

**DRAFT SYLLABUS**

This is posted for your info to help you select or prepare for a course. An official version will be ready at or prior to your course start. Texts will be same or very similar. Please check online bookstore for exact texts.

**TROY STATE UNIVERSITY  
DISTANCE LEARNING, TERM 4 2003-2004  
PA 6646 ORGANIZATIONAL BEHAVIOR  
Dr. Ellen Rosell  
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**CLASS TIME, LOCATION, AND INTERACTION**

PA 6646 is an online interactive distance learning course available at the location of the student via the Internet. Students do not attend class or workshops on a Troy State University campus. Pa6646 is neither self-paced nor a correspondence course. Participants in PA6646 interact with the instructor and other students through individual and group email and the discussion board. Access to PA6646 is via the Blackboard.

**INSTRUCTOR INFORMATION**

Dr. Rosell has a Doctorate of Public Administration and a Master of Social Work from the University of Georgia. She recently taught in Japan for the Troy State University-Pacific Region at Camp Zama, Yokota AB, and Yokosuka Naval Base as well as at Hickam AFB, Hawaii. She previously taught for TSU at military bases in Europe and the United States. Her teaching experiences include Memphis State University, the University of Central Florida, and New Mexico State University. Dr. Rosell is the MPA Program Director for Troy State University.

She has worked as a Project Administrator for a New Mexico county community health council, the Director of the Human Resources Department at a university, the Coordinator of graduate and undergraduate public administration programs, the Equal Employment Officer and Senior Training Specialist at a Mental Health and Mental Retardation Center, and a welfare worker for a southern state. She has assisted state and local governments with human resources and economic development projects and with workshops and training sessions in community relations, sexual harassment prevention, and ethics.

Her publications include articles in the *Policy Studies Journal*, the *Public Personnel Management Journal*, and the *Urban Affairs Quarterly*, and chapters in *Public Works Administration: Modern Public Policy Perspectives*, in *Case Studies in Public Budgeting and Financial Management* and recently in *Asi es la Vida: Life, Death and In-Between on the U.S. - Mexico Border*. Her research focuses on public-private partnerships in infrastructure development and citizen participation in policy making.

### **COURSE DESCRIPTION AND OBJECTIVES**

PA 6646 is the study of the interactions of individuals and groups in government organizations. Topics include the study of individual behavior in organizations, group dynamics, communication factors in the working environment, and concepts of motivation.

#### **Course Objective**

The aim of this course is to familiarize graduate students with the role of individual and group behavior in the performance of complex organizations. A theme of this course is that organizational behavior is best analyzed through the use of multiple theoretical perspectives.

#### **Specific Objectives**

Upon successful completion of this course, the learner will be able to:

- Understand the variety of ways people behave in work environments and the implications of these behaviors for management practices;
- Articulate the various theoretical perspectives that help to explain complex organizational behavior;
- Think critically about organizational behavior theories, issues, and applications;
- Understand the dynamics of work groups.

### **REQUIRED TEXTS**

Gordon, Judith R., Organizational Behavior: A Diagnostic Approach, New Jersey: Prentice Hall. 7th edition

## COURSE OUTLINE

- Lesson I:                    Organization Theory: Evolution and Development  
 March 15, 2004            Readings: Gordon, Chapters 1 & 2  
                                   Reading: Weber, Max. "Bureaucracy."  
                                   Lecture: Evolution and Development of Organization Theory
- Lesson II:                    Organizations and Their Diverse Ecologies:  
 March 22, 2004            Readings: Gordon, Chapter 3.  
                                   Reading: Gaus, John M., "The Ecology of Public Administration."  
                                   Lecture: The Organization and Its Ecology  
                                   Lecture: Organizational Diagnosis Process  
                                   The Systems Model
- Lesson III:                    Motivating and Rewarding Employees and Making Effective Decisions  
 March 29, 2004            Readings: Gordon, Chapters 4 & 5.  
                                   Lecture: Individuals in Organization: Motivation and Satisfaction  
                                   The Motivation & Production & Satisfaction Model  
                                   Lecture: Individuals in Organization: Decision Making  
                                   **First Examination**
- Lesson IV                    Creating High Performance Work Groups and Teams  
 April 5, 2004              Improving Communication and Leading Effectively  
                                   Readings: Gordon, Chapters 6, 7, & 8.  
                                   Lecture: Creating Teams, Improving Communication, and Leading Effectively
- Lesson V:                    Diagnosing Power and Managing Conflict and Intergroup Behavior  
 April 12, 2004            Readings: Gordon, Chapters 9 & 10.  
                                   Lecture: Diagnosing Power and Managing Conflict and Intergroup Struggles
- Lesson VI:                    **Mid Term Examination: Case Analysis**  
 April 19, 2004
- Lesson VII:                    Building an Organizational Culture  
 April 26, 2004            Reading: Gordon, Chapter 11  
                                   Lecture: Building an Organizational Culture
- Lesson VIII:                    Structuring High Performance Organizations  
 May 3, 2004                Readings: Gordon, Chapter 12 & 13  
                                   Lecture: Structuring and Designing Organizations
- Lesson IX:                    Managing Change in Organizations  
 May 10, 2004             Readings: Gordon, Chapter 14.  
                                   Lecture: To Reorganize or Not to Reorganize?
- Lesson X:                    **Final Examination: Organization Diagnosis and Change Analysis**  
 May 17, 2004

### COURSE REQUIREMENTS

1. Read all assigned readings and lectures.
2. Participate actively and timely in online class discussions by responding to questions posted by the professor and activities posted by group members and by initiating or contributing to discussions in progress.
3. Select and prepare two (2) activities from the listing under Activity #1 and #2 in “Assignments,” post on the Discussion Board, and respond to comments and questions from every group member concerning the Activity.
4. Select and prepare questions for the first examination (see “Assignments”).
5. Prepare the mid term examination: select and analyze a case (see “Assignments”). The mid term is a proctored closed book exam.
6. Prepare the final examination: the Organization Diagnosis and Change Analysis (see “Assignments”).

### ASSESSMENT INSTRUMENTS

The final grade involves the following assessment instruments with the indicated points:

<u>Assignment</u>	<u>Points</u>
Participation	10
Responding to questions posted by professor	
Responding to group members’ activities	
Activity #1	10
Activity #2	10
First Examination	20
Mid Term Examination: Case Analysis	20
Final Examination: Organization Diagnosis And Change Analysis	30

A=100-90 points; B=80-89 points; C= 70-79 points; D=60-69 points.

### **Participation – Group Discussion Board (10 points)**

Every week the Professor will post a question on your group's Discussion Board. The questions will relate to the readings and lectures. Each student posts one comment to the professor's question(s). Every student will also respond to every group member's activity every week. (More than one response is certainly encouraged as are questions about the readings and lectures.) The discussion period will be from Monday through Sunday. Every Monday there is a new question or activity; students have through the following Sunday to respond. The Professor will not grade comments and questions but will note their absence in the participation points. This is class time and the opportunity for interactive learning

### **Activity #1 and Activity #2 (10 points each) - Decision by March 22, 2004.**

Select two (2) activities to present. They do not have to be from the same chapter. The activities are listed at the end of each chapter in the Gordon test. Email the Professor which two activities you select by March 22, 2004.

Each student will lead the discussion of each activity by answering the questions relevant to the activity, posting his/her answers to his/her group discussion board, and responding to every group member's comment. The activity will be presented during the week indicated below.

<u>Activity – Gordon Text</u>	<u>Week</u>
Chapters 2, 3, 4 & 5	March 29, 2004
Chapters 6, 7, & 8	April 5, 2004
Chapters 9 & 10	April 12, 2004
Chapter 11	April 26, 2004
Chapters 12 & 13	May 3, 2004
Chapter 14	May 10, 2004

### **First Examination (20 points)**

#### **Email paper to Professor by 2400, midnight your time, Saturday, April 3, 2004**

Questions will be posted in the Course Materials Section on Black Board by Monday, March 30, 2004.

There are eight questions; you will select two questions to discuss.

### **Proctored Mid Term Examination: Case Analysis (20 points) (April 12-16, 2004)**

The exam gives you the opportunity to articulate, integrate, and apply the various organization behavior theoretical concepts and perspectives. The case studies reflect real life situations. The exam gives you the opportunity to articulate, integrate, and apply the various theoretical concepts and perspectives. It is a close book and no notes exam but you can use a computer. You will select one case to analyze from a minimum of four cases. Carefully review the Grading Guidelines on page 6. DLC Student Support Services (DLC-SSS) makes arrangements with students to identify proctors. The DLC-SSS sends exams to proctors; proctors receive exams and instructions including the requirement that the student present a picture ID. Students provide proctors with sufficient postage for return of the exam to the DLC. **You are encouraged to use a computer and to email the exam directly to the Professor.**

**Final Examination: Organization Diagnosis And Change Analysis (30 points)****(Email professor your organization for the analysis by March 22, 2004)****Email final paper to Professor by 2400 midnight your time, Monday, May 17, 2004**

Identify an organization with a performance problem or a challenge. You may use an organization you are currently or formerly familiar with. Do not use an organization from a case study in a textbook. (Please carefully review the Grading Guidelines.) Discuss the following questions:

1. Provide an overall description of your organization including its macro and micro environments. Use the systems model to also describe your organization.
2. Diagnosis:
  - What are the problems?
  - Which organizational or management model is evident in the organization?
  - Are the problems at the organizational, group, or individual level?
  - Are the problems with the structure, technology, human resources, or goals, objectives, and /or service delivery?
  - Which strategies would you use to collect and analyze data about the issues?
3. Intervention and Implementation:
  - How would you change the organization?
  - Where would you intervene in the organization? At which level?
  - What would you target for change? Why?
  - Which change strategies would you use? Why?
  - Who would you involve in the change strategies?
  - What is your time frame for implementing the change?
4. Evaluation:
  - How do you anticipate your changes would impact the organization?
  - What measures would indicate the following
    - Successful or unsuccessful change?
    - Immediate, short term, and long term effects?
    - How would you monitor these measures?
    - Who would you involve in evaluating the change?
5. What did you learn about trying to change organizations?
  - Does your case analysis suggest new roles, different perspectives, and/or different training for public administrators? • For managers in general?

## GRADING GUIDELINES

Edit carefully to ensure all work is your own words and thoughts. Plagiarism will not be tolerated. Reference all quotations, terms, concepts, and thoughts not your own. Use either the American Psychological Association's Publication Manual or Turabian's Manual for Writers of Term Papers, Theses, and Dissertations for referencing and typing guidelines.

Grading is based on the following criteria:

- Answering all questions relevant to the assignment.
- Adhering to rules of grammar, correct punctuation, spelling, and referencing.
- Incorporating sources and references judiciously.
- Presenting your arguments in a logical, organized manner.
- Supporting your points with examples.
- Demonstrating comprehension of the subject matter included in assigned readings and class discussions.
- Integrating concepts and theories into discussion.
- Reflecting critical thinking by applying appropriate models of analysis, indicating differing viewpoints, and attempting a rigorous evaluation.
- Creativity-Not using long quotes; limit direct quotes to two per page.

### Submitting Work

Write papers in Standard English using a 12-pitch format, 1-inch margins, and double spacing. Submit all correspondence and assignments by email to the professor. Include DL PA6646 in the subject line. If you are not using Microsoft Word for your word processing work, notify the professor which word processing program you are using. Send your papers as attachments to your email.

**It is critical that you inform me of any problems with the course assignments or requirements. If you have any problems, let me know immediately and we will work them out together. Late papers are not an option. I will grade accordingly.**

## UNIVERSITY RESOURCES

TSU Library Remote Services are accessed at <http://tsulib.troyst.edu>. Assistance with Library instruction is through the [Public Service Librarians](#) by discipline. No non-library laboratories or facilities are required in this course.

Distance learning administrative support is available online at <http://www.tsulearn.net>. Distance learning staff is identified at <http://www.tsulearn.net/staff.htm>. Assistance is available to students who experience difficulty using technology at <http://spectrum.troyst.edu/~distance/help/>

Other Resources:

[TSU Undergraduate Bulletin](#)

[TSU Graduate Bulletin](#)

[The Oracle](#)

[TSU Home Page](#)

[TSU Distance Learning Center](#)

[Citing electronic resources in APA style](#)

[Citing electronic resources in MLA style](#)

## UNIVERSITY POLICIES

[Americans with Disabilities Act](#)

Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the course requirements.

### **Standards of Conduct**

Conduct including cheating, plagiarism, and furnishing false information to the University or faculty are addressed in the Troy State University Graduate Bulletin. These standards apply to all students.

### [Information Technology Usage Policy](#)

The University's Information Technology System includes computing, information, technology, and network resources. All users of this technology system are obligated to utilize the various resources responsibly, legally, and ethically for their intended purpose. All students should read the policy before participating in online course activities.

### **Absence Policy**

PA6646 has no attendance requirements; the course is presented in an asynchronous distance learning format that permits total participation at the location and time of the participant.

### **Incomplete Grade Policy**

An incomplete grade will not be automatically assigned, but rather must be requested by the student in writing to the professor. Students must complete the required work for removing the "I" no later than the sixth week of the next term of enrollment or one year, whichever comes first. Failure to clear an incomplete grade results in an "F" grade for the course.