

H507/V504 Management of Individual and Group Behavior

R 5:45 – 8:15 pm, BS 3018 Spring, 2006

Last Updated: 4 January 2006

Contact Information

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H507 Management of Individual and Group Behavior V504 Public Organizations Course Description

This course provides a conceptual framework for understanding behavior in the work environment at the individual, group and organizational level. Key organizational behavior theories and concepts will be introduced and linked to effective people management.

Conceptual frameworks, case discussions and skill-oriented activities are applied to each topic. Topics include individual differences, perceptions and attributions, learning and reinforcement, motivation in the workplace, stress in the workplace, teams, conflict and negotiation, leading effectively, interpersonal communication, organizational decisions, organizational design, culture and organizational change.

Class sessions and assignments are intended to help participants acquire the skills that managers need to improve organizational relationships and performance.

Course Objectives & Format

Course Objectives

H507/V504 is grounded in real world practice and is designed to fulfill these important objectives:

1. To **understand** what makes organizations effective and why people and groups in organizations feel and behave as they do.
2. To **identify and apply** processes and methods that can improve the behavior and attitudes of organizational members and, thus, their effectiveness.
3. To **develop and enhance** your skills as an organizational member and a manager.

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Learning Outcomes/Results to Achieve

Within the framework of this course we will try to accomplish the following:

- Expose you to ideas and literature that will enrich your understanding of organizational behavior.
- Consider ways that these concepts apply to you and to your organizations.
- Develop your ability to analyze aspects of behavior in organizational settings and to use this information to improve personal and group outcomes.
- Provide a forum for exploring these ideas and issues with fellow learners.

Format

- **Assigned readings:** Readings are assigned and will be discussed and applied in class.
- **Discussion:** Successful individuals within organizations are able to articulate their ideas and convince others of recommendations based on logical analysis. You will enhance your ability to express yourself concisely and accurately through active participation. Your comments also add to the total learning experience of all participants.
- **Discussion groups:** Typically, class will begin with a reflection on the previous class and a review of key learnings. During the course you will be assigned to different teams to discuss assignments and review cases.
- **Lecture/presentation:** After the class introduction, we will have a lecture/presentation designed to provide structure to the material and to clarify important organization behavior learnings.
- **Organizational behavior in action:** You will have opportunities to listen to and interact with some of the best organization behavior leaders in our community. Following these interactions, you will be asked to give your reaction and apply what you learned from the leaders who present. Specific application questions will be provided.
- **Case study:** Case studies challenge you to apply what you know. What you learn from a case depends on how carefully you read it and how well you analyze it.
- **Experiential learning:** Adults learn best by doing. Self-assessments and experiential exercises used in class are designed to help you develop greater self and other awareness, to provide you with an opportunity to “try on” new behaviors and, ultimately, to enhance your organizational behavior skills.

Preparation

Please be prepared for class. You will need to read the assigned material, relate what you have read to your past and current work experience and look for examples of how organizations are currently addressing these organizational behavior issues.

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Responsibilities

It is **your responsibility** to do the following:

- Come to class prepared
- Complete assignments on time
- Participate in class discussion
- Inform me of any problem or situation that may be interfering with your learning, attendance or performance in this course.
- Provide feedback on the strengths and weakness of the course in a professional manner

It is **my responsibility** to do the following:

- Provide activities designed to accomplish course objectives
- Assist in providing an atmosphere conducive to learning
- Provide feedback in a timely fashion and appraise you of your progress on a regular basis
- Provide time outside of class to address your concerns
- Respond to your concerns

Assignments

Directions for assignments will be given in class and posted on Oncourse (under Schedule). Prepare all assignments in a professional manner. What you do is an indication of who you are. All written assignments should be clearly written and well organized. The expectation is that you write at the graduate level. Assignments must be typed and proofread and are to be handed in on the date due.

Assignments

Tentative Due Dates

1 Discussion Question Presentation & Class Discussion (dyad)	Sign up TBD
2 Organizational Behavior in the News/Literature (3)	See Schedule
3 The Good, The Bad or The Ugly	April 20
4 Midterm Take Home Case Study	March 9
5 Final Exam	May 4

Grading

Your **final course grade** will be composed of the following:

Assignment	Points
Discussion Question Presentation & Class Discussion (dyad)	20
Organizational Behavior in the News/Literature (3 @ 5 points each)	15
The Good, The Bad or The Ugly	20
Midterm Take Home Case Study	20
Final Exam	25
TOTAL	100 points

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Grading

Generally acceptable graduate work will be assigned a grade in the “**B**” range.

To receive this grade your paper/project:

- Is easy to follow and professionally presented
- Has correct spelling, grammar, punctuation
- Demonstrates effective writing style
- Has an analysis that reflects a good understanding of the material
- Presents solutions that follow logically from your analysis and evaluation

To receive in the “**A**” range, your paper/project:

- Goes well beyond the criteria of “acceptable” graduate work
- Is easy to follow and professionally presented
- Has correct spelling, grammar, punctuation
- Demonstrates effective writing style
- Has an outstanding analysis that is of such quality that I am impressed with your comprehension of the material and the solutions you recommend. All the important factors are recognized, and you go beyond the class material in writing your briefing.

To receive a grade that falls in the “**C**” range, your paper/project:

- Falls below graduate quality
- Is not well written
- Doesn't address the issues/questions
- Has an analysis that is sketchy or superficial

Class Preparation & Participation:

Your participation depends on your attendance and the quality of your in-class participation. Both the quality and quantity of class contribution will be considered—dominating class discussion without regard to your classmates' viewpoints, as well as not talking at all in class will lessen your points. Exceptional contribution will raise your points.

Grading Scale

The following **grading scale** will be used for final grades:

97-100 points	=	A+	77-79 points	=	C+
93-96 points	=	A	73-76 points	=	C
90-92 points	=	A-	70-72 points	=	C-
87-89 points	=	B+	67-69 points	=	D+
83-86 points	=	B	63-66 points	=	D
80-82 points	=	B-	60-62 points	=	D-
			Below 60 points	=	Failing

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Additional Information

Writing Assistance

Writing assistance is available from the IUPUI University Writing Center (<http://www.iupui.edu/~writectr/home.htm>). You can have drafts of your papers reviewed at the University Writing Center. This will give you an opportunity to get feedback about your writing strengths and areas for development.

Copies of Assignments

It is your responsibility to retain a copy of any materials that you mail or hand in to your instructor. This includes, but is not limited to assignments, cases, reports, etc.

Attendance

Direct experience with the activities that occur during class is essential for learning. I expect that each of you will attend class regularly. Please arrive on time so that you can participate fully and we keep interruptions to a minimum.

Late assignments & Make-up Work

Late assignments and make-up work will be accepted only in cases where **prior approval** is granted or when an emergency or illness prevents you from submitting an assignment. If you will not be in class the day the assignment is due, it is your responsibility to either fax me your paper that day or turn it in earlier.

Campus Policies

The course will be conducted in accordance with SPEA and campus policies. Please review the appropriate handbooks, in particular those pages concerning cheating and plagiarism.

- IUPUI Code of Student Rights, Responsibilities, and Conduct
- University Guidelines

Key Dates

Consult the Spring Schedule for key dates.

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Proposed Course Outline

This is a general course outline that may be modified to suit the needs of the class as we proceed. Additional case studies will be provided. The objective of the class is to maximize learning and the schedule will be adjusted as needed to serve that purpose. Check Oncourse.

# Class Date	Focus	Readings & Deliverables for That Class
Intro	Setting the Stage	
1 January 12	Focus: Creating a Learning Climate <ul style="list-style-type: none">• Introductions• Start up activities• Course overview• Organizational behavior competencies & framework• Expectations• Presentation skills Case Discussion: Pike Place Fish	Readings Hellriegel & Slocum Ch.1 Learning About Organizational Behavior Assignment Due Tonight <ul style="list-style-type: none">• To be completed in class. Expectations, profile, discussion question sign-up

# Class Date	Focus	Readings & Deliverables for That Class
Part I	Individuals in Organizations	
2 January 19	Focus: Individual Differences <ul style="list-style-type: none">• Personality• Attitudes• Perceptions• Attributions DQ Presentation & Discussion Case Discussions: Oracle Computer & Infospace 1st Group Formation	Readings Hellriegel & Slocum Ch.2 Understanding Individual Differences Ch.3 Understanding Perceptions and Attributions

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# Class Date	Focus	Readings & Deliverables for That Class
3 January 26	<p>Focus: Learning, Reinforcement & Motivation</p> <ul style="list-style-type: none">• Conditioning & reinforcement• Social learning theory• Motivation <p>DQ Presentation & Discussion</p> <p>Case Discussions: Pioneer Telephone Cooperative & Starbucks</p> <p>Organizational Behavior in Action</p> <ul style="list-style-type: none">• TBA	<p>Readings</p> <p>Hellriegel & Slocum Ch. 4 Fostering Learning and Reinforcement Ch. 5 Achieving Motivation in the Workplace</p>
4 February 2	<p>Focus: Motivating Individuals & Stress</p> <ul style="list-style-type: none">• Performance & goal setting• Reward systems• Organizational stressors• Organizational practices for managing stress <p>Organizational Behavior in Action</p> <ul style="list-style-type: none">• Steve Wantz, Sr. VP of Human Resources, Clarian Health Partners <p>DQ Presentation & Discussion</p> <p>Case Discussion: Enterprise Rent-a-Car</p>	<p>Readings</p> <p>Hellriegel & Slocum Ch. 6 Motivating Individuals for High Performance Ch. 7 Managing Individual Stress</p>

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# Class Date	Focus	Readings & Deliverables for That Class
Part II	Team & Leadership Behaviors	
5 February 9	Focus: Teams <ul style="list-style-type: none">• Group fundamentals• Types of teams• Stages of team development• Team effectiveness• Team creativity DQ Presentation & Discussion Case Discussions: Roche 2nd Group Formation	Readings Hellriegel & Slocum Ch. 8 Managing Teams
6 February 16	Focus: Interpersonal Conflict & Negotiation <ul style="list-style-type: none">• Conflict• Power• Styles• Negotiation Organizational Behavior in Action <ul style="list-style-type: none">• TBA DQ Presentation & Discussion Case Discussion: Divided Sales Force	Readings Hellriegel & Slocum Ch. 9 Managing Interpersonal Conflict and Negotiation
7 February 23	Focus: Leading <ul style="list-style-type: none">• Leadership essentials• Trait & behavioral models• Situational leadership• Vroom-Jago DQ Presentation & Discussion Case Discussion: Trust Securities	Readings Hellriegel & Slocum Ch. 10 Leading Effectively: Foundations

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# Class Date	Focus	Readings & Deliverables for That Class
8 March 2	Focus: Leading <ul style="list-style-type: none"> • Transactional • Charismatic • Transformational • Leader impact Organizational Behavior in Action <ul style="list-style-type: none"> • TBA DQ Presentation & Discussion Case Discussion: Farmers Group	Readings Hellriegel & Slocum Ch. 11 Leading Effectively: Contemporary Developments Midterm Take Home Distributed
9 March 9 Midterm	Focus: Communication <ul style="list-style-type: none"> • Interpersonal communication • Networks • Fostering dialog • Nonverbal communication DQ Presentation & Discussion Case Discussion: E-mail Message	Readings Hellriegel & Slocum Ch. 12 Fostering Interpersonal Communications Assignment Due Tonight <ul style="list-style-type: none"> • Midterm Take Home due

# Class Date	Focus	Readings & Deliverables for That Class
Part III	The Organization	
March 16	Spring Break—No Class	
10 March 23	Focus: Organizational Decision Making <ul style="list-style-type: none"> • Ethical decision making • Models of managerial decision making • Organizational creativity 3rd Group formation DQ Presentation & Discussion Case Discussion: QAD	Readings Hellriegel & Slocum Ch. 13 Making Decisions in Organizations

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# Class Date	Focus	Readings & Deliverables for That Class
11 March 30	Focus: Organizational Design <ul style="list-style-type: none"> • Key factors • Mechanistic & organic • Traditional org design • Contemporary org design DQ Presentation & Discussion Case Discussion: YUM! Brands	Readings Hellriegel & Slocum Ch. 14 Designing Organizations
12 April 6	Focus: Organizational Culture <ul style="list-style-type: none"> • Culture dynamics • Types of culture • Ethical behavior • Fostering diversity • New employee socialization DQ Presentation & Discussion Case Discussion: TD Industries	Readings Hellriegel & Slocum Ch. 15 Cultivating Organizational Culture
13 April 13	Focus: Organizational Change <ul style="list-style-type: none"> • Challenges of change • Resistance • Promoting change • Ethical issues Organizational Behavior in Action <ul style="list-style-type: none"> • TBA 	Readings Hellriegel & Slocum Ch. 16 Guiding Organizational Change

# Class Date	Focus	Readings & Deliverables for That Class
Part IV	The Ropes to Skip and the Ropes to Know	
14 April 20	Studies in Organizational Behavior	Readings Ritti and Levy Sections 1 through 8
15 April 27	Studies in Organizational Behavior	Readings Ritti and Levy Sections 1 through 8 Continued Discussion as needed
Final Exam May 4		

Profile of Instructor—Vicki Mech Hester

Mech Hester Solutions

Dr. Vicki Mech Hester is principal of Mech Hester Solutions, a consulting practice founded in 1997. She provides responsive, practical help to develop leaders, teams and organizations. Vicki has over twenty years experience in leadership, organizational development, change management, training and development and consulting as well as over twelve years as a collegiate faculty member and student development administrator. She inspires, incites and educates her clients.

Experienced Practitioner

Prior to starting her own business, Vicki was Vice President of Organizational Effectiveness Products at an international marketing research consulting company. Here she worked with domestic and international clients to design and implement appropriate strategies to assess employee commitment to the business, to its customers and to continuous improvement initiatives.

In the early 1990s Vicki provided leadership to human resources within one of the world's largest leisure travel companies. She also created and implemented staffing, orientation, employee relations, training and development, performance management, team building, organizational change and leadership development interventions and programs for a shopping center magnate and a university medical center complex.

Relevant and Strong Educational Background

Vicki was professor and dean at colleges in the Midwest and East. She continues to teach graduate courses. She received her doctoral and masters degrees from Indiana University, specializing in human resources and counseling. Her bachelor's degree in economics and business is from Saint Mary's College/Notre Dame.

Commitment to Community & Volunteerism

Active in community leadership Vicki is a Stanley K. Lacy fellow and has served on local, state and national boards, including Girls Incorporated, Big Sisters of Central Indiana, Big Brothers Big Sisters of Central Indiana, United Way, Indianapolis Retirement Home Fund, and the Stanley K Lacy Executive Leadership Advisory Council and Alumni Board. She is a recipient of the YWCA Salute to Women of Achievement honor.

SPEA 2005 Policies Addendum to Syllabus

Academic Dishonesty

All faculty have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students” and part of this responsibility means that faculty must investigate cases of potential academic dishonesty promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic dishonesty occurs. The penalties for academic dishonesty include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUPUI *Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.hoosiers.iupui.edu/studcode/stucode.htm> so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Significant violations of the Code can result in expulsion from the University. If you have any questions about what constitutes academic dishonesty for a course you are taking, be sure to ask the instructor for an explanation.

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

1. **Cheating.** A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:
 - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
 - b. A student must not use another person as a substitute in the taking of an examination or quiz.
 - c. A student must not steal examinations or other course materials.
 - d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
 - e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.
 - f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.
 - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
 - h. A student must not alter a grade or score in any way.
2. **Fabrication.** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.
3. **Plagiarism.** A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:
 - a. Quotes another person's actual words, either oral or written;
 - b. Paraphrases another person's words, either oral or written;
 - c. Uses another person's idea, opinion, or theory; or

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d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

4. Interference.

- a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

Civility

Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual's and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Communication between Faculty and Students

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors' preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUPUI email to another account can be found at

<http://support.uits.iu.edu/scripts/ose.cgi?http://kb.indiana.edu/data/beoj.ose.help?osecat=email>

Course Withdrawals

Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar's website at <http://registrar.iupui.edu/withdraw.html> for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

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Withdrawal Deadlines	
Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)	Week 1 (last day)
Withdrawal with automatic grade of W (Advisor signature IS required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with grade of W or F (Advisor and instructor signatures ARE required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)

Incompletes

A grade of incomplete (I) indicates that a 'substantial portion' of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student's work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar's website at <http://registrar.iupui.edu/incomp.html>, in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an 'F' if the work is not completed within the allotted timeframe established by the instructor.

Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar's Office. **This petition must be filed within 1 year of the date when the student was enrolled in the course.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date, but in no case will it consider petitions filed 5 years or more after the date the course is taken. SPEA will review the request and make a final decision. The Change of Grade petition form is located at the Office of the Registrar's website at <http://registrar.iupui.edu/grdfrm.html>.

Students Called to Active Duty

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar's website at <http://registrar.iupui.edu/activeduty.html>.

Final Exam Schedule

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams may not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate or Graduate programs. See the Office of the Registrar's website at <http://registrar.iupui.edu/accal.html> for the final exam week schedule.