Organizational Behavior & Human Resources—Mgt. 4363
Spring 2001 – Professor Larry K. Michaelsen [206 Adams Hall email -- lmichael@ou.edu]

This course is designed to help students understand the relationship between various aspects of the organizational environment and the behavior of organization members. The assigned readings have been selected to familiarize students with key concepts relating to individuals, groups and organizations. Class activities will primarily focus on how the concepts can be applied in a variety of different settings. Through completion of the course, students should better understand the forces that influence their behavior as organization members, and in turn, how their own behavior serves to influence those around them.

Required Texts/reading:
- Additional Readings (Note: all of the required readings other than the Greenberg & Baron text and the two paperback biographies will be available on Blackboard Course Documents.)
- Maas, P. Serpico.

Unit #1: Organizational Effectiveness (Readiness Assurance Test – January 20)
Greenberg & Baron: Chapter 1 & Appendix I (pages 623-635).
Gibson: Organizational Effectiveness.

Unit #2: Organizational Structure & Design (Readiness Assurance Test – January 27)

Unit #3: Motivation (Readiness Assurance Test – February 10)
Greenberg & Baron: Chapters 2, 3 (79-98), 5, 6 (188-212).

Unit #4: Communication & Decision-Making (Readiness Assurance Test – February 24)
Greenberg & Baron: Chapter 9 & 10.
Anderson: “What's Blocking Upward Communication?” Personnel Administration, 1968, (Jan./Feb.).
+“Fables for Management: The ill-informed Walrus.”
Unit #5: Groups in Organizations (Readiness Assurance Test – March 24)

Greenberg & Baron: Chapters 8 & 11 (pages 403-420).


Unit #6: Leadership & Org. Development (Readiness Assurance Test – April 7)

Greenberg & Baron: Chapters 12 (pages 436-453), 13, 14, 16.


Team Application Exams/Assignments

**The Great Escape** (to be completed in class on March 10). Be prepared to: 1) evaluate the effectiveness of the X organization and the German Captor organization at Stalag Luft III using the effectiveness models in the Gibson reading (i.e., the first article in the OB Readings Book), 2) analyze the communication and decision making processes within the organizations and, 3) determine the motivational basis for the behavior of organizational members (the actual questions should be answered in list or bullet form and can be found in Blackboard Course Documents).

**Serpico** (Posters must be turned in by 5:00 PM on April 14) This assignment involves completing critical analysis of the causes of corruption in the New York City police department and your recommendations for reducing and/or eliminating the corruption. Your poster must answer the following questions:

1) What is the single most important cause of corruption in the New York City police department? Note: many factors are related to the corruption. Some are causes; others are symptoms. The most important cause in this situation is one that: 1) police officials can change) [e.g. Speeding up the criminal justice system might help but that isn’t really an option.], 2) if changed, would result in the greatest decrease in corruption. [i.e., It should be the factor that, unless changed, nothing else matters very much with respect to honest recruits ending up being dishonest cops.]

2) Which, if any of the following would be an essential part of a an OD program that would substantially reduce the corruption in the New York City Police department?

   a) Changing the criteria for hiring and/or promoting police officers? (yes or no).
   b) Restructuring the curriculum of the Police Academy? (yes or no).
   c) Increasing the extent to which fear of being caught and punished is a deterrent to corruption by instigating procedures and/or programs that focus on that objective (e.g. citizen review board, strengthening Internal Affairs, etc)? (yes or no).
   d) Changing the norms of groups of officers who work together on a day-to-day basis? (yes or no).
   e) Increasing or decreasing the cohesiveness of the groups of police officers who work together on a day-to-day basis? (yes or no -- If yes, you must state whether or not you would strive to increase or decrease the cohesiveness of the groups.
   f) Accurately assessing the level of corruption? (yes or no).

3) What is the best single way to accurately measure the level of police corruption in this type of situation (i.e., It must be reliable, valid and, practical to obtain)?

**Note:** The cost of living has increased considerably since Serpico was written. As a result, if you multiply any dollar amounts by a factor of about six, it would come pretty close.
Grading Requirements and Procedures

Exams and Projects:
There will be six short multiple-choice Readiness Assurance Tests (RATs) given during the course -- one at the beginning of each unit. (The same RATs will be given to individuals and teams.) All other exams will be open book, open note, and require applying concepts to cases (most of which are novels, biographies or full-length feature films). On team exams all team members will receive the same score.

Grading Criteria:
Scores in three major performance areas will determine the grades: Individual Performance, Team Performance and Team Contribution.

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<th>Grade Weights and Percentages</th>
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<tr>
<td>1. Individual performance (minimum = 10%)</td>
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<tr>
<td>Individual Readiness Assurance Tests (0-50%)</td>
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<td>“The Sting” Final Exam (50-100%)</td>
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<td>2. Team Performance (minimum = 10%)</td>
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<td>Team Readiness Assurance Tests</td>
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<td>Organizational Structure Critique/Exam</td>
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<td>Serpico Application Exam</td>
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<td>3. Team Contribution (Evaluated by Peers—minimum = 10%)</td>
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Setting Grade Weights:
The percentage of the grade that will be determined by scores in each of the major performance areas (Individual Performance, Team Performance and Team Contribution) will be determined by representatives of student teams during the first class period. These representatives will also decide on the relative weight of the Readiness Assurance tests vs. the final exam within the individual performance area. Grade weights will be set for the class will be as follows:

1) Teams set preliminary weights and select a member to meet with other teams' representatives.
2) Team representatives will meet in the center of the room and develop a consensus (i.e., each representative has to be in agreement) about the grade weights for the class as a whole.)
3) The only limitations on your grade weight decisions will be that:
   a) A minimum of 10% of the total grade must be assigned to each major performance area.
   b) Within the individual performance area, at least 50% of the grade must be based on the final exam.

Team Contribution:
Each individual will evaluate the contributions all of the other team members during the final exam by assigning an average of 10 points to the other team members. For example, members of a 6-member team:
1. Must assign a total of 50 points to the other 5 members in their team (for a 5-member team it would be 40 points, for 7-member team it would be 60 points, etc.) and must differentiate some in their ratings.
2. Must give at least one score of 11 or higher--with a maximum of 15--and at least one score of 9 or lower.

Team Contribution scores will be the average of the points received and will produce differences in grades only within teams. This means that team members can not help everyone in their team get an A by giving everyone high peer evaluation scores. The only way for everyone in a team to earn an A is by doing an outstanding job on the individual and team exams and projects.

*These percentages will be determined by the procedures described in "Setting Grade Weights".
Determination of Final Grades:

The final grades will be determined as follows: 1) a raw total score will be computed for each student in each major performance area (In the individual performance area, this will be a weighted combination of the sum of the individual Readiness Assurance Test scores and the final exam score, in the team performance area, this will be the sum of the scores on each of the graded team assignments and the Team Contribution score will be the average of the peer evaluations received from the other members of his or her team.), 2) Students’ total scores will be computed by multiplying the raw scores in each area by the grade “weight” set by the class (see above), 3) Course grades will be based on each individual’s standing in the overall distribution of total individual scores within the class. (Note: When this procedure is followed: 1) the actual impact of any score on an individual students final grade depends on both his or her actual score and also how high or low he or she scores relative to other members of the class and, 2) the conventional practice of 90% is an A, 80% is a B, etc. simply does not apply.)

Schedule of Assignments and Activities
Management 4363 Section 3– Spring 2001

1/14  Orientation to Course; Set Grade Weights.
1/21  **RAT - Unit 1.** Exercise: Design an Organizational chart
1/28  **RAT - Unit 2.** Exercise: Change of Work Procedure.
2/4   Work in class on test and critique (45 min. only); Turn in: (1) A critique of your teams’ organizational chart and (2) Answers to test questions; Analysis of team process.
2/11  Discuss team exam and critique; **RAT - Unit 3.** Exercise: Positive reinforcement and punishment.
2/18  Positive reinforcement/punishment (exercise); “Business Behaviorism”; Introduction to Communications; Upward communication.
2/23  **RAT - Unit 4.** Lateral Communication (exercise).
3/4   Intro. to Decision-Making; Decision Acceptance (exercise); Decision Quality (exercise).
3/11  Spring Break – no class
3/18  **Great Escape** exam.
3/25  Discuss **Great Escape; RAT - Unit 5.** Enforcement of group norms (activity).
4/1   Leadership: Introduction; Bases of social power (exercise); “Obedience”.
4/8   **RAT - Unit 6.** Work on Serpico application project.
4/15  Oral discussion of Serpico (posters must be turned in by 5 PM).
4/22  Review of class process; showing of movie for Final Exam ("The Sting")
4/29  Final Exam (over “The Sting”)