extra Credit
Extra credit in this course is at the discretion of the instructor. At no time will extra credit work exceed more than 5% of your total course grade (20 pts). You must have extra credit approved NO LATER THAN NOVEMBER 3rd. (Integrative Case)

Study Assistance
During the course of this semester, if you feel you are falling behind your classmates, please don’t panic. First, let me know your concerns; perhaps we can work together to help you make it through the semester. Second, contact the Instructional Resources Center (#7109) for tutors to help you--free of charge.
INSTRUCTOR’S EXPECTATIONS

Attendance & Participation
All students are expected to attend class. In fact, the instructor’s expectation is that you will maximize your sizable investment in this course by attending as many sessions as possible. Therefore, attendance and participation will account for a significant portion of your grade (60 points or 15%). I may choose to give “pop” quizzes during the term and performance on these evaluations will be credited toward your participation grade as well. Missed quizzes cannot be made up.

Unless otherwise noted by the instructor, attendees are not permitted to smoke, eat, or drink during class sessions,

Assignments
I expect you to do the assigned written cases on an individual basis. No late hand-ins of case analyses will be accepted; if you know you will be absent when an analysis is due, you may hand-deliver or fax your hand-in to me at (814) 269-7255, up to class time of the due date, as assigned in class (you are responsible for making sure there are no changes to the due date).

All hand-ins are expected to be typed and in the case of multiple-page assignments, stapled or professionally bound (no loose papers attached by a folded corners nor plastic covers). All assigned work should be available for turn-in on the date assigned in class.

Appointments
Appointments to meet with me should attempt to conform to the office hours shown on the front of this syllabus and require a 24 hour advance notification to ensure commitment. This does not mean that you cannot try to see me during the listed office hours, but this practice will ensure you the time. If you should schedule an appointment and can’t make it, please call to cancel. Please note that these office hours are the ones that I generally conform to, however there are times when they cannot be met.

Honesty Policy
Since this course will simulate “real world” analytical processes, professional plagiarism standards will be enforced. Therefore, if any dishonest practices are discovered, the result will be instant failure for the entire course. This includes new high-tech methods of cheating, such as copying a fellow student’s computer file, making cosmetic changes, and then turning it in as your own work. The instructor also reserves the right to require a spontaneous oral presentation of the facts contained in any written assignment or of the answers provided on any test.

Exams
All exams must be taken on the scheduled date and times that are announced in class. (This includes the Final Exam). The dates and times listed in the Assignment section of this syllabus are tentative and based on ideal conditions. I reserve the right to give an oral in those cases where make-up exams are necessary, however in most cases the make-up exams will be essay. The Final must be taken on the scheduled date NO EXCEPTIONS. Written responses on exams must be legible. Illegible work will not be graded and considered not completed at all.

Disabled Students
If you have a disability for which you are or may be requesting an academic accommodation for this course, you should notify me and the Coordinator of Disability Services in the Learning Resource Center, as early as possible in the term. The LRC will verify your disability and determine reasonable accommodations for this course. To schedule an appointment at the LRC, or to learn more about disability services at UPJ, please stop by the LRC on the first floor of the Owen Library.
SOME SPECIFIC RESULTS

While we will discuss numerous concepts and practices associated with the managerial process, there are some key concepts that I hope to stress and expand upon. The section of results listed below are those that I feel are important enough to guide you in your studies for this class.

- EXPLAIN HUMAN RESOURCE PRODUCTIVITY (HRP)
- DEFINE ORGANIZATIONAL BEHAVIOR
  DISCUSS ITS IMPORTANCE TO THE MANAGERIAL PROCESSES
- DISCUSS THE DESIGNS USED TO TEST THEORY
  DISCUSS INTERNAL, CONSTRUCT AND EXTERNAL VALIDITY
- DISCUSS THE PERCEPTUAL PROCESS
  WHAT ARE THE MANAGERIAL IMPLICATIONS
- DISCUSS THE MAJOR PERSONALITY THEORY FRAMEWORKS
  EXPLAIN TARGETED SELECTION TECHNIQUES
- DIFFERENTIATE AMONG COGNITIVE, CONNECTIONIST AND SOCIAL LEARNING THEORIES
- DISCUSS PROBLEMS OF MERIT PAY PROGRAMS
  HOW CAN MERIT PAY PROGRAMS BE IMPROVED
- CONTRAST CONTENT AND PROCESS MOTIVATION THEORIES
- DISCUSS JOB ENRICHMENT
- EVALUATE SUBJECTIVE PERFORMANCE APPRAISALS
  HOW CAN WE MINIMIZE ERRORS
- DISCUSS MANAGEMENT BY OBJECTIVES (MBO)
  HOW MIGHT MBO USED AS A MICRO-MANAGEMENT TECHNIQUE
- DISCUSS STRESS AND ITS ROOTS IN THE ORGANIZATION
  WHAT CAN BE DONE TO MINIMIZE / MANAGE STRESS
- DISCUSS THE MAJOR STYLES OF CONFLICT RESOLUTION
- CONTRAST THE MAJOR LEADERSHIP FRAMEWORKS
- DISCUSS THE BASES OF POWER
  HOW MIGHT ONE DEVELOP THEIR POWER
- DISCUSS ORGANIZATIONAL POLITICS, WHY IT OCCURS
- DESCRIBE THE CHARACTERISTICS OF THE BUREAUCRACY
  WHAT ARE THE NEGATIVE BEHAVIORAL IMPLICATIONS
- CONTRAST BUREAUCRATIC AND HUMAN DESIGNS
- HOW DOES THE BUSINESS ENVIRONMENT SERVE AS A CONTINGENCY VARIABLE