

# Advanced Organizational Behavior

SYLLABUS: BA 510 **HYBRID MBA**: Fall 2020 2<sup>nd</sup> biterm  
Wednesday 5:30 pm – 8:15 pm 434B (tentative)

**Instructor:** Dr. Bob Hatfield, Ph.D., J.D.,  
Professor of Management  
**Office Location:** Grise Hall 219 GH 219,  
**Digital Contact:** 321-247-8620 (office); 270-792-6750 (cell), [drbobhatfield@gmail.com](mailto:drbobhatfield@gmail.com) (use this email)  
**General Contact:** We use Blackboard's "Discussions" to archive & answer questions  
**Face-to-face Contact:** Actual meetings are discouraged by WKU; we can meet by Zoom

**Course Description:** We focus upon "people managing" issues at the *individual & group levels*, and "organization management" at the *organization level* (3 "levels of analysis"). This means that we will be examining key





- A. **Individual** (*micro*) topics – individual differences effect how we manage employees, (**Work Psychology**),
- B. **Team/group** topics – teams and groups must be managed for good outcomes, (**Work Sociology**), &
- C. **Organization** (*macro*) topics - change, culture & structure must be managed. (**Management**)

Since this is a graduate class, students are expected to **apply** course material using key **terms, concepts**, and **models** to the workplace. Students should refer to workplaces in their own experience and/or those they study and read about regularly in business publications (including those with online presence like **Fast Company**, **FORBES**, **HBR.Org** or **Fortune**). Terms, concepts, and models become the tools behind your management moves. So, you need to know these tools.

Our viewpoint will be that of the **manager**, sometimes a front-line (operational) and at other times an executive (strategic) viewpoint. **This course is intended to help future and current managers, leaders, and executives prepare for understanding and managing the workforce to create organizational success.** *Managers certainly should not get in the way of success.* **Prerequisite:** Recent business degree, MBA Foundation Modules, or an approved combination of courses and/or professional experience can provide the needed background.

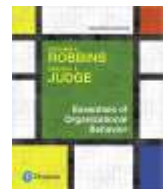
**Course Objectives:** We are setting up "2-Step" learning. Step 1 is learning a specific set of terms, concepts, and models which provide frameworks for understanding employee behaviors. Step 2 is improving your skills in being able to apply learning in each of these areas. Therefore, our course objectives are

"To provide appropriate learning resources and an environment of educational opportunity in which you, the student, will be able to demonstrate:

-  a managerial understanding of factors affecting *key workplace outcomes* at the individual, team & organizational levels;
-  success at integrating terms and concepts to better understanding employee behavior;
-  competency in critical thinking as demonstrated in discussion, presentation, and writing; and
-  improved managerial and leader skills in the areas of: decision-making, managing collegiality, problem analysis, communication, teamwork, diversity understanding, the consult process, and reflective thinking.

## Instructional Materials:

1. **Essentials of Organizational Behavior**, Robbins & Judge, 14th Ed (© 2021), Pearson,
  - a. **Access Card NOT required** – we will NOT use any of the added resources for this book that are for sale separately.
  - b. You may buy a used copy IF you buy the 14<sup>th</sup> edition – make sure you are buying the "Essentials" version (there is a long version by these authors I believe. You should not buy that version)
  - c. **E-book is also fine and the cheapest I believe – . Pearson eText Essentials of Organizational Behavior -- Instant Access, 14th Edition, ©2021 |Pearson, electronic book – ISBN-13: 9780136879602**
2. Blackboard (Bb): we will be using our class site at [blackboard.wku.edu](http://blackboard.wku.edu)
3. Other resources like the web, library, and journals.



## Graded Assignments and Policies:

A. Connecting Concepts with Practice:

1. Three Written Papers/Case Assignments

- One team paper

20

- Two individual papers (25% x 2)

50

2. Consulting Case (team working with Warren Co. Chamber of Commerce)

20

B. Professional Development: Individual PD Plan (individual)

10

TOTAL

100%

## Assignments:

### A. CONNECTING CONCEPTS WITH PRACTICE

#### 1. Written Papers/Case Assignments 70% = one team (20%), two individual (25% x 2)

A key element in an MBA program is to introduce terms, concepts, and practices which leverage the student's portfolio of experience and education and their critical thinking.

**This class has no traditional in-class "exam".** Instead, students will have the opportunity to show both their mastery and application of material in three written assignments and in the consulting case with the Chamber of Commerce. Teams and then individual students will be given cases and questions and then asked to apply material from the course to analyze the cases and answer several questions. Typically, I expect that each individual question, of several, can be answered in a single page each. The first will be written and presented by your assigned consulting team. The second and third case assignments will be written individually.

#### 2. Consulting Case 20% (teams working with Warren Co. Chamber of Commerce)

Five teams will work with the Warren County Chamber of Commerce on an important project. Each team of about 5 students will address different questions posed by the Chamber as part of an overall project. The work will involve deep-diving in research (some of it original) and interacting with the Chamber. Each team will write a short project paper and make a presentation (15 minutes) including an analysis of the assignment and of their experience working with the Chamber. Teams will work directly with Tara Skaggs, Economic Development Coordinator, at the Chamber. tara@bgchamber.com | 270.901.4747

### B. PROFESSIONAL DEVELOPMENT: Individual Professional Development (PD) Plan 10%

Each student will write a *professional development plan*. The best plans will be insightful and sophisticated – "real" and learned. The best plans should refer directly to insights drawn (and use the terminology learned) from course readings, cases, questionnaires, exercises, and other course resources. Students should include a thorough assessment of personal strengths and weaknesses and follow this assessment with plans for development and improvement. Since this class includes an objective of self-development, considerable reflection (sometimes personal and private) is required. The PD plans will only be shared with your professor, unless you share your own to a wider audience.

**Additional Information:** – see <https://www.wku.edu/syllabusinfo/> for some great information and a list of resources

Discussion in class and on the Discussion board: MBA students have a tradition of *discussing* interesting topics and *participating* in exercises. My expectation is that students will all engage verbally in discussions and exercises in each class at a high level. Of course, discussions should always demonstrate *respect* and maintain a positive and constructive learning environment. *Humor is allowed.*

*Writing:* This is a graduate level course in an outstanding MBA program. All written assignments should be written in graduate level English and will be graded accordingly. Documents uploaded to our Blackboard site should be in MS Word.

*Statement of accommodation of special needs:* WKU and I are both committed to appropriate accommodation for students with disabilities. The Office for Civil Rights (OCR) asks me to provide the following information: "Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

*Statement on academic honesty:* Academic dishonesty in any form will be punished by the university. This means that cheating, turning in work that is not your own on papers or assignments, and other forms of academic dishonesty is cause for failing a class and/or being removed from an academic program.

**Students should NOT give or receive any help from another student (or anyone other than your instructor) on any written assignments unless they are “group” assignments. To do so will be considered dishonest and unethical. This is an important element of honesty which can come into play since every student is on a case team.**

NOTE: The most common violation of academic honesty in an MBA class seems to be lifting material from an Internet source without then providing a proper citation. If you copy or otherwise appropriate the thoughts of others, please simply give them the credit.

*Respect:* All students are to be treated respect regardless of any category into which individuals are often placed (minority race or gender, non-Kentuckians, or whatever categorization.); Our interaction will operate from a foundation of honesty, openness, respect, trust and good will, regardless of whether people agree with another's point of view or not.

\*\*\*\*\**Reading and Assignments Schedule:* Released as a separate document.