1-2003

BADM 340.04: Management And Organizational Behavior

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<u>**Management And Organizational Behavior**</u>
Dr. Fengru Li
MGMT. 340 Sections 3 & 4
Section 3 meets TR 8:10-9:30 am, GBB Rm. 122
Section 4 meets TR 9:40-11:00 am, GBB Rm. 122
School of Business Administration
Spring 2003
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School of Business Administration Mission Statement:

> The faculty and staff of The School of Business Administration at The University of Montana-Missoula are committed to excellence in innovative experiential learning and professional growth through research and service.

Required Text:

- ?   Moorhead and Griffin (2001<u>). Organizational Behavior: Managing people and organizations</u> (6th Ed.) Houghton Mifflin Co., ISBN 0-618-05649-1
- ?   Class Handouts

Course Overview

This entry-level course, Management and Organizational Behaviors (Mgmt. 340), introduces you to basic concepts and practices of managing the human side of organizations. Major subjects to be covered are:

- ✍   Historical development and future trends in the field of Organization Behaviors;
- ✍   Culture diversities shaping OB practices;
- ✍   Personalities, motivation and leadership;
- ✍   Teams, decision making, conflicts and Negotiation; and
- ✍   Organizational culture and change

My Expectations of you

I expect all my team members (you) to display three qualities throughout the 16 weeks: **Excellence,** which gets you to play the game; **Innovation,** which puts you in a competitive position, and **Anticipation,** which provides you with the information that allows you to be in the right place at the right time. By accepting this contract (syllabus), you've agreed to meet the expectations.

As an educator of ten years and international business professional of seven years, I've always held the belief that with a self-motivated team, we can accomplish the above. I do expect you, future business professionals, to treat this class as a top-notch global company and practice your professional skills.

Course Goals

1. To expose you to the most influential theories and practices of organizational behaviors.
2. To enrich your learning by observing, experiencing and interacting with other organizational members.
3. To work with a local business throughout the semester on issues of management and organizational behaviors and present your work.
4. 60% of the course contents are from your textbook, another 40% from other sources of instructor's choice.

Teaching approach:

50% lectures and 50% class activities, which include structured group discussions, group activities, cases studies, guest speakers, movies, field research trips to local business (your presentation project) and your team presentations.

Course Evaluation:

Course Grade (no curve, no extra credit work due to the extra 4 bonus pts and the class size)

91-100 points= A; 81-90 points= B; 71-80 points= C; 61-70 points = D; 60 or below = F
4 bonus points to be earned throughout the semester at the instructor's digression.

60 points total: Six 10-question multiple-choice quizzes
(An optional comprehensive quiz 7 will be given during final's week to be used for a make-up quiz or replacement for the lowest scored quiz)
2. **40 points total:** Team presentation project. Missing this project leads to "F" for the course grade. (Team research and presentation 25 pts. Team Written Executive Research Report 15 pts.)

No make-up quizzes except for documented medical and/or family emergencies. You should contact Dr. Li prior to the quiz. Her voice mail: 243-2727. It records the day and time your call comes in.

Course Policies:

Tardiness is **strongly** discouraged. If teaching and presentation are in progress, please enter from back door.

Termination behavior: I'll let the class off on time but I will not put up with early termination signals, such as packing, early leaving etc.

Quiz days fall on the weeks specified without prior notice of the specific time. The rationale is to reward

those who are with our team through thick or thin, attending all classes.

Bring textbook to class every day. Occasionally, I'll have open-book quizzes.

I will randomly be checking the attendance on team presentation days. Missing persons will have 1 point deducted from their total points for each presentation missed.

Personal Information

Confucius said in 500 B.C. that it would take one year plan to harvest crops, ten years for a tree, and hundred years for an educated person.   My lifetime passion has been in higher education in the global environment. My first career of 10 years was in international business first for the Chinese government and later for American companies doing marketing and sales with clients from countries in the North America, Europe, Asia and the Middle East.

I've taught at Nankai University in China, Hong Kong Baptist University in HK, The University of Washington in Seattle, and Business School of the University of Montana since 1997. Courses I've taught both at undergraduate and graduate levels include: Management and Organizational Behaviors;   Business Negotiations; Crisis Management, Professional Communication; Intercultural Communications; Business and Society.

My research interests focus on human behaviors in cross-cultural business and organizational settings, and intercultural marketing communications.

 I have a 19-yr-old son who just graduated from Sentinel High school and is a freshman at Montana Tech. in Butte. I've two adoptive dogs that I failed miserably in disciplining during their formation years. (One from Missoula Humane Society, the other from Seattle).

I obtained my degree of Doctor of Philosophy (Ph.D.) in 1996 from the University of Washington in Seattle.

? **TENTATIVE SCHEDULE**
** Subjective to changes. All readings must be done prior to class. **

WK 1   Course Orientation and Introduction to O.B.;Chapter 1
01/28   Course Orientation: Attitude Survey; Course intro; Video: Paradigm Shift
01/30   Networking exercise (p.10) Team contract (due 2/4 in class)

WK 2   Quiz #1(ch. 1 & 2): Chapter 2 & 3
02/4   Networking exercise; Team Contract due
02/6   Networking continues

WK 3   Team formation week: Chapters 3&4;
02/11   Networking continues
02/13   Movie and Team formation day (read attached assignment sheets)
    Team Info sheet due (p. 7)
    You are at your own risk to miss this day to join a team

WK 4   Quiz #2(ch. 3 & 4): Chapter 5
02/18   lecture/Li assigns presentation schedule
02/20   **No formal class. Teams do field research.** Dr. Li in office

WK 5   Chapter 5 & 6; Team 1 presentation
02/25   lecture
02/27   Team 1 presentation; lecture

WK 6   Quiz #3(ch. 5 & 6); Team 2 presentation; Chapter 8

03/04   lecture
03/06   Team 2 presentation; lecture

WK 7   Team 3 presentation; Chapter 8 & 9
03/11   lecture
03/13   Team 3 presentation; lecture

WK 8 Quiz #4 (ch. 8 & 9); Team 4 Presentation, Chapter 10
03/18   lecture
03/20   Team 4 presentation; lecture

WK 9 No School: SPRING BREAK
03/25   SPRING BREAK
03/27   SPRING BREAK

WK 10 Chapter 11; Team 5 presentation
04/01   lecture
04/03   Team 5 presentation; lecture

WK 11   Quiz #5(ch. 10,11); Team 6 presentation; Chapter 11 & 13
04/08   lecture
04/10   Team 6 presentation; lecture

WK 12 Team 7 presentation; Chapter 13 & 14
04/15   lecture
04/17   Team 7 presentation; lecture

WK 13   Team 8 presentation; Chapter 14 & 15
04/22   lecture
04/24   Team 8 presentation; lecture

WK 14 Quiz #6(ch. 13,14, 15); Teams 9 presentation; Chapter 15
04/29   Team 9 presentation lecture
05/01   lecture

WK 15 Team 10 presentation; Optional Quiz # 7
05/06   Team 10 presentation; final's study session
05/08   on negotiation; **Optional Quiz # 7**

<u>WK 16 Finals</u>
May 12:

Hard copy team executive report **due by 12 noon** to Dr. Li's office. Late turn-ins will be penalized.

<u>Networking sheets</u>:

Spend 5-7 minutes on each person, network 2 persons a day. Ask about any information you all feel comfortable with. For your selection of team members, you may consider the following:

Work experience, career goals, hobbies, things that turn you on/off, hometown, parents, work styles (i.e. organizer, procrastinator, leader, follower, gofer, etc.). Be creative.

1/31

Name:

Name:

2/2

Name:

Name

2/5

Name:

Name

2/7

Name:

Name

<u>Team Research Information sheet (due 2/13 class)</u>
Make yourself a copy before turning in.

<u>Preferred presentation time/day (check the syllabus schedule and rank your three choices)</u>

<u>Presenters:</u>

Name:
Name:
Name:
Name:

<u>Your assigned topic</u>

<u>Possible businesses/ organizations to visit and study (up to three)</u>
1,
2,
3,

<u>Members' connections with the business(es)</u>

<u>Possible field trip days, time:</u>
Specify

<u>Possible research methods, procedure:</u>

<u>Division of responsibilities (who does what, when, how etc.)</u>

<u>**Team Research Project 40 points**</u>
(25 pts for research & presentation, 15 pts for Team's Executive Report)

Team formation   (3-4 people in a team)
Team information sheet due in class
Team Executive Research Report due final's wk (see requirements attached)
One-page presentation outline & team peer evaluation due (right before your presentation)

**Individuals reading from notes and/or unable to answer post-presentation questions from the instructor will receive individual penalty, that is, his/her presentation score will be lower than the team score.
** **Late turn-ins will result in 1/10 deduction of project grade for the team** **

<u>**Research /Presentation Task**</u>:

Your team will contact a local business or organization, profit or non-profit, to study any <u>**one aspect**</u> of the O.B. issues. Your field experience with the business should help you to understand and make sense of the organizational concepts as practiced or not practiced in real organizations.
Your field research methods should include at least three of the following:
Observing business activities there, interviewing, questionnaire surveys, serving as consultants, providing training, etc.
Your team will present your research to the class (make sure to make a formal invitation to the businesses you studied to attend your presentation if they choose so).

I will not mediate any conflicts. The whole team is responsible for the project. If there are signs of problems, deal with them. Choose your own team members with caution. Here are some tips:
   a. Observe individuals during the first two weeks activities of "net-working."
   b. If you're a trooper, don't associate yourself with a slacker unless you're on a mission impossible.
   c. Take initiative to ask and connect, instead of waiting to be asked.

<u>**I. Team Presentation grading criteria (25 pts. Grading sheet attached)**</u>

1. Peer Evaluation sheet due in class on your presentation day
2. Start and Finish on time, total of 35 minutes.
    A full 30 minutes presentation and followed by 5-minute questions from audience.
3. Power Point presentation is required. It is your responsibility to learn the operation system.
4. Presentation should demonstrate team spirit, equal participation of all members, smooth transitions among members and subjects, clear and creative introduction, content, conclusion, visual aids (if you have any).
5. Your objectives/goals should be clearly stated.

6. Presentation strategies and tactics should be well conveyed through content, design, and clear transitions among members.
7. You invite audience participation.
8. Your presentation is lively, innovative, focused, and sustains audience interest.
9. One-page presentation outline should include all presenters' names, section number, title, date of presentation, complete theme statement, complete supporting sub-theme sentences, and conclusion. The format should follow the suggested "Guidelines for Writing an Outline and Executive Report" (pages 14-18). Do not turn in power point slides, but a real outline. Outline is due right before presentation.

Topics for 2003 Spring Semester

Below research areas or topics will be randomly assigned to teams on 2/13:

1. Power and politics in organizations
2. Organizational structures and performance
3. Organizational change and environment
4. Organizational cultures
5. Creativity and/or innovation in organizations
6. Decision-making process in organizations
7. Negotiation dynamics in organizations
8. Group behaviors in organizations
9. Teams in organizations
10. Business ethics in organizations
11. Conflicts in organizations
12. Leadership practices and theories in organizations
13. Communication in organizations
14. Stress and/or stress management at the workplace
15. Goal setting and performance appraisal
16. Performance and rewards/incentives
17. Job design and employee participation
18. Motivation: process-based
19. Personalities/attitudes at the workplace
20. Diversity at the workplace

Management 340   Sample presentation topics from previous semesters

Organizations	**Topics**
A golf course	Weber's organization theory
Great Harvest Bread	Organizational culture
Campbell's soup	Media communication in Asian countries
Thompson Dental	Diversity in hiring, training, and retention
UM Soccer Team	How to train teams
Iron Horse Bar	Personality in hiring
Sean Kelly's	Motivation
Mackenzie River Pizza Company	Motivation in customer service
McDonald's	Training
Costco	Hiring and training
Sun Mountain Sports	Creativity, innovation, and the brain
The Missoulian	Benefits
Police department	Job design and motivation
Albertson's	Training and rewards
Bitterroot Motors	Stress management
Youth Home	Management communication
A local accounting firm	Technology and communication
American titles	Team and performance appraisal
John Deere	Leadership
Saturn	Teams
Wal-Mart	Training and performance
Department of Corrections	Dealing with change
Delta Airlines	Customer service
A national firm	Telecommuting and its impact
?	Communication networks
Bob Ward's	Business communication
Great Harvest Bread	culture, management, success

Subjects under presented, but encouraged

Business Ethics	Business communication
Organizational culture	Interpersonal communication among people
Organizational change and performance	Organization and environment
Innovation and creativity	Personality tests and performance
Employee participation	Performance appraisal
Learning organizations	Rewards and performance
Decision making process and behaviors	Equity theory and practice
Influence in leadership	Social contract
Power and politics in organizations	Behavior modification
Impression management	Perception and attitudes

Team behaviors   Work force diversity
Conflicts management   Management skills

2003   **Team Research Presentation Grading Sheet (25 points*)***

Presentation date: Presentation subject:

Individual peer evaluation due on the day of your presentation

Reminder: your presentation is based on your field study of a local or national business or organization with respect to any **one aspect** of its management or organizational behavior issues.

     E = Excellent (A)   G = Good (B)   I = Improvement Needed (C)   L = Lacking (below D)

I.   Time Management   5pts

Start on time:
Full 30 minutes content presentation:
Finish on time:
Full 5-minute Q & A from audience:

II. Team spirit demonstrated: 5pts

Equal presentation of all members:
Smooth subject transitions among members:
Invited audience participation during presentation:
Comments:

III. Content Organization: 10 pts

Clear thesis statement:
Creative introduction:
Clearly stated objectives/goals:
Contents design clearly conveyed via topic arrangement, strategies, tactics:
Clear conclusion:
Creativity and originality:
Comments:

IV. Presentation Styles   5pts

Professionally written outline to professor prior to presentation (see sample):
Lively, innovative, focused use of technology:
Visual aids facilitate learning:
Sustained audience interest/attentions:

PEER EVALUATION OF TEAM MEMBERS

Please use the following form to evaluate your fellow group members for the team research and presentation project. You should NOT include yourself in the evaluations.

Member Name	Meetings	Quality and Quantity	Cooperation and Teamwork	Follow Through	**TOTAL SCORE**

Meetings:
4 = Attended all meetings, arrived on time, stayed longer than the scheduled meeting time
3 = Attended most group meetings, arrived on time, stayed to length of time scheduled
2 = Attended some group meetings, and arrived late or left early on occasion
1 = rarely attended meetings, and when attending arrived late or left early

Quality and Quantity:
4 = continuously provided valuable input into the project and facilitated discussions
3 = provided useful input most of the time, and was helpful in getting tasks accomplished
2 = Ideas were weak and input limited, performed only work assigned
1 = Contributed very little, if at all, to the paper

Cooperation:
4 = Led the group in establishing a cooperative team environment
3 = Sometimes led the group, provided the support for other team members on occasion
2 = Went along with whatever the rest of the group decided
1 = Created problems and was disruptive

Follow-through:
4 = Completed assigned work on time and error free
3 = completed work on time with some changed required
2 = required some prompting to complete assignments on time, several changes were required
1 = rarely completed assignments, work completed was often not useful

<u>Other comments</u>

Team Written Research Report Grading Criteria (15 pts. grading sheet below)

1. Please read suggested guidelines for writing an outline and executive report in your syllabus before writing.

2. All team members will get one grade because the team turns in one report.

3. The written Executive Report should be 2-page, double-spaced, and 12 font. It should be a formal college level writing, not a transcript of your oral presentation. It should be a smoothly-flowing, essay-type writing. Do not use subtitles/subheadings.

4. It should include at least the following elements:
   - Cover page with title, team members' names, course etc.
   a. Your theme statement sentence (do not use "how," "what," "why," in theme)
   b. Each supporting argument is clearly stated;
   c. Your selected research scope, topic, purpose(s), and rationale;
   d. Describe and summarize your research methods, procedures and findings;
   e. Conclude with implications to the study or management of O.B.

Grading criteria (15 pts)

2 pts____1. Your report should be of formal college writing with correct grammar, sentence structure, contents organization and punctuations. It has cover page with title, team members, section number, and name of the organization studied. It is 2-page maximum and double-spaced in 12-point font.

5 pts____2. Your report has a clearly and succinctly worded theme statement with precise supporting arguments (1-3). You have also fully developed your supporting points with evidence from your research throughout you paper.

3 pts____3. You have clearly described your research scope, methods, procedures, and rationale.

5 pts____4. You have summarized your research findings and provided implications to the theories or practices of management and organizational behaviors in your paragraph.

Team grade:

SUGGESTED GUIDELINES FOR WRITING AN OUTLINE AND EXECUTIVE REPORT

First find a topic you care about, something you can be passionate about. Writing about things you care a lot about will maintain your interest and make your writing more interesting for the reader.

View your writing as a process of discovery, not as a means to transmit information or answers that you are already know. Learn something even while you are writing.

Write down what you already know about your topic, in no particular order or format. Use research if you want. Once you have an idea of what you already know, ask yourself what you still want to learn.

In a first draft, do not be afraid to explore what seems to be bizarre or tangential. It's only a first draft and everything you write can be deleted or changed. No one but you has to read this draft. Often by letting your imagination run wild, you stumble upon your best insights.

In a first draft, do not worry at all about format, grammar, and spelling. What's important is content. You can always fix your mechanics later.

Do not think that your writing has to be perfect. That attitude creates writer's block because nothing will be good enough. Let your mind and your writing run free. There is always time to edit. Everything that has ever been published has undergone more than one draft. Everything you read has been edited.

Develop a thesis. A thesis is the point you want to make, a position you are willing to argue. Again, make it something you feel passionate about. Write it boldly in a declarative sentence. Do not make it a question. Do not be wishy-washy. Be specific as you can be. For example, I may want to write an essay about the Acme Company. A bad thesis might be: "I think the Acme Company may be a bad place to work." A better thesis would be: "The Acme Company is not a desirable place to work because its wages and benefits package are poor, there is little room for advancement, and management tends to be unresponsive to its employees."

After you have a thesis, develop three or four points that will prove your thesis. In the above example, the points are already stated: poor compensation, poor career advancement, poor management. Develop each point as a separate section of your essay. So your first section might start off: "Acme's wages and benefits are considerably lower than other similar companies in the region." Then DEVELOP your argument. Use facts, analogies, comparisons, statistics, personal stories, quotes, etc. to hammer home your point. Do this for each section. Put in as much that is relevant. Generally, the mistake made most often by writers is not giving enough support to their arguments. You must prove what you say. TELL what you want to say. Then SHOW why you are right.

After you have written your thesis and your points of argument, write your introduction and conclusion. An introduction should hook the audience–make them want to read more. Tricks for a good introduction might

be starting with a personal story, a joke, a question to be answered, a problem to be solved, and a relevant quote. For example, in an essay about the Acme Company, you might start by saying: "Joe Smith, an Acme employee for two years, has gone without a raise since his start with the company …."
Remember an introduction will introduce the readers to your topic with something that will make them care enough to continue reading.

A conclusion should answer the question: "Now what?" Now that you've made your point and proved it, what might this mean to the reader in the future? To others? To the country? You might conclude with the idea that since Acme is such a bad company to work for, they will have an increasingly difficult time recruiting workers, service will be hampered, and the company will eventually fail if it does change its ways. Or you might keep it personal: "I would never choose to work for Acme and will take my search to other companies that offer more of what I want …"

A good essay will start out in general terms in the introduction, gradually narrowing to the thesis. The essay should then stay within the thesis, proving that thesis. It then will broaden out again with generalities in the conclusion.

INTRO:
 Joe Smith, an employee of Acme Company for two years, has never received a raise ….."

      THESIS: "Acme is not a desirable place to work because …."

      SECT. 1: Acme's wages and benefits are the poorest in the region …

                a) a comparison study of wages of other companies
                b) Joe Smith gets burned out because he has no vacation
                c) Acme employees are eligible to food stamps

      SECT. 2: "There is little room for advancement at Acme …"

                a) there is no career ladder at Acme …
                b) compare other companies' career ladders
                c) Jane Doe has worked ten years for Acme, and despite good work performance, has never been promoted …

      SECT 3: "Acme management is unresponsive to employees …"

                a) there is no written personnel policy; no grievance procedure
                b) there is no way for employees to make suggestions
                c) compare other companies' methods of treating employee complaints and suggestions

d) Billy Buck was fired for trying to suggest an alternative way to make Acme buttons

CONCLUSION:

"Acme has a deserved reputation in the region as unfriendly company for employees … Eventually, no responsible, hard-working employee will want to work for Acme … their quality of goods and services will suffer … eventually, the company will have to close its doors …"

Suggested tips for writing an Executive Report of Field Research

I. Food for thought prior to writing

1. **Focus**: What is my theme statement? What components of my research project should be summarized in my theme statement? What questions can you ask yourself to construct a theme statement? For example, are you asking one question as an overall theme for your paper with 2-3 inter-related parts? Are you drawing general conclusions based on your analysis of <u>all</u> parts of your question?

    Example of a general question:
        How does employee training contribute to job satisfaction?

    Example of a general statement from a question:
    Human communications across borders are influenced and shaped by cultures. Do cultures, however, share the same interpretation of what communication is and does?

Ask yourself: Can I summarize my question in one sentence? <u>Is the FOCUS of the paper clear</u>? Can I clearly state the class of phenomenon and the importance of the topic?

    2. **Evidence**: Do you cite or refer to specific, detailed observations, including exact words or nonverbal expressions where necessary?

    Example:
    To support that the Iron Horse owner, Karen, has been successful in hiring the best wait staff by using the Myers-Briggs test in pre-screening, you need to provide one or two observed behavioral incidents of a waiter or waitress. You must make a link between the evidence and your analysis.

Ask yourself: If the reader challenged my analysis, what evidence would I provide to defend my conclusions? <u>Have I employed the best way to describe my METHODS for collecting data</u>? Can I succinctly and cogently describe how I produced my information?

    3. Connection**: Have you explained why you think your evidence warrants your conclusion?**
    Example:
    Five of the ten front line supervisors we interviewed attributed the high turnover rate to the senior manager's work style; this indicates the drawbacks of the micro-management practice in this company.

    Ask yourself: If the reader challenged my interpretation of the evidence, how would I respond? Have I completed the ties between the evidence and the conclusion or assertion here? Can I feel confident about the claims I

am going to make given the observations/interviews/texts I have collected? Will my readers think I have done enough research and provided enough examples to support my claims? If not, how do I justify my conclusions?

4. **Use of Class Material**: Have you drawn on material from class that is relevant to your analysis (including lectures, books, discussion)?

Ask yourself: Did we discuss or read about anything in class that helps me understand this incident better? Have I clearly demonstrated the significance of the IMPLICATIONS of my study? Can I feel confident that I am adding something important to the study of communication? Have I adequately addressed the question: "So what?"

Format for Executive Reports of Field Research

The idea is to move from a broad, general discussion of issues to the specifics of your study, then back out again to broad, general conclusions? imagine an hourglass format.

1) Start with a general introduction to your topic that you think will suck your reader into the vortex of your paper. Try to make this section interesting rather than precise, and make sure your writing is captivating. The reader will be asking: **Should I read this?**

2) Follow the introduction with a rationale, such as what other scholars/practitioners have said about the general issue of concern to you and how your study will contribute to this field. Criticize shortcomings in the literature, especially those that will be addressed in your study. Be sure to be quite specific about the specific and unique issue addressed by your study. The reader will be asking: **What are they adding to what we know already?**

3) Now get down to the nitty-gritty of how you did the study. Who did you study, when, and how? Describe the group of respondents as specifically as possible without revealing individual identities or information that would make it possible for others to identify individuals. Be sure to attach copies of any instruments you used (surveys, interview questions, observational grids). Also describe the circumstances of interviews (Face-to-face or phone? Where? How long? Audiotape or notes?). The reader will be asking: **How exactly did they get the information to answer their questions?**

4) Then discuss specific findings from your study. For this assignment, it is likely this will include answers to interview questions organized by themes and substantiated by quotations and observations, if pertinent. Be sure also to present contradictory information or information contrary to what you expected to find. The reader will be asking: **What specifically did they find and can I trust the data?**

5) Then move back out to a more general level of abstraction to address what your findings mean, especially in terms of your research focus. In general, did you find what you expected? How do your findings pertain to theory or practice? What are the limitations of your study and interesting further questions that arise? (You can see how this might link up to another hourglass—the next study). The reader will be asking: **So what? What difference do their findings make?**

5. **Writing**: Is there an introduction, body, and conclusion? Is background material explained clearly? Are major

points in the body indicated clearly (preferably with subheadings)? Are paragraphs organized around topic sentences? Are sentences formed well and words spelled correctly (That's a joke!)? Are citations used appropriately? Above all, is the writing clear and easy to understand?

6. **Creativity and Insight**: Have you approached the assignment using your own ideas? Have you given the reader insights that he/she would not otherwise have had?

Management 340 Team Contract due 2/4 class (Spring, 2003)

By turning in this contract on 2/2 in class, you've agreed to live up to the expectations of the course. Make a copy before turning in.

Name: Student I.D.

School Yr: E-mail:

Major: Expected grade: (A-F):

Work/Volunteer experience:

Expected absences and reasons:

My learning style is: (or I learn best if…)

My expectation of my research team:

My expectations of Professor Li:

My talents/hobbies:

First Day Teaching

1. Intro: Dr. Li, course, section
2. Survey exercises:
        a, stand up all, seniors sit down, juniors,
            b, stand up all, first category to sit down: not wanting to take this course but have to;
            c, second category: neutral, not in love w it but give it a try;
            d, third category: fall in love, want to marry to the content, make career   out of 340.

4. My reputation of teaching this course:

Accent. I have an accent (past semesters evaluation, "I don't understand your English and you don't even speak good English." "You should not teach because of your English," "I hate your class and that's why I never attended your class."

Suggestion: take it as a challenge; use it to your advantage in future job seeking as you've been exposed to non-native speakers and have had some cultural experience; Or switch to other X sections by Dr. xxx if my accent hurts your learning.

Spontaneity. Type A blood. Type A personality. Going off the track in lecturing with example, news of the day, stories, input from students. It requires students to piece things together if I run out of time to tie the loose ends.

Semi-structured No outlines because each chapter has one. No teaching notes to distribute or post on web because of my spontaneity in teaching. Changes are sure but I'll try to stay w the schedule.

Cross-cultural experience. In the past 5 years of teaching this course, I had only one student out in final evaluation, whose concern was "this is not an international business class and you've introduced too much of it."

My rationale: demography of MT and the US can use the info that I accumulated from my past professional experience in international business and my bi-cultural experience as a Chinese-American.

    i. Exercise: a, Corp. Man & Woman; b, "Best Place to Work"

    ii. Why Studying O.B.

        1. What is O.B.

        2. Current trends of O.B.

        3. Historical development of the field

    iii. Characteristics of O.B. discipline

        1. Interdisciplinary

        2. descriptive vs. prescriptive

        3. making less in academic vs. corp. world

    iv. Group Exercises
        1. case on p. 24
      B. survey on p.25

September 1st. 2nd class
Chapter 1

I.   Defining Management & Organizational Behaviors
II.

    ✍ Retrospective perspectives

    A. The Classical school
         F. Taylor's Scientific Management
         H. Fayol's Principles of Management
         Max Weber's Bureaucratic Organization

    B.   The Behavioral school
         Hawthorne study – human relations
         D. McGreger's theory X, theory Y

    C. Quantitative school: Management Science
         The Systems theory
         Herbert Simon

    D. Contingency theory
       Coexistence of "mechanistic" and "organic" management
    systems

    E. Contemporary Outlook
         Henry Minzberg's on Managers (5 roles)
         Harvard Ghosshal and Bartlett on "Building three core
    processes'
         Building blocks of OB (p.16-18)

    D.   Future perspectives
    A. Impacts: information systems, globalization, diverse
       workforce
    B. Consequences: Redefining management, manager, organizational
       behaviors
    C. Trends: Responsiveness, team-based, challenges (p.24, figure
       1.3)

9/19/00   Chapter 3   Workforce Diversity

What does "diversity," in the general sense, mean to you?"
What does "cultural diversity" mean to you?
What have been the causes or reasons for "diversity"?
What have been the causes or reasons for the "workforce diversity" in the U.S.?

I.   Defining Diversity
     a. Ecological system's perspective
     b. Cultural perspective
     c. Management perspective

II. History and Trends in Workforce Diversity
     a. Civil rights movement: E.E.O.; Affirmative Action and globalization
     b. Traditional approach to create diversity: gender, racial, ethnic
     c. Future approach: the fittest survives and sustainability

III. Domestic and Global Factors to Workforce Diversity
     a. Job market
     b. Growing purchasing power of the non-traditional consumer segments
     c. Global expansion
     d. Decline birth rate but long life span of the Western
     e. Demographic and global change in the U.S. workforce

IV.   The Value of Workforce Diversity and Controversies
     a. Melting pot vs. Salad Bar
     b. Assimilation vs. "when in Rome …"
     c. English-only rule (case p.60)

V.   Cross-cultural Differences and Similarities
     a. 165 definitions of "culture" in 1986
     b. Socio- and linguistic- anthropological perspectives
     c. Geert Hofstede findings:

   ✍ Individualistic vs. collectivism
   ✍ High vs. Low Power distance
   ✍ High vs. Low uncertainty avoidance
   ✍ Masculinity vs. Femininity
   ✍ Long term oriented vs. short-term oriented

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Chapter 4: Foundations of Individual Behaviors

Primary Goal: Understand some basic concepts regarding the psychological aspect of human behaviors that are related to org. and management.

Secondary Goal: Some knowledge and skills to enhance quality life and personal relationship, such as perception shift skills, etc.

I.   Psychological Contract: Definition

        Contract Components:
                        Individual contributions
                        Inducements
                        Person-Job fit
        Levi Strauss case

II.   Personality in Organization
        A. Defining Personality
        B. Personal Attributes
        C. Attribute Categories:
                Personalities
                Attitudes
                Perception
                Creativity
        D. Critique of the "Big Five" framework
        E. The Myer-Briggs Framework: S, I, J, P
        F. Locus of control
        G. Critique the theories and their suggested formations of "Self-efficacy," "authoritarianism," "Machiavellianism," "self-esteem," "Risk propensity."

III.   Attitudes, Perception, Creativity
        A. Attitudes: Definition
            Attitudes: Structure
                Affective
                Cognitive
                Intentional

        B. Perception: Definition
                Attribution Theory
                Perception Procedure

        C. Creativity: Definition
                Creative Process

Chapter 5
Need-Based perspectives on Motivation

I.   Defining motivation

    a. Motivation vs. ability (non-textbook)

    b. Framework
            Need—search—choice—behavior—consequences—reassessment

II. Need theories

    a. Maslow's Need Theory

    b. Alderfer's IRG Theory

    c. Herzberg's motivation/hygiene factors

III. Case study (p 134)

        a. OB skills (p 135)

Teaching notes
Chapter 5
Need-Based perspectives on Motivation

Linking Chapter 4 (movie "One Minute Manager")
I introduce this chapter with an internationally acclaimed speaker, Dr. Blanchard. He has been an industrial trainer on motivation. His speech bridges some concepts from chapter four, such as personality and perception, or how we attribute causes, whether external or internal. The causes may be shaped by our perceptions. After this speech, you may find it is not an issue of good or bad personality, but how the person is treated.

Attributes
We appeal to people's effective level, that is, feelings and emotions; to their cognitive knowledge, that is, the whys and hows.

Rhetorical Questions:
1. What gets you up in the morning to come to school?
2. As a manager, what do you do to motivate your minimum wage workers to perform?
3. As a CEO of a Silicon Valley company, how do you motivate your knowledge workers (pg. 134)?
4. As a dean of the business school, what can you do to manage the professors who don't want to be managed?

Exercise
Those who have not missed a day so far of this class and have not been tardy, please stand up.

Lecture:

I. Defining motivation
   The textbook defines motivation as a set of forces that leads people to behave in particular ways. In common sense, how would you describe the concept of motivation? Or simply give me some other terms to describe motivation.

   This chapter is about how to motivate people to perform certain behaviors. However, it does not address a basic issue, how do you motivate people to think before they can alter their behaviors.

      c. Motivation vs. ability (non-textbook)
         Motivation to think: Assuming that the change of our behavior is built upon the change of our attitude toward something, how do we persuade people to change their attitude? This brings the issue of motivation to think.

Perhaps the most important variable influencing a person's motivation to think about a message is his or her perceived personal relevance or importance of the communication. For example, if I say, "Maslow's Need Theory is important to your self growth," how important is this message to you?

But, if I say,"Although motivation versus ability is not in the textbook, it will be included in the third quiz," how important is this message to you?

We see our attitude change is based largely on whether we have been motivated enough to think, to seek the merits in the message.

I will discuss this phenomenon of motivating to think in detail in chapter ten on organization and communication. In that chapter, I will provide communication skills of motivating people to think, to change their attitudes, and eventually the change leads to action.

   d. Framework

        Need—search—choice—behavior—consequences—reassessment

II. Need theories

   a. Maslow's Need Theory

   b. Alderfer's IRG Theory

   c. Herzberg's motivation/hygiene factors

III. Case study (p 134)

      b. a. OB skills (p 135)

October 3, 2000   Chapter 6

I.   Process-based Perspectives on Motivation
        a. procedure:
        b. choices

II.   Equity and Inequity
        a. Premise and belief
        b. Elements of equity equation
        c. Implications to Management: inform; package; perceptions

III. Expectancy theory
        a. premise
        b. process: effort, performance, outcomes
        c. implications to management: case p. 146; valences for outcome

IV.   Porter-Lawler Model
        a. novelty view: satisfaction leads to performance vs. conventional view
        b. intrinsic and extrinsic rewards as satisfaction

V.   Implications of Expectancy Theory
        a. Limits: lack of validity; people not always rational; culture oriented
b.   Guidelines to workplace p.148

VI.   Learning and Motivation
        A. Classical Conditioning & Limits
        B. Cognitive Process
        C. Reinforcement Theory and Learning: Types
          ✍ Positive reinforcement
          ✍ Avoidance reinforcement
          ✍ Avoidance or negative reinforcement
          ✍ Extinction
          ✍ Punishment
VII. Organization behavior Modification
        a. five steps
        b. Effectiveness of OB Mod
        c. the Ethics of OB Mod

Theories on Learning and motivation

Because learning is a key component in motivation, we learn what to do and what not to do in organizations. We should examine here the process of learning.

What is learning?
How does learning occur?

Definition of learning:
        "a relatively permanent change in behavior, or behavioral potential as a result of certain experience."

        e.g. What were the first things you learned not to do as a toddler?
            (single people occt to answer)
        How did you learn it?

        e.g. from parents: indirect experience
         from getting burned: direct experience

Before addressing how learning

Chapter 8: Goal Setting, Performance Management, Rewards

Exercise: Write two complete sentences of your career goal and personal life goal.
Homework: handout: The work station bonus. Do it with your presentation team. Due 10/22

I.   Functions of goal-setting

        a.   as a motivational framework
        b.   as a control device
        c.   foster social learning experience

II.   Theories/studies of goal-setting

        a.   social learning theory: how & why
        b.   Locke's utility of goal-setting theory:
           Assumptions
           Implications
        c.   MBO theory:
           Procedures
           As bargaining leverage

III.   Performance Management

        a.   Premise of the function of PM
        b.   Issues at stake:
           Who,
           When,
           What,
           How,

IV.   Rewards in Organizations

        a.   Reward system
        b.   Types of rewards:
           Base pay
           Incentive e.g.
           Benefits
           Perquisites
           Awards
      c. Issues at stake p.210, table 8.1

Chapter 9   Managing Stress, Work-life Balance

Exercise: Write one complete sentence describing how your body responds to what kind of stress.

Homework: Search the Internet or bookstore to research either a) family friendly business practices; or b) one particular stress symptom and one way to manage it (physical workout is NOT an answer here, please try harder to find solutions). Your oral response is due 10/24 in class.

I.   Nature of Stress

                      a.   definition
                      b.   cultural views
                      c.   the GAS
                      d.   Eustress, Distress

II.   Personalities and Stress

a.   blood type theories
b.   Type A, Type B personality theories

III.   Major sources of stress in organizations

a.   characteristics of national cultures
b.   characteristics of job requirements p.227, table 9.1
c.   characteristics of modern organizations:
Organizational change
Burnout
Layoff

IV.   Coping with stress

340 Chapter 10 Organizational Communications
Goals: To introduce trends in the Org. Comm. field and skills
Trends

 Skills of Influence:

 Create Arguments to Influence.
Defining Argument
Developing a sound argument through 4 processes: 1) arguing to inquire, 2) arguing to convince, 3) arguing to persuade, and finally 4) arguing to negotiate.
III. Communication Skills: Negotiate to Gain Alliances
Negotiating to separate the people from the problem;
 Negotiating on interests not on positions;
Negotiating to invent options for a mutual gain not a win-lose outcome; and
4 negotiating to comply with agreed objective standards not subjective judgments.
Communication Skills: Create Arguments to Influence
Argue to inquire examples:

 Who else cares about the outcome of the conflict? Directly or indirectly? How much power do they have in the situation?
Who else could be of assistance in resolving this conflict? Are there valued and respected others?
Who will bring pressure to bear if this conflict is not resolved?
How are we dependent on the marketing people for what we scientists need? Do we feel more dependent than we perceive the other to be?
What specifically do we depend on the other for? Is there any way to alter those tasks to change the dependency?   (Wilmot & Hocker, 2001)

Arguing to Convince.
Ask about specifics. "I'd understand what you mean better if you could give me some examples of a "highly significant reduction."
Guess about specifics. "Are you talking about 'highly significant' as compared with our competitor's product?"
Paraphrase. "It sounds like you're exaggerating a bit. Is that it?"
Agree with the speaker. Often people stay angry because the other person is refusing to acknowledge the truth of any part of the problem. Agreeing with certain parts of a statement, specific facts or perceptions, and admitting error, can de-escalate the conflict.
Agree with facts. "I have noticed that consumers react favorably to wordings such as you suggested using. Is that your experience?"
Agree with perceptions. "I can see from your point of view it might seem that way. From the scientific perspective, such wording would be considered misleading."

Skill One: Negotiating to separate the people from the problem

What might be causing one or both of us to get upset?

What might be causing one or both of us to feel disrespected?

What might be causing one or both of us to feel under appreciated?

What can I do to show respect and appreciation? (Fisher & Ertel, 1995)

I appreciate your listening to me.

You cooperated with me on that issue. You can expect my cooperation on the next one (Yarbrough & Wilmot, 1995).

Skill Two: Negotiating on interests not on positions

What if we tried…?   What process might we use?

What will it take?   What are two other ways to get what you want?

Why not?

What would be the perfect solution?

Why do you feel so strongly?   What would make you feel better?

Before this conflict started,   how do you like to be treated?

What did you want?   What problems are we trying to solve?

(Wilmot & Hocker, 2001, pg. 230)

Skill Three: Negotiating to invent options for mutual gain not win-lose

What do you see you have lost or will lose by our disagreement on the product profile?

What do you think ought to be done and by who?

How would your concern be addressed by those changes?

When do you work together that is satisfactory and productive? What makes those instances different?

Do you feel like you can influence the process? In what ways? On what issues?

In what ways, or on what issues, does the other influence you? Is that okay with you?

What will happen to you and the other(s) if you continue what you are now doing? Is that outcome preferable to settling with the other, knowing you will have to change some of what you want?

What are the payoffs for keeping the conflict just as it is (Hocker & Wilmot, 2001, pp. 96-97)

Skill Four: Negotiating on agreed objective standards

Only one person talks at a time

No interruptions are allowed.

There will be equal talk time for all.

There will be no name-calling.

Criticisms will be translated into requests.

All agreements will be examined many times and thought through before they are finalized.

There will be confidentiality of the process and all individual concerns will be honored.

There is an assurance of no reprisals in performance reviews.

We will mutually agree on including any other people in the mediation before they are asked.

We agree that Human Resources make all logistical arrangements. If there is any dispute about those, we will discuss that openly and reach an agreeable solution.

We will agree on the time and place to announce our agreement and will decide specifically on what role each will play in that announcement.

Enough time will be committed to finish the agreement or a mutually acceptable deadline will be honored (Yarbrough & Wilmot, 1995, pp.116-117)

Chapter 10 Organizational Communication

Are there any differences between "interpersonal communications" and "organizational communications?" (What are the primary purposes …)

Are there any "communication networks" in this class other than the "professor-student network?" Describe the roles and benefits of your own network.

What does classroom communication means to you? Info transfer from professor to students? An effective form? Where does it break down? What are the communication problems in the college classroom? Whose responsibility is it to solve the problems?

Have you ever worked in an organization in which communication was a problem?

Would the use of advanced technology have helped solve the problem in Q.5?

What types of communication problems will new telecommunications methods likely are able to solve?

What types of communications would NOT be appropriate to send by e-mail or voice mail? Why do people still do it?

Which elements in the communication process are usually left out or poorly done in email or voice mail communication?

Views on the Nature of Communication

Communication as one-way street; as two way street; as transaction
Purposes of communication: info seeking; coordinating; quality of life

Views on Processes of Communication

A social process: exchange, understanding, interaction, functions, relations …
Elements in the social process: source, encoding, transmission, decoding, receiver, feedback, noise (But what an important factor is missing?)

III. Communication Networks & Significance

Formal and informal groups/teams

The wheel network
The chain network
The circle network
The all-channel network

Characteristics

Influencing factors: task, environment, personality, performance
Patterns of communication: density, distance, freedom, centrality

Individual Roles

As a gatekeeper
As a liaison
As a cosmopolite
As an isolate

Chapter 11   **Group Dynamics**

Exercise #1 play-dough & observation; **video**: Dinner for Two

I.   **Defining Group**

   - ? Characteristics: interaction, influence, performance, (share goals or identity??)
   - ? Importance: ubiquitous, belonging needs organizational structure, utility function, influence & impact, to org. performance.

II.   **Group Life Cycle (Dynamics)**

   Formation -

   - ? Psychological needs driven; goals oriented; structural; complementary.
   - ? Formal groups: command, functional, task, affinity.
   - ? Characteristics: clearly defined size, shape, roles, duties, goals, and shared norms etc.
   - ? Informal groups: friendship, interest, coalition,
   - ? Characteristics: "Don't underestimate the power of a group of fools!" informal leaders, cohesiveness; diffusion of responsibilities.

   Developmental stages to maturity

   - ? Acceptance signals: self-disclosing, job-related info sharing, tentative comments, testing trust,
   - ? Communication changes: more open, opposing views, job-related, setting norms,
   - ? Productivity & performance: motivating, cooperating, and reaching out.
   - ? Control of process and performance: signals of maturity – spontaneous, self-corrective, flexible, sustainable,

III.   **Characteristics of Mature Group**

   - ? Appropriate composition: heterogeneous vs. homogeneous
   - ? Appropriate size to avoid social loafing.
   - ? Healthy norms: conformity of central values & beliefs, predictability of the expected and discouraged, a good balance (of personality + situation + tasks + tradition), as a regulatory means to group behaviors etc.
   - ? Signs of cohesiveness: pros & cons p.293, Figure 11.3

IV.   **Conflicts in Groups (video: Dinner for Two)**
   - ? Conflict Defined: "an expressed struggle between interdependent parties who perceive incompatible

goals, scarce resources, and interference from others in achieving their goals."

✍ Styles of Reactions to Conflict: p. 298, Figure 11.7

Chapter 12   Teams in OB

Video: The Practical Coach VI, V

I.   Defining: Teams vs. Group

- ✍ Characteristics:
    - ✍ An integral management process.
    - ✍ A primary production.
    - ✍ Committed to a common goal.
    - ✍ Complementary (personalities, knowledge, expertise, skills).
    - ✍ Mutual accountability and responsibility.
    - ✍ Self-directing, self-managing, autonomous.

- ✍ Importance:
    - ✍ Benefits to organizations: p.314 table 12.2
    - ✍ Challenges to organizations: coaches and facilitators, structural chances, time-consuming etc.

II.   Types of Teams & Characteristics

- ✍ Quality circles
- ✍ Work teams
- ✍ Problem-solving teams
- ✍ Management teams
- ✍ Product development teams.
- ✍ Virtual teams
- ✍

III.   Implementation of Teams pp...323-326

IV.   Issues and Trends

- ✍ Team of Geeks p. 322.
- ✍ Team system at C. Diesel case p.329
- ✍ Your own team's development, performance, results in retrospect
    1. Do you enjoy your presentation team? Why or why not?
    2. What challenged you most in your team?
    3. What benefited you most in your team?
    4. Did you learn more from your team project than from the would-be-4-quizes?

✍ Chapter 13 & 14 On Leadership