

North Park University
SBNM 5010 online
Organizational Behavior and Ethics
Syllabus

Course Facilitator: Catherine Marsh, Ed.D., Associate Professor of Management
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Schedule:

Office Hours: Please e-mail me to schedule phone or on-line appointment.

Introductory Comments:

Until recently, business school curricula focused heavily upon the technical side of management and required completion of courses in the fields of economics, accounting, finance, operations and other courses that are based on quantitative analysis. Over the past decade, however, it has become increasingly clear that without human and organizational skills, the best trained technical manager will not be effective in developing and retaining a competitive pool of talent. For succeeding in management, while technical skills are necessary, they are insufficient if we are to compete in today's competitive and demanding workplace.

Additionally, while an understanding of organizational theory is essential, theoretical frameworks must be grounded in a practical real world context if real learning is to take place. For this reason, students who register for this class are required to have access to an organization for the completion of course assignments.

Course Description and Student Learning Objectives:

The purpose of this course is to develop an understanding of human behavior in changing organizations and the managerial awareness, tools and methods that are available to increase effectiveness. The course surveys principles and theories about individuals and groups at work, motivation and interactive drives and processes for satisfying needs, organization strategies for effectively utilizing people and creating the environment to achieve goals of people and companies. The course also surveys ethical issues and the rational integration of ethical thinking and decision-making in competitive organizations. New models of leadership, teams, organization structure and organizational development practices are studied as the product of today's transforming organizations.

Specifically, students will increase their understanding of:

1. The philosophical, historical, and ethical contexts for the study and practice of organizational behavior.

2. The role and impact of their values, personality and emotion on their ability to manage.
3. Motivational theories and their application in a real world context.
4. The necessity of human resource management as a strategic organizational function.
5. Decision making styles and their impact on the creation of an ethical work environment.
6. The ethical and unethical uses of power and conflict.
7. The impact of organizational structure on organizational performance
8. The role and nature of corporate culture in enhancing or diminishing competitive capacity.
9. The necessity for teamwork and collaboration in order to leverage today's diverse work environment.

Required Texts:

McShane, S.L., Von Glinow, M.A., Organizational Behavior: Essentials, 2nd Edition, McGraw-Hill Irwin, 2009 ISBN: **978-0-07-338122-0**

Ferrell, O.C, Fraedrich, H. & Ferrell, L., Business Ethics: Ethical Decision Making and Cases, 7th Edition. Houghton Mifflin, 2007 ISBN: **978-0618749348**

Required Online Assessments:

Please note access to online Learning Center is also required for this course. There is a \$10 charge to register for the student resources (self assessments) at <http://www.mhhe.com/mcshaneESS2e> (Click on "First Time Users" to register)

Additional Readings: All other required and optional reading assignments can be found on the Blackboard course site in the assignments folder for the week that the readings are assigned or recommended.

Course Teaching and Learning Methods

Because this course is being taught in intensive format, it is very important for students to keep up with reading assignments and online discussions of the reading. Indeed, it is not possible to successfully complete this course without a good understanding of the assigned readings and other course materials. Questions will be posted by the course facilitator on the course site on a weekly basis to stimulate the discussion. Responses should not be directed to the course facilitator but can and should be in response to the thoughts and ideas of other students as well. One or two students will be assigned each week to serve as discussion leaders. It will be the responsibility of these students to provide the opening "posting" to that week's discussion question, to "manage" the discussion during the week, and to summarize key points at the end of that week.

Most assignments (see weekly assignments folder for more specifics) will be posted on-line for class member review and comments. I expect that each student will provide constructive and timely feedback to other class members on assignments. While the course facilitator may also

provide online feedback on assignments, grades for each course assignment will be given privately.

Important note: I see my role as your instructor as a “learning facilitator.” Rest assured that that I am reading your posts on a daily basis and I am also visiting your online group discussions. I will not necessarily respond to each and every posting, but I will jump in to discussions when I feel that an important point needs to be made or if the discussion needs to be redirected. More often than not, however, I will rely upon you to share important learnings and observations. I expect that you will take active responsibility for your own learning throughout this course. I will guide you along the way.

Course Schedule:

Discussion questions for the week will be posted by Saturday morning so that we can begin discussion of the topic by Monday evening of each week. Thus, it is essential that you complete your assigned readings for each week as early as possible (by Sunday evening) in order to provide meaningful and substantive discussion comments. Kicking off a discussion means posting some of your reflections and thoughts about the assigned readings and/or posts from the previous week that lead into the current week’s topics. When you cite the readings of another post, please include your references and/or page numbers so that we can all follow your thinking. Your post should never be longer than 2-3 paragraphs or 200 words.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each student will need to have access to the following computer specifications.

Hardware:

- Pentium III PCs (266 MHz and above) desktop or laptop
- 256 Mb RAM or more (256 MB RAM if running WinXP recommended)
- Windows 2000 or Windows XP operating system
- 500 MB free disk space

Software:

- Current anti-virus software
- Internet explorer 6.0 SP2 at minimum
- Windows XP and Internet Explorer 6.0 SP1 or better recommended
- Microsoft Office XP should be loaded on computer (educational version of MS Office XP is available retail)

Check with NPU computer services for up-to-date system information.

<http://www.northpark.edu/cs/network/minimum-requirements.htm>

Connectivity:

- Computer should be connected to the internet by a minimum of a 56K phone line dial-up. However, a broadband connection to the computer is highly recommended. This would be a DSL (digital subscriber line) or a cable modem connection. Students will have to check availability and cost with vendors in their local communities. Typically, broadband connections run \$10-\$20 more per month than a standard dial-up connection.

Check with <http://www.northpark.edu/cs/network/broadband/#Broadband> for off-campus internet access information.

Student Responsibilities:

1. Attendance, presence, and full participation are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. You are expected to log in a minimum of 4-5 times per week (at any time during the week) and are expected to post a substantive contribution to the discussion at least 3-4 times per week (see *Guidelines for Writing Good Discussion Comments* in Course Information folder on Blackboard). Simply saying “hello” or “I agree” is not considered a substantive contribution (see below for posting suggestions). You must support your position or begin a new topic or add somehow to the discussion when logging on. Those posts which are relevant, incorporate ideas from the readings and other sources, extend ideas raised in other posts, and demonstrate an accurate and complex understanding of that week’s topic have the best likelihood of receiving the full points possible each week. In general, students should make a minimum of two original posts and two responses to other students’ posts during a week. Do not go overboard with posting—I do not give extra credit for excessive posting. Use common sense, make your posts easy for others to read and keep in mind my golden rule of posting: quality of comments is more important than the quantity!
2. Most assignments will be posted on-line. You will be asked to comment and provide feedback to one another on your work.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, I will consider any request for a telephone appointment. Use good “netiquette” (see *A Guide to Netiquette in Course Information folder on Blackboard*).
4. When taught in the traditional format, this class meets for three hours and twenty minutes per week for seven weeks. I normally advise students to plan on spending 3-4 hours outside of class for every hour spent in class. Because the content load is similar, you should plan on spending 10-12 hours per week on course responsibilities (e.g. reading, assignments, online discussion).
5. The most predictable breakdown occurs when students are late in posting their papers and responses. This is often the result of illness, business trips, overload, and computer glitches. **Be aware that the learning of your peers will be disrupted by your lateness!** Call me as soon as possible if a situation arises which will affect a due date or your peers, and post a message to the group. Remember to post regularly, even just to say you’re still out there.

Course Facilitator Responsibilities:

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. While the course facilitator will not lead the online discussion, she will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. The course facilitator will provide opportunities for group work in class that will include discussion as well as hands-on exercises.
4. The course instructor will provide updated information on relevant resources for the various topics of interest.
5. The course facilitator will read and critically assess students' assignments and provide feedback within 7-10 days of receipt.
6. The course facilitator will respond to all student e-mails within 48 hours of receipt.
7. The course facilitator will respond to all student phone calls within 48 hours.
8. The course facilitator will evaluate student progress in the class and provide a final narrative evaluation for each student (in addition to the assignment of a letter grade).

Course Outline

Week/Module #1: August 24- August 30

Organizational Behavior and Ethics - Introduction

Student Learning Objectives:

By the completion of this week's module, students will have a basic understanding of course structure and requirements, they will learn something about each student in class and will have a basic understanding of the fields of organizational behavior and business ethics.

Required Readings:

1. McShane & Von Glinow, Chapter 1
2. Ferrell, Fraedrich & Ferrell, Chapters 1 & 3
3. Henry Mintzberg. The Manager's Job: Folklore and Fact. *Harvard Business Review*; Mar/Apr90, Vol. 68 Issue 2, p163, 14p
4. Robert B. Cialdini, Petia K. Petrova & Noah J. Goldstein. The Hidden Costs of Organizational Dishonesty. *MIT Sloan Management Review*, Spring 2004, Vol. 45 Issue 3, p67, 7p

Other Good Resources (as you have time):

1. Kenneth P. De Meuse & Walter W. Tornow. The Tie That Binds - Has Become Very, Very Frayed. *Human Resource Planning*, 1990, Vol. 13 Issue 3, p203, 11p
2. Trevor Wilson, The Human Equity Advantage. *CMA Management*, Nov 2004, Vol. 78 Issue 7, p 12, 3p

Week/Module #2: August 31- September 6 (Monday September 7th is Labor Day; journals will be due Tuesday, September 8th.)

Values and Personality: Ethical Issues and Social Responsibility

Student Learning Objectives

By the completion of this module, students will have an understanding of their values and how those values impact their job satisfaction. They will also have insights into why their values may differ from those of the students and work colleagues with whom they associate. Additionally they will see be able to see the connections between values and ethical business cultures.

Required Readings:

1. McShane & Von Glinow, Chapter 2
2. Ferrell, Fraedrich & Ferrell, Chapters 2 & 10,

3. Charles Handy, What's a Business For? *Harvard Business Review*, December 2002, Vol. 80 Issue 12, p49, 7p
4. J. N. Bradley, Ethics in Small Business: Can Culture and Moral Values Successfully Co-exist? Unpublished white paper, 10p

Required Self Assessments - Complete the following assessments:

Individual Differences and Personality

- Assessing How Personality Type Impacts your Goal-Setting Skills
- Career Planning Based on Brain Dominance and Thinking Styles
- The Type A Scale

Other Good Resources (as you have time):

1. Marcus W. Dickinson, D. Brent Smith, Michael W. Grojean & Mark Ehrhart, An Organizational Climate Regarding Ethics: The Outcome of Leader Values and the Practices that Reflect Them. *Leadership Quarterly*, 2001, Vol.12, p 197, 20p
2. Ian Davis. The Biggest Contract. *The Economist*, 00130613, 5/28/2005, Vol. 375, Issue 8428

Week/Module #3: September 8 – September 13 (This will be a short week due to the Labor Day Holiday on September 7th)

Personality, Emotions and Ethical Decision Making

Student Learning Objectives:

By the completion of this module, the students will understand the role of personality and emotion and the impact on job satisfaction. Additionally they will be able to relate their own decision making style to their ability to affect organizational success. Finally, they will be acquainted with theories of ethics and the individual and organizational factors that impact decision-making.

Required Readings:

1. McShane & Von Glinow 3, 4 & 6
2. Ferrell, Fraedrich & Ferrell, Chapters 5 & 6
3. Linda Klebe Trevino & Michael E. Brown. Managing to Be Ethical: Debunking Five Business Ethics Myths. *Academy of Management Executive*. 2004, Volume 18, No. 2, p 69, 13p
4. Christopher Hoenig. Consult Your Moral Compass: Touchstones that Can Guide You Through Life's Crises. *CIO*, Feb 15, 2003. p. 36, 2p

Required Self Assessments - Complete the following assessments:

Individual Differences and Personality

- Assessing Your Emotional Intelligence
- Assessing Your Empathy Skills

Other Good Resources (as you have time):

1. Ronald Paul Hill, Debra Stephens & Iain Smith. Corporate Social Responsibility: An Examination of Individual Firm Behavior. *Business and Society Review* 108:3, 2003, p 339, 25 p
2. Kevin Cashman. Awakening Authenticity, *Executive Excellence* 20, no. 5 (May 2003): p. 5

Week/Module #4: September 14 – September 20

Motivational Theories and Application

Student Learning Objectives:

By completion of this module, students will have understand the major motivational theories and be able to link human resource management practices with increased, or decreased employee performance.

Required Readings:

1. McShane and Von Glinow, Chapter 5
2. Leah A. Reynolds, Communicating Total Rewards to the Generations. *Benefits Quarterly*, Second Quarter 2005, p 13, 5p
3. Maurice E. Schweitzer, Lisa Ordonez & Bambi Douma, Goal Setting as a Motivator of Unethical Behavior. *Academy of Management Journal*, 2004, Volume 47, No. 3, p 422, 10p

Required Self Assessments - Complete the following assessments:

Motivation and Goal Setting

- Assessing your Perspective Taking

Other Good Resources (as you have time):

1. Richard M. Steers, Richard T. Mowday & Debra L. Shapiro. The Future of Work Motivation Theory. *Academy of Management Review*, 2004, Vol.29 No.3, p 379, 8p

Week/Module #5: September 21 - September 27

Power Dynamics and Conflict Management

Student Learning Objectives

By completion of this module, student will be able to define seven sources of power, identify tactics used to exercise power and techniques for managing impressions. They will have developed awareness of their own use of power and the ethical implications involved. Additionally they will understand the necessity of managing conflict and encouraging conflict on the premise that a harmonious, peaceful and cooperative group is prone to becoming static, apathetic and non-responsive to change and innovation and eventually victimized by their powerlessness. Students will be able to distinguish between functional and dysfunctional conflict and become acquainted with processes for conflict management.

Required Readings:

1. McShane and Von Glinow, Chapters 9 & 10
2. Ferrell, Fraedrich & Ferrell, Chapter 7
3. William Cottringer. Adopting a Philosophy on Conflict. *Supervision*. Mar 2005, Vol. 66 Issue 3, p3, 3p
4. Jeff Weiss and Jonathan Hughes. Want Collaboration? Accept and Actively Manage Conflict. *Harvard Business Review*. Mar2005, Vol. 83 Issue 3, p93, 9p

Required Self Assessments - Complete the following assessments:

Power and Conflict

- What is Your Primary Conflict- Handling Style?

Other Good Resources (as you have time):

1. Andrea Corney. Deadly Dynamics: Stop Being Unreasonable. *Leadership Excellence*. Feb2005, Vol. 22 Issue 2, p20, 1p
2. Clifton R. Wharton, Jr. Personal Reflections on Leadership (and Power). *Vital Speeches of the Day*. 2/15/2005, Vol. 71 Issue 9, p270, 9p
3. Manfred F. R. Kets de Vries. Leadership group coaching in action: The Zen of creating high performance teams. *Academy of Management Executive*. Feb2005, Vol. 19 Issue 1, p61, 16p

Week/Module #6: September 28 – October 4

Organizational Structure and Culture in a Global Economy

Student Learning Objectives:

By completion of this module, student will have a basic understanding of the purpose and characteristics of various forms of organizational structure and be aware of current trends that are shaping structure in organizations today. Further, they will be able to define the attributes of organizational culture, understand how culture forms and is transmitted to employees as well as differentiate between functional and dysfunctional cultures. Finally, they will be able to contrast organizational culture with national culture and understand the role of culture as a factor in diversity management and business ethics.

Required Readings:

1. McShane and Von Glinow, Chapters 12 & 13
2. Ferrell, Fraedrich & Ferrell, Chapters (7) 8, & 9
3. Stephen P. Borgatti, *Organizational Theory: Determinants of Structure*
4. Stephen P. Borgatti. *21st Century Organizational Trends*
5. Thomas A. Hickock. *Downsizing and Organizational Culture*
6. G. Douglas Lipp & Clifford H. Clarke. Managing Culture. *Executive Excellence*, Dec2000, Vol. 17 Issue 12, p12, 1p

Required Self Assessments - Complete the following assessments:

Organizational Structure and Technology

- Identify Your Preferred Organizational Structure

Mentoring

- Corporate Culture Preferences Scale

Other Good Resources (as you have time):

1. Liz Ryan, It's the Culture Stupid! *Business Week Online*, 6/3/2005

Week/Module #7: October 5 – October 11

Working in Groups – Working in Teams

Student Learning Objectives:

By completion of this module, students will understand the difference between work groups, teams and high performance teams, as well as the roles, systems and processes that are essential in transforming groups into teams. They will be able to identify and analyze the group behavioral concepts of group think and

social loafing as well as understand when group decision making may, or may not, be preferred over individual decision making.

Required Readings:

1. McShane & Von Glinow, Chapter 7
2. Jon R. Katzenbach & Douglas K. Smith. The Discipline of Teams. *Harvard Business Review*. Mar/Apr93, Vol. 71 Issue 2, p111, 10p
3. Tisiana Casciaro & Miguel Sousa Lobo. Competent Jerks, Lovable Fools, and the Formation of Social Networks. *Harvard Business Review*. Jun2005, Vol. 83 Issue 6, p92, 8p
4. Laird Mealiea & Ramon Baltazar. A Strategic Guide for Building Effective Teams. *Public Personnel Management*. Summer2005, Vol. 34 Issue 2, p141, 20p

Required Self Assessments - Complete the following assessments:

Groups and Teams

- Team Roles Preferences Scale

Assignments:

A final grade for this course will be computed according to your successful completion of the following assignments.

1. Blackboard Discussion Forum 50 maximum points

Discussion forums will be held during the following weeks: 1, 2, 3, 4, and 6. You will receive up to a maximum of 10 points for your participation in each forum. In addition, you will serve as a discussion facilitator for one week's forum or group project for which you will receive a possible additional 5 points. In addition to facilitating the discussion, as facilitator, you will summarize the discussion and post it at the end of your assigned week. See weekly forum schedule below.

Weekly Discussion Forum Schedule:

Week 1: August 24 - 29	Large group discussion
Week 2: August 31 – September 5	Small group discussion*
Week 3: September 8 – 12	Large group discussion
Week 4: September 14 - 19	Small group discussion*
Week 5: September 21 - 26	No discussion forum
Week 6: September 28 – October 3	Large group discussion
Week 7: October 5 – 10	No discussion forum

*For those weeks in which you will work in small groups, check the assignment folder for that week to get your group assignment and instructions. Each group will have its own discussion forum, which you should use for your discussion.

2. PAJ (Personal Application Journal)

70 maximum points

Beginning in week 1, you are to submit (via digital drop box) a short synopsis 750-1000 words) each week to the instructor highlighting your most significant learnings from that week's readings, self assessments, discussion forum or other learning activities as well as any new observations you have about that week's topic or questions that you may have. The synopsis will answer the questions:

- What? (What have I learned?)
- So What? (What difference does it make?)
- Now What? (How will it impact the way I know, do or be?)

I will read, and send you my comments.

You will receive up to a maximum of 10 points for each week's submission. These weekly entries are due according to the schedule shown below:

PAJ Journal Due Dates:

- Week 1: Monday, August 31st at 8:00 am
- Week 2: Tuesday, September 8th at 8:00 am (Monday, September 7th is a holiday)
- Week 3: Monday, September 14th at 8:00 am
- Week 4: Monday, September 21st at 8:00 am
- Week 5: Monday, September 28th at 8:00 am
- Week 6: Monday, October 5th at 8:00 am
- Week 7: Monday, October 12th at 8:00 am

3. Paper - Am I a good fit with my organization?

15 maximum points

During week 5 (due by 8:00 AM Monday, September 28th), when no discussion board has been scheduled, although your PAJ will still be required, you will write an 8-10 page paper, drawing upon information from weeks 1 – 4, discuss your values, personality, decision making style, ethical philosophy and motivation and answer the question, " Am I a good fit with my organization?" The paper should follow the points outlined below.

1. Introduce your organization and the role you play.
2. Use your reflections from your MIP and any additional thoughts gained from your readings, assessments and group discussion, discuss your values, attitudes, motivation, ethical, philosophy, personality and decision making style.
3. Answer the questions:
 - a. What does my organization value? Is it the same thing they say they value? How do you know?
 - b. How are my organization's values similar or different from my own?
 - c. What are the personalities and decision-making styles of my superiors? Can I be sufficiently flexible in order to work with them? Why, or why not?
4. Am I mission matched? Am I in alignment with my organization's ethical practices?
5. Summarize and close.

4. Final Project – Case Analysis

15 maximum points

During week 7 (due by 8:00 A.M, Monday, October 12th), when no discussion board has been scheduled, although your PAJ will still be required, together with your team you will choose one of the organizations for which a case has been written in Part IV of the Ferrell, Fraedrich and Ferrell text. As a team you will analyze the organizational makeup and ethical issues facing the organization. In addition to the material presented in the case, some outside research will be required to complete this assignment. Use the following outline to prepare your analysis:

1. What are (were) the mission and values of the organization?
2. How would you describe the ethical approach and behavior of the organization and its leadership?
3. What human resource strategies and practices (have) helped this organization? Which ones (have) hindered it?
4. Describe the organizational structure and work design and indicate whether it has been a factor in the ethical situation described in the case.
5. What are (were) the pillars of the organizational culture? Is (Was) it a strong or a weak culture? How has (did) the culture contribute(d) to the company's ethical profile?
6. (Was) Is the organization in alignment with its articulated mission and values?

Please be aware that your instructor will not accept late submissions of any papers, projects, or assignments for any reason whatsoever. A late submission will be recorded as 0 points.

Grading:

At the completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (from A – F) will be awarded according to the existing policies of the School of Business and Nonprofit Management. The final course grade will be computed according to the total number of points earned for all assignments as shown below:

<u>Total Points Earned:</u>	<u>Final Grade:</u>
145-150	A+
140-144	A
135-139	A-
130-134	B+
125-129	B
120-124	B-
115-119	C+

110-114	C
105-109	C-
100-104	D+
95-99	D
90-94	D-
Below 90	F

Criteria for Grading Blackboard Discussion Forum Participation

Your postings should be thorough and thoughtful. Just posting an “I agree/disagree with your comment” or an “I think the same” to someone else’s thoughts is not considered to be an adequate response. Your posts will be graded on a weekly basis according to the following criteria:

POINT VALUE	CHARACTERIZATION OF THE RESPONSE
0	0 responses
1-3	1- 4 entries; little interaction with other participants’ postings is evident. Response not relevant and/or does not demonstrate minimal understanding of topic or familiarity with assigned readings.
4-8	Minimum of 5 - 8 responses during week, including three original posts. Each response builds on the ideas other participants and digs deeper into assignment questions or issues. Each response reflects basic understanding of that week’s topic and assigned readings.
9-10	Minimum of 9-12 responses during week, including three original posts. Each response integrates multiple views, shows value as a seed for reflection by including other participants’ views, is relevant and demonstrates an accurate and complex understanding of that week’s topic and assigned readings and other resources.

Criteria for grading written assignments and projects:

- A/A- Well-written with no errors (spelling, sentence fragments, unclear sentences, etc.). Excellent analysis and well-supported conclusions. Demonstrates complex understanding of topic and familiarity with supporting sources (readings, online resources and discussion). Fully and clearly responsive to question(s) asked.
- B/B- Moderately well-written with few errors. Good analysis and well-supported conclusions. Demonstrates correct understanding of topic and familiarity with most supporting sources (readings, online resources and discussion).

C/C- Content may show either less than correct familiarity with the topic or bulk of supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).

D/D- Any combination below the levels described above.