1. **INSTRUCTOR:** William W. Sannwald  
   E-mail: sannwald@mail.sdsu.edu  
   Voice Messages 619.594.5317 (Emergencies only)  
   Appointments Please schedule appointments via email  
   Office: SSE 3409

**NOTE:** The following prerequisite must be met: Classified Graduate Standing.

2. **COURSE DESCRIPTION and LEARNING OBJECTIVES:** Human behavior at individual, interpersonal, and group levels including effect of the structure of the organization on behavior.

   **At the end of this course students should be able to:**

   2.1. Use tools designed to effectively analyze, manage, and understand individuals, groups and organizations.

   2.2. Explain the theory and application issues regarding the nature and process of group development and dynamics.

   2.3. Explain the challenges of managing human resources in the 21st century.

   2.4. Use communication and negotiation skills to relate to others.

   2.5. Describe the complexity associated with organizational change.

   2.6. Analyze organizational cases and apply appropriate concepts and practices to their solutions.

   2.7. Articulate an increased self-awareness regarding their own strengths and weaknesses and plan for their future.

3. **MAJOR GOALS AND LEARNING OUTCOMES FOR THE MASTERS OF BUSINESS ADMINISTRATION DEGREE**

   3.1. **Goal 1:** Develop the solid foundation in theoretical concepts and managerial skills needed to lead business organizations.

       3.1.1. **SLO #1.1:** Apply concepts and decision models in financial accounting, statistics, organizational behavior, finance, economics, marketing, and operations management to make business decisions.

   3.2. **Goal 2:** Develop an awareness of environments in which managers make and implement ethical or global business decisions.

       3.2.1. **SLO #2.1:** Evaluate the impact that changes in the environment have on the business climate.

       3.2.2. **SLO #2.2:** Analyze the impact that environmental factors have on the functional areas of organizations and organizational activities.
3.2.3. **SLO #2.3:** Identify and critically analyze salient responsibilities of organizations to all stakeholders.

3.3. **Goal 3: Acquire the capacity to formulate and communicate strategies to solve business problems and pursue opportunities.**

3.3.1. **SLO #3.1:** Analyze a business problem in new and unfamiliar circumstances through the integration of relevant disciplines.

3.3.2. **SLO #3.2:** Formulate strategies to solve business problems and pursue opportunities.

3.3.3. **SLO #3.3:** Make professional oral presentations.

3.3.4. **SLO #3.4:** Write clear and effective formal reports.

4. **TEXT AND WEB SITES:**


Interactive flash cards for each chapter available at the site are a good tool to use to study for exams. The premium content (at extra cost) is not recommended

4. **INSTRUCTIONAL METHODS:**

Multiple learning methods will be used throughout this course including readings, lectures, exercises, cases, class discussions, and videos. Active participation is essential to the learning process. All students will be expected to have read the assigned material and cases before each class, and participate in class discussions and activities. Because students bring with them a wealth of insight, experiences, and perspectives, participation is an essential feature of the course. Students should consider each other, in addition to the above listed learning tools, as important catalysts for learning.

5. **GRADES:** Your scores on the following assignments will determine your grade:

- Individual Written Case, 22%
- End of Chapter Case Discussion Leadership, 5% Team Grade; CR/NC
- Quizzes, 5% (5 @ 1% each); CR/NC
- Class Participation, 5%
- Team Organizational Behavior Concept Presentation, 21%
- Exams, 42% (2 @ 21%)
5.1. Grade Standards are as follows:

A = 95 & above  A- = 90 - 94  B+ = 87 – 89
B = 84 - 86  B- = 80 - 83  C+ = 77 - 79
C = 70- 76  D = 60 - 69  F = 0 - 59

5.2. All grades will be used to distinguish levels of academic achievement. The grade for average graduate achievement in the management department is a “B” to a “B+”.

5.3. Out of fairness to other students, no one will be allowed “in and out” privileges during exams (i.e., no leaving the room and returning to continue working on the exam).

6. SEMINAR POLICIES:

6.1. Students are expected to behave like considerate, mature human beings.

6.2. All reading materials are to be read before they are due to be discussed. Sufficient preparation is a commitment made by each student when he/she chooses to take this seminar, and therefore I feel comfortable calling on anyone to discuss readings and cases. If you have not been able to prepare, please let me know at the beginning of the class.

6.3. Please check Blackboard for announcements and seminar information. You may wish to communicate with other students through Blackboard.

6.4. All written assignments should be typewritten and professional in appearance (including being spell-checked). No email submissions of written work in place of typed reports will be accepted.

6.5. Please arrive on time. Note that student presentations will start on time even if all team members are not present.

6.6. I take an extreme view of plagiarism and other forms of cheating; therefore, pay close attention to the following guidelines:

6.6.1. In general, collaboration of all kinds is very much encouraged.

6.6.2. Use of references with attribution is highly encouraged.

6.6.3. Joint preparation of the individual written cases is encouraged. However, any writing of cases should be done individually.

6.7. Given the class size and the importance of individual participation, I ask that you sit in approximately the same seat throughout the course. Please bring a desktop nametag (like an Avery Tent Card) to class so that I may give you class participation credit. Print your name in large letters so that everyone in class will know who you are.

6.8. Please turn off and put away your laptop computer and cell-phone during class time. You do not need to bring your computer to class, except when indicated ahead of time.
6.9. Please inform me if any special circumstances arise for you during the semester. That is, if you are having difficulty in class due to extenuating outside circumstances, please talk to me as soon as possible so we can minimize the effects of these circumstances.

6.10. I will be using Blackboard (http://blackboard.sdsu.edu) – a web-based service, in this course. You will need to access Blackboard to get class announcements, obtain copies of the overheads used in class, etc. You were automatically enrolled on the Blackboard site for this class when you registered for the course.

6.11. Cheating/plagiarism in any form is a grave offense. It will not be tolerated, and evidence of cheating/plagiarism by a student will result in an automatic “F” as that student’s grade for the seminar. For the University’s formal definition and discussion of plagiarism, refer to the Bulletin of the Graduate Division.

7. HELLRIEGEL & SLOCUM’S ORGANIZATIONAL BEHAVIOR READINGS & CASES:

Please read the assigned chapter materials before you come to class and be prepared to discuss the assigned chapter(s) and the chapter case. Questions from the text will be the source for questions on the mid-term and final exam.

8. TEAM ACTIVITIES:

At the first class session, you will form teams of five or six people, and your team will be responsible for leading class discussions for the end of chapter experiential exercises and cases, as well as the Organizational Behavior Concept Presentation. A grading rubric for team participation may be used, as well as another rubric to grade your teammates.

Teams will be assigned to answer the Case Questions at the end of a chapter in the text. This is a credit/no credit assignment. Your team will answer questions fully and completely from an assigned chapter, applying the OB concepts described in the text. Your team may use its imagination to present the materials in the most creative and educational way.

Your team will select its Organizational Behavior Concept from a list of topics under course documents on BB, and submit the topic for my approval. You may also select another topic with my authorization.

9. INDIVIDUAL WRITTEN CASE:

You are required to prepare and submit one written case from the six cases in the Business Administration Case Pack. Cases are assigned from those listed in the syllabus, and are due on the day they are discussed in class. In preparing your written case:

9.1. **Print out the scoring rubric on BB and paper clip it to your written case**

9.1.1. Completely answer the questions found in a document on Blackboard
9.1.2. Your case should be double spaced and not longer than 10 pages
9.1.3. You may use bullet points and an outline form if you wish
9.1.4. If you use outside sources, please cite them in a bibliography at the end of the case. The bibliography does not count as one of the 10 pages
9.1.5. If your names start with A – M, please do one of the first four cases. If your name starts with N – Z, please do one of the last four cases (2 cases overlap). Exceptions will be granted if you have a good reason.

9.2. Each case is different, but you might want to ask these questions:

   9.2.1. What are the relevant facts and background in the case?
   9.2.2. What are the most important issues discussed in the case?
   9.2.3. What organizational behavior issues should be considered?
   9.2.4. What are the short term and long term implications of the issue?
   9.2.5. What would you recommend to resolve the issue and why?
   9.2.6. What are the consequences of what you recommend?

9.3. A rubric used in grading your case may be found under course documents on BB. Please paper clip a copy of the rubric to your paper when you submit it.

10. TEAM END OF CHAPTER CASE PRESENTATION:

At the end of each chapter is a case, and each team will present one case to the entire class. Cases allow you to apply OB concepts and theories to a real or simulated business situation. Guidelines for your team case presentation are as follows:

   10.1. One written paper (2 pages maximum) is required from each team.
   10.2. Summarize what is taking place in the case.
   10.3. Answer all the questions at the end of the case.
   10.4. Apply OB concepts and theories to the case scenario.
   10.5. Draw parallels to other organizations if possible.
   10.6. You may use any presentation software you wish to enhance your presentation.

11. QUIZZES

Five quizzes will be conducted randomly during the semester. No make up is allowed except if you are taking part in a San Diego State University activity.
12. CLASS PARTICIPATION

Your class participation is graded during discussions of cases, readings, and lectures. Participation is not graded during student presentations and evaluation is based on a combination of frequency and quality of comments. Please note that merely being present in class does not result in any participation points. Good comments need not be long in duration, but should introduce new viewpoints to the class discussion.

Before the end of the semester, I will ask you to grade yourself on class participation and provide justification for your grade, and you may want to keep track of your contributions during the semester. You will find a Self Evaluation Form on Blackboard under Course Documents, which is due along with an electronic photo the week before the final exam. If in my opinion you overrate your performance, I will reduce your grade.

13. TEAM ORGANIZATIONAL BEHAVIOR CONCEPT PRESENTATION:

The purpose of this assignment is to allow you to work together as a team to analyze a significant organizational behavior concept and/or leader and present it to class. You will select your concept from the issues found on BB. Each team is required to locate recent articles related to your topic, and the articles should come from Harvard Business Review, Time, Newsweek, The Wall Street Journal, Inc., Fortune, Business Week, Forbes, etc., and academic OB journals. Presentations will be graded on their relevance to the class, timeliness, professionalism, quality of presentation, and content. A grading rubric may be found on BB under course documents.

The following guidelines may help in your analysis, but don’t use these suggestions as a rigid formula. Each question is intended to bring out information that may be helpful in analyzing and presenting the concept.

- What is the issue, why is it important, and how does it fit into OB history and theory?
- How does the issue relate to the contemporary workplace?
- What are sub-issues or related issues that merit consideration and discussion?
- Why did your team select the issue and why is it important to you?

The following guidelines should be used in your team presentation:

- Print the scoring rubric on BB, list the title of your presentation and list your team members, and paper clip it to your paper
- Presentations should last approximately 40 minutes
- Your presentation should be interesting, informative, relevant and in good taste
- Creativity and good communications skills are vital to your success
• Please submit an electronic copy of any PP slides to your instructor before making your presentation

• Present an abstract of your presentation in a written format of no more than two double spaced pages, and include a bibliography (not part of the 2 pages) of 20 sources you consulted, and at least 10 of the sources must come from journals or articles accessed through the SDSU Love Library or another library

• The written abstract may be in an outline format, and should include the following sections: this is what is going on (background), this is the problem (problem definition), this is why it is a problem (critical analysis), this is what could be done (alternatives), this is what should be done (solution), this is how it will be done (implementation). It is due when you make your presentation

• The rubric is used in grading your presentation so review it as you prepare your presentation and make sure you cover all the sections in the rubric

• If you wish to give your instructor permission to use your PP slides or paper as a sample for future classes, please attach a letter or email from all the team members granting this permission

14. EXAMS

Two exams will be held during the semester. Exams may be either short answer essay and/or multiple-choice tests.

The Hellriegel, Slocum Companion Site listed above is a good place to find sample test questions. The same authors who wrote the sample questions on the publisher’s WEB site wrote the test bank used for exams.
### 15. CLASS SCHEDULE SPRING 2013 (may change based on a number of variables including number of students in class; only 15 class meetings)

<table>
<thead>
<tr>
<th>Meeting</th>
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<th>Activity</th>
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| 1       | 01-28 | Introduction to Organizational Behavior  
**Team Formation (9 Teams)**  
Chapter 1; Learning about Organizational Behavior |
| 2       | 02-04 | Chapter 2; Individual and Organizational Ethics  
Chapter 3; Understanding Individual Differences |
| 3       | 02-11 | Chapter 4; Perceptions and Attributions  
Team 9 to lead *Case* discussion Chapter 3; p. 100  
Team 8 to lead *Case* discussion Chapter 4; p. 128 |
| 4       | 02-18 | Chapter 5; Learning Concepts to Improve Performance  
Chapter 6; Motivating Employees  
Team 7 to lead *Case* discussion Chapter 6; p. 188  
**CASE #1: Thomas Green: Power, Office Politics…** |
| 5       | 02-25 | Chapter 7; Motivation: Goal Setting and Reward Programs  
Chapter 8; Workplace Stress and Aggression  
Team 6 to lead *Case* discussion Chapter 7; p. 215  
**CASE #2: RL Wolfe: Implementing Self-Directed Teams…** |
| 6       | 03-04 | Exam 1; Chapters 1 – 8 (50 MC questions or short answer test)  
**TEAM LAB PERIOD** |
| 7       | 03-11 | Chapter 9; Interpersonal Communication in Organizations  
Team 5 to lead *Case* discussion Chapter 9; p. 286  
Chapter 10; Leadership Effectiveness: Foundations  
Team 4 to lead *Case* discussion Chapter 10; p. 315  
**CASE #3: Kay Sunderland: Making the Grade…** |
| 8       | 03-18 | Chapter 11; Leadership Effectiveness: New Perspectives  
Chapter 12; Developing and Leading Teams  
Team 3 to lead *Case* discussion Chapter 12; p. 381  
**CASE #4: The Garden Depot, Elizabeth…** |
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<thead>
<tr>
<th>Meeting</th>
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<tr>
<td>9</td>
<td>03-25</td>
<td>Chapter 13; Managing Conflict and Negotiating Effectively</td>
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<td>Chapter 14; Managerial Decision Making</td>
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<td>Team 2 to lead <em>Case</em> discussion Chapter 14; p. 441</td>
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<td><strong>CASE #5: Martha Rinaldi: Should She Stay ….</strong></td>
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<td><strong>SPRING RECESS – April 1 – April 5</strong></td>
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<td>10</td>
<td>04-08</td>
<td>Chapter 15; Organizational Design</td>
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<td>Chapter 16; Cultivating Organizational Culture</td>
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<td>Chapter 17: Managing Organizational Change</td>
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<td>Team 1 to lead <em>Case</em> discussion Chapter 17; p. 539</td>
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<td><strong>CASE #6: The Treadway Tire Company: Job Dissatisfaction</strong></td>
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<td>11</td>
<td>04-15</td>
<td>Exam 2; Chapters 9 – 17 (50 MC questions or short answer test)</td>
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<td><strong>LAB Period</strong> to Prepare for Team Presentations</td>
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<td>Team Presentations 1 - 3</td>
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<td>Make Up</td>
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