

**CENTRAL MICHIGAN UNIVERSITY
COURSE SYLLABUS**

I. IDENTIFYING INFORMATION

Course: MSA 620

Course Title: EFFECTIVE ADMINISTRATION AND ORGANIZATIONAL BEHAVIOR

Credits: 3-0

Term: Fall 2009

Course Dates: 10/2, 10/3, 10/16, 10/17, 10/30, 10/31, 11/13, and 11/14/2009

Course Days and Times: Fri. 06:00 PM – 8:50 PM, Sat. 08:30 AM – 04:20 PM

Location: Rowe 205

CRN 22095378

Instructor: Dmitry A Erofeev, Ph.D.

E-Mail Address: erofe1da@cmich.edu

Phone Numbers: 989-832-6994

Office Hours: The instructor available via e-mail or by phone

Academic Biography:

Dr. Dmitry A. Erofeev is an Industrial and Organizational Psychologist. He has 15 years of experience in the field of Personnel Selection. His expertise is in the areas of executive development, as well as designing and implementing selection, orientation, training, and performance evaluation systems. He earned his BA/MA in Psychology and Pedagogy from Moscow State Pedagogical University in the Russian Federation, followed by M.A. and Ph.D. (with the Best Dissertation Award) degrees in Industrial and Organizational Psychology from Central Michigan University (CMU). He worked as a Senior Consultant with the first Russian executive search company and as a Research Consultant with Michigan State Police, Central Michigan University, SBC, and a Mid-Michigan grocery chain. Dr. Erofeev taught CMU graduate students enrolled in Extended Degree Programs in Mexico City, Mexico and Vancouver, Canada. He presented at international conferences and published in several research journals. Today, Dr. Dmitry Erofeev owns and operates a Tri-City office of Express Employment Professionals specializing in placements in office, professional, and industrial positions. He is a Member of the American Staffing Association and the Society for Human Resource Management.

I. COURSE DESCRIPTION:

To develop an understanding of human problems and processes which help or hinder successful task completion. To improve interpersonal and diagnostic skills as well as theoretical knowledge.

Organizational behavior is the study of how individuals relate in the workplace, and how group and organizational structures affect individual behavior. This course is organized around these three levels of focus: individuals, groups, and organizations. It provides current and emerging theoretical and practical knowledge for understanding topics such as motivation, leadership, managerial decision-making, group processes, and conflict resolution. The major objective of this course is to understand organizational behavior concepts and models, moving from individual behavior to the group and to the organization as a whole.

We will start our discussion on a topic of organizational culture, which is the basis for much of what happens in organizations. Next, we will analyze the individual level with topics such as personality, interpersonal perception, values, ethics, and motivation, followed by how individuals fit together into groups and teams. Finally, we will discuss organizational change, and examine how concepts at all three levels fit together.

This class will require you to apply your communication, teamwork, critical thinking, and information synthesis skills in many different ways. I will require you to adopt an active learning approach in this class. This means that you should do the readings, think about the topic related issues, and be prepared to contribute your thoughts to class discussions. As instructor of this course, my primary role is to facilitate the learning process. There will be some lecture nearly every class period, but we will also spend a great deal of time in class discussing ideas, participating in exercises, making group presentations, and practicing the skills necessary to perform well in this class and beyond.

II. PRE-CLASS ASSIGNMENT:

First Class Pre-class assignment 10/2/09 - 10/3/09:

1. Study in depth K&K Textbook Part One: chapters 1, 2, 3 and Part Two: chapters 4.
 - a. On Oct. 2nd we will cover Part One: chapters 1 and 2.
 - b. On Oct. 3rd we will cover Part One: chapter 3 and Part Two: chapter 4.
2. Be prepared for a Mini Quiz I on 10/3/2009. It will cover chapters 1, and 2.
3. Read Ethical Dilemma from K&K page 22. Select one of the seven rationales for this dilemma and write an explanation as to how that rationale applies (Format: up to one page, double space). Submit it on 10/2/09, be prepared to discuss in class.

Ethical Dilemma: You Mean Cheating is Wrong?

How should we interpret this hypocritical double-standard?

1. Don't worry, most students know the difference between school and real life. They'll do the right thing when it really counts. Explain your rationale.
 2. Whether in the classroom or on the job, pressure for results is the problem.
 3. People tend to take shortcuts and bend the rules when they're pressured. Explain.
 4. A cheater today is a cheater tomorrow. Explain.
 5. College professors need to do a better job with ethics education. How?
 6. Both students and managers need to be held personally accountable for their unethical behavior. How?
 7. Invent other interpretations or options. Discuss.
4. Read Ethical Dilemmas from K&K page 85. Select one of the five rationales for this dilemma and then write an explanation as to how that rationale applies (Format: up to one page, double space). Submit it on 10/3/08, be prepared to discuss in class.

Ethical Dilemma: 3M Tries to Make a Difference in Russia

Should 3M Export its American Ethical Standards to Russia?

1. If 3M doesn't like the way things are done in Russia, it shouldn't do business there. Explain your rationale.
2. 3M should do business in Russia but not meddle in Russian culture. "When in Russia, do things the Russian way." Explain your rationale.

3. 3M has a basic moral responsibility to improve the ethical climate in foreign countries where it does business. Explain your rationale.
4. 3M should find a practical middle ground between the American and Russian ways of doing business. How should that happen?
5. Invent other options. Discuss.

III. RATIONALE FOR COURSE LEVEL: N/A

IV. TEXT

Kinicki, A., & Kreitner, R. (2008). *Organizational behavior: Key concepts, skills, & best practices* (3rd.). New York: McGraw-Hill

V. SPECIAL REQUIREMENTS OF THE COURSE: NONE

VI. METHODOLOGY

Due to the comprehensive nature of the material within the course several teaching formats will be utilize in addition to a lecture-discussion technique:

1. Lecture and discussion sessions
2. Case analysis: problem diagnosis and discussion of organizational situations
3. Student presentations of case analyses or assigned readings
4. Selected OB related video clips
5. Group exercises

VII. COURSE OBJECTIVES:

By the end of this course, a student should be able to:

1. Identify the range of problems in the workplace that can be solved through an understanding of employee behavior.
2. Articulate the organizational culture and how it is controlled by both external forces (i.e., laws, litigation, federal guidelines) and internal components (i.e., employee characteristics, management style).
3. Identify principles of group interaction and its effect on organizational functioning, including both employee job satisfaction and productivity.
4. Analyze different management styles and their effect on employee behavior.
5. Discuss the multi-faceted nature of administrative effectiveness.

VIII. OUTLINE AND ASSIGNMENT SCHEDULE:

Week I: 10/2 - 10/3

- Study textbook Part One: chapters 1, 2, 3 and Part Two: chapter 4.
- Mini quiz will be given in class on 10/3.
- Select team members and turn in the name of a country for a group project (no later than 10/3).
- For additional learning materials, see Bb course shell (<http://blackboard.cmich.edu/>).

Week II: 10/16 - 10/17

- Study textbook Part Two: chapters 5, 6, 7, and 8.
- Group exercise will be used in class on 10/17.
- Mid-term Examination will be given in class on 10/17.
- For additional learning materials, see Bb course shell.

Week III: 10/30, 10/31

- Study textbook Part Three chapters 9, 10, and 11; and Part Four: chapters 12.
- Business game on Subject of Critical Thinking.
- Mini quiz will be given in class on 10/31.
- For additional learning materials, see Bb course shell.

Week IV: 11/13 - 11/14

- Study textbook Part Four: chapters 13, 14 and Part Five: chapters 15 and 16.
- Final Examination will be given in class on 10/13.
- Group presentations will be delivered on 11/14.
- Submit a project. Follow instructions posted to Bb course shell.
- For additional learning materials, see Bb course shell.

IX. TESTING PROCEDURES/STUDENT EVALUATION:

<i>Assignment</i>	<i>Points</i>	<i>Percentage</i>
Mini Quiz I	25	5%
Mini Quiz II	50	10%
Mid-term Examination	100	20%
Final Examination	150	30%
Group Presentation	50	10%
Group Project Paper	100	20%
Participation	25	5%
Total	500	100%

Group project (recommendation paper and its oral presentation)

In your small group, you will prepare a short (10 page) recommendation paper to convince your supervisor, hypothetical or real, to take a particular action related to the following organizational behavior topic—expatriate cross-cultural training for successful adaptation in the target country.

To accomplish this goal, you will conduct three or more interviews with residents of a target country to learn their country's business practices. In addition, you will conduct a literature review. At least 8 articles from a range of sources must be used on such topics as expatriate training and cross-cultural competency. The sources must include both academic (a minimum of 5) and practitioner publications. A description of academic (scholarly) source can be found at <http://ocls.cmich.edu/help/scholarly.htm>. Practitioner publications are directed more towards managers and the general public. They tend to address practical applications of research, examples of initiatives undertaken in organizations, or case studies of specific events. You may use your textbook as a resource for defining concepts or locating relevant articles, but the textbook should not be used as a primary source of content for your paper. Your findings, ideas, and recommendations can be discussed with me no later than **Saturday, October 31st**.

Your final paper must contain complete citations for all sources used, presented in proper American Psychological Association (APA) style. Papers should be 10 double-spaced, word-processed pages. Detailed evaluation criteria for the research paper will be posted on the course website. All work must be completed by your own group members. The paper must be turned in no later than **Friday, Nov. 13th** during the class session. Late assignments will be penalized 10% for every day late past the deadline (i.e., a paper turned in on Saturday morning will be marked down 10%).

Your group should make a 10-15 min presentation on your findings and recommendations. A group with the most creative presentation will receive five (5) extra points. Group presentations will be scheduled for **November 14th** after the final examination.

Participation

Class Participation: A participant's course participation grade will be based on the instructor's assessment of the quality of the participant's constructive contributions to the learning experiences of all course participants. A high participation grade may be earned by asking text-informed questions about course subject matter, but simply attending classes will not earn participation credit. When speaking in a class session, a participant must address the members of the class, not the instructor. Exchanges will be orderly, cooperative, informed—in short, constructive. Every participant will be involved in class discussions, but no one participant may dominate any discussion. A participant must contribute constructively to class discussion to receive a high course participation grade.

Your participation is essential to the success of this class. I define participation as more than attending class and asking an occasional question. Full participation consists of demonstrating that you are prepared for class (i.e., that you have read the assignment, completed individual assessments as assigned, and thought about the issues raised), asking thoughtful questions, responding respectfully to your peers, and engaging productively in all class discussions. Note that "talking" is not the same as "participating." In fact, excessive talking without offering useful ideas or perspectives may be considered disruptive.

I will not directly keep track of your attendance. However, you cannot participate if you are not in class. Therefore, it is clearly in your best interests to attend class. Participation opportunities missed due to absences or registering after the beginning of classes cannot be made up.

Score	Criteria
0/25	Demonstrates consistently poor attendance and consistently poor preparation; may be disruptive in class and hinder the learning of others; consistently fails to participate in class activities.
12/25	Demonstrates inconsistent attendance/timeliness/preparation in class activities; may be disruptive in class; is frequently not prepared.
15/25	Demonstrates consistent attendance and preparation; occasionally participates in class discussions, and regularly participates in other class activities.
20/25	Demonstrates consistent attendance, preparation, and participation in all class activities and discussions; occasionally demonstrates insight by asking questions or making statements that add to and facilitate the class discussion.
25/25	Demonstrates consistent attendance, preparation, and participation in all class activities and discussions; consistently demonstrates insight by asking questions, making statements that add to and facilitate the class discussion, or building upon others' comments.

Attendance: Due to a format of this class there will be no excused absences or any waived assignments.

Grading Scale

The class will be graded on a fixed point system. Each assignment and exams will be evaluated and given a percentage grade. The percentage grade for each assignment or exam will be multiplied by the worth of the assignment and then added together to give a fixed percentage/point grade for each student. The fixed point system is represented as follows:

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
<70	E

Please note that a grade of “C-“ does not count toward meeting graduation requirement.

Other:

1. Incomplete: The Incomplete is a temporary grade used in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. An (I) Incomplete is assigned in cases in which the student has completed satisfactorily the major portion (50%) of the course requirements and has the ability to complete the remaining work without re-registering for the course. Further information on Incompletes can be found in the current Bulletin.
2. Copies of Assignments: Attention CMU students: It is your responsibility to retain a copy of any materials that you mail or hand in to your instructor. This includes, but is not limited to, assignments, cases, or reports.

General:

1. Academic Dishonesty: Written or other work which a student submits must be the product of her/his own efforts. Plagiarism, cheating and other forms of academic dishonesty, including dishonesty involving computer technology, are prohibited. Further information on Academic Dishonesty can be found in the current Bulletin.
2. ADA CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact (989) 774-3018, Park Library 120, to register with Student Disability Services.

X. SELECTED BIBLIOGRAPHY

Books

- Albrecht, K. (2003). *The power of minds at work: Organizational intelligence in action*. New York: AMACOM.
- Arnott, D. (2000). *Corporate cults: The insidious lure of the all-consuming organization*. New York: American Management Association.
- Chaleff, I. (2003). *The courageous follower: Standing up to & for our leaders*. San Francisco: Berrett-Koehler.
- Chowdhury, S. (2003). *Organization 21C: Someday all organizations will lead this way*. Upper Saddle River, NJ: Financial Times/Prentice Hall.

- Cooper, C. L. (Ed.). (2002). *Fundamentals of organizational behavior* (Vols. 1-4). Thousand Oaks, CA: Sage.
- Galford, R. M., & Drapeau, A. S. (2002). *The trusted leader: Bringing out the best in your people and your company*. New York: Free Press.
- Gallagher, R. S. (2003). *The soul of an organization: Understanding the values that drive successful corporate cultures*. Chicago: Dearborn.
- Golembiewski, R. T. (Ed.). (2001). *Handbook of organizational behavior*. New York: Marcel Dekker.
- Gordon, J. R. (2002). *Organizational behavior: A diagnostic approach*. Upper Saddle River, NJ: Prentice Hall.
- Greenberg, J. (Ed.). (2003). *Organizational behavior: The state of the science*. Mahwah, NJ: Lawrence Erlbaum.
- Horibe, F. (2001). *Creating the innovation culture: Leveraging visionaries, dissenters and other useful trouble-makers in your organization*. New York: Wiley.
- Hornstein, H. A. (2003). *The haves and the have notes: The abuse of power and privilege in the workplace—and how to control it*. Upper Saddle River, NJ: Financial Times/Prentice Hall.
- Lacey, H. (2000). *How to resolve conflict in the workplace*. Brookfield, VT: Gower.
- Manville, B., & Ober, J. (2003). *A company of citizens: What the world's first democracy teaches leaders about creating great organizations*. Boston: Harvard Business School Press.
- Martin, J. (2002). *Organizational culture: Mapping the terrain*. Thousand Oaks, CA: Sage.
- Meredith, G. E., Schewe, C. D., & Hiam, A. (with Karlovich, J.). (2002). *Managing by defining moments*. New York: Hungry Minds.
- Newstrom, J. W., & Davis, K. (2002). *Organizational behavior: Human behavior at work*. Boston: McGraw-Hill/Irwin.
- Osland, J. S., Kolb, D. A., & Rubin, I. M. (2001). *Organizational behavior: An experiential approach* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Stringer, R. (2002). *Leadership and organizational climate: The cloud chamber effect*. Upper Saddle River, NJ: Prentice Hall.
- Weick, K. E. (2002). *Making sense of the organization*. Malden, MA: Blackwell Business.

Electronic Databases available through Off-Campus Library Services

ABI/INFORM Global

Business and Management Practices (Bus/Management) (available through FirstSearch)

PsycINFO (available through FirstSearch)

Social Sciences Abstracts (SocialSciAbs) (available through FirstSearch)

Sociological Abstracts (SocAbs) (available through FirstSearch)

Wilson Business Abstracts (WilsonBusiness) (available through FirstSearch)

Wilson Select Plus (WilsonSelectPlus) (available through FirstSearch)

Web Sites

Social Science Information Gateway: Organizational Management. (2003). Retrieved September 25, 2003, from <http://www.sosig.ac.uk/roads/subject-listing/World-cat/orgman.html>

Society for Human Resource Management. (2003). *SHRM Online*. Retrieved September 29, 2003, from <http://www.shrm.org/>

WorldatWork. (2003). Retrieved September 29, 2003, from <http://www.worldatwork.org/>