

**STATE UNIVERSITY OF NEW YORK AT BUFFALO  
SCHOOL OF MANAGEMENT**

**P-MGB 601** - Night Session  
Intro to Organizational Behavior  
Fall 2009

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**Organizational Behavior  
(The Human Side of Management Sequence)**

**Course Description**

This is a graduate level course about human behavior in organizations and focuses on the person, dyad, group, and collective levels of analysis as ways to understand and manage organizational behavior. This is accomplished by focusing heavily on the meaning and use of 34 key concepts that can serve as management tools.

**Required Text and Materials**

**Textbook**

Greenberg J.& Baron, R. (2008). *Behavior in organizations*. (Ninth Edition) Upper Saddle River, NJ: Pearson Education/Prentice Hall. This book provides background material and descriptions, in writing, of the key concepts and is referred to as G. & B. in this course outline

**Plus 2 packages**

- (1) Key Concepts. This package describes the key concepts in outline (lecture) form and explains how to use the concepts. You will need this package in each class since it contains all the power point slides used in class by me.
- (2) Course Guide: This package includes examples of deliverables and instructions about how to study for quizzes and complete papers for this course.

## Grading

The 5 deliverables for the course are:

1. One in class presentation and one **Individual Paper** about the application of one key concept to the real world (**10 points** for the written paper. No points for the presentation).  
The due date of the in-class presentation depends on the date of presentation listed in the course outline. The written paper is due two weeks after the presentation.
2. **Quiz #1 (25 points)**: Covers Key Concepts 1 to 16. In-class on October 21
3. **Team Project: Paper and Presentation (25 points)**:  
Presentation (5 points) due in class Dec. 9.  
Team Final paper (13 points) covering 28 concepts due by Dec. 16  
Individual paper (7 points) about the team due by Dec. 16  
(extension of deadline to Dec. 21 allowed if requested)
4. **Quiz #2 (25 points)** Covers Key Concepts 17 to 34 In-class Dec. 16
5. **End of Class Reviews (15 points)**: At the end of many classes at my discretion.

Grades will be curved if necessary. Brief descriptions of the: Individual Presentations, Quizzes, Team Projects, and End of Class Reviews appear in this material after the course outline. In addition, the Course Guide package contains various instructions and examples to guide you in how to do well in an individual presentation and paper, the two quizzes, and preparing and completing the team project. Each deliverable in the course is designed to help develop a set of managerial skills. All students who earn at least 93 total points or more will receive a grade of A.

## Active Learning

This course uses active learning which studies show results in better short and long term learning. Active learning means that students are actively involved in the class. Examples include the student presentations, the two quizzes that require you to construct a case and answers rather than memorize concepts, the team project based on a topic of interest to you, and end of class reviews that allow me to tailor future classes to the issues that you raise.

Thus, there will be various in-class exercises and projects in which you will have to interact with other students. If you have problems in dealing with people who differ from you in terms of age, religion, creed, color, disability, national origin, race, ethnicity, sex, marital status, veteran status, or sexual orientation, it is expected you will not bring your problems to class. New York State law prohibits discrimination based on any of these categories.



- Oct. 7                                    Topics: Personality and Individual Differences  
 Readings: Greenberg & Baron, Chapter 4 and Appendix 2  
 In class on Oct. 7, students will present (with their case application[s]):  
     Key Concept 11 (Locus of Control, G & B, pp. 146-147)  
     Key Concept 12 (Need for Achievement, G & B, pp. 150-152)  
     Key Concept 13 (Briggs Meyer, See Key Concepts package)  
     Key Concept 14 (Type A & B, G & B See Key Concepts Package)  
     Key Concept 15 (Career Progression, pp. 681-686)  
     Key Concept 16 (Defense Mechanisms See Key Concepts package)
- Oct. 14                                    Review Session
- Oct. 21                                    Quiz #1 in class
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### Section 3. The Dyad and Group View of Organizations

The material for the final quiz (which is not comprehensive) begins with Concept 17 below. Concept 17 is actually a Person Level Concept

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- Oct. 28                                    Topics: Stress, Groups, and Communication  
 Reading: Greenberg & Baron, Chapters 5, 8, 9 and 10 (pages 406-409)  
 In class on Oct. 28, students will present (with their case applications):  
     Key Concept 17 (Stress, G & B, pp. 181-195)  
     Key Concept 18 (Group Processes, G & B, pp. 294-296 & 298-302)  
     Key Concept 19 (Group Decision Making, G & B, pp. 406-408)  
     Key Concept 20 (Communication, G & B, pp. 334-336 & 363-371)
- Nov. 4 – Nov. 11                        Topic: Leadership  
 Readings: Greenberg & Baron, Chapter 13 ,  
     Plus article titled: *Individualized Leadership* by Yammarino &  
     Dansereau in the *Journal of Leadership and Organizational Studies*, 9,  
     pp. 90-99 (available in the Course Guide package)  
 1    In class on Nov. 4, students will present with their case applications:  
     Key Concept 21 (Managerial Grid & Ohio State, G & B, pp. 508-510)  
     Key Concept 22 (Vroom & Yetton, G & B, pp. 526-530)  
     In class on Nov. 11, students will present (with their case applications):  
     Key Concept 23 (Leader Member Exchange, G & B, pp. 510-511),  
     Key Concept 24 (Individualized Leadership, See 2 packages) ),  
     Key Concept 25 (Charismatic Leadership, G & B, pp. 516-520)
- Nov. 18                                    Topics: Power, Conflict and Intergroup processes  
 Readings: Greenberg & Baron, Chapter 11& 12  
 In class on Nov. 18, students will present (with their case applications):  
     Key Concept 26 (Power, G & B, pp. 471-475)  
     Key Concept 27 (Intergroup Process See mainly Key Concepts package  
     also see pp. 442-446)

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## Section IV. The Collective View of Organizations

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- Dec. 2                      Topic: Structural Approaches  
                                 Readings: Greenberg & Baron, Chapter 14, 15, 16 and 7 (pp. 275-276)  
                                 In class on Dec. 2, students will present (with their case applications):  
                                     Key Concept 28 (Structures, G & B, pp. 594-598),  
                                     Key Concept 29 (Supervision, See Key Concepts package)  
                                     Key Concept 30 (Environmental Factors, G & B, pp. 600-603),  
                                     Key Concept 31 (Work Design, G & B, pp. 275-276)  
                                     Key Concept 32 (Culture, G & B, pp. 544-552)  
                                     Key Concept 33 (Climate, See Key Concepts package & G & B. 544-552)  
                                     Key Concept 34 (Organizational Development, G & B, pp. 647-653)  
                                 Note key concepts 33 and/or 34 may be dropped due to time constraints
- Dec. 9                      Team presentations (10 minute presentations per team)
- Dec. 16                     Final Quiz: All materials due this date (except written team materials due by Dec. 21 if an extension is requested)
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### The Five Deliverables

(Additional details and examples of deliverables are in the Course Guide package)

#### Deliverable # 1

##### Individual presentation and brief written paper (10 points for the written paper)

**Overall Purpose: To Illustrate how every concepts applies in the real world**

**Due Date: (In class Presentation date depends on the concept selected. Paper due on or before the second class after the presentation)**

#### Overview

Your task is to take one of the key concepts and show its applicability to the organizational context. That is, the purpose is to show how the concept is illustrated in a real work setting. Stated in yet another way, show how the concept is relevant.

Typically most students (1) pick a Key Concept that they have used or seen others use with problematic outcomes. The case should be typically a real life one that you experienced. In this approach, you (1) present the concept briefly, (2) show how the case illustrates the key concept and (3) how the key concept was or was not used in an appropriate manner.

There are two parts for this deliverable: (1) a non-graded presentation in class and a written paper that I will grade worth up to 10 points.

### **1. Presentation (not graded)**

You must briefly review your presentation with me preferably 2 weeks before you present. You will not be allowed to present in class without your discussing your presentation with me in advance. You will have to select another topic if you fail to discuss the presentation with me. You can do this personally during office hours, after class, by e-mail, or by phone. The concept will always be presented at the beginning of class on the date listed in the course outline.

Each presentation (typically using power point slides) has three parts:

1. A presentation of one key concept
2. A case that shows the use of the key concept based on your own real world work experience including an illustration of what problem was attempted to be solved by using the concept and how.
3. A description of whether the key concept was used effectively or ineffectively in the case. (If the concept was used ineffectively consider how the concept might have been used more effectively.)

The presentation must be no longer than 10 minutes for any one concept unless there is more than one presenter. If two or more people present one topic, please coordinate your presentations and keep to no more than 15 minutes total for all presentations. If two or more people are presenting one concept, the concept is presented only one time by one or several students, but each student must present their own case.

Although you will make a presentation, the grade will come only from your written report. If you, however, make no presentation at all, you will receive zero points for this deliverable. Thus, you can try your presentation skills with no grade penalty which should be helpful if you have trouble speaking in front of people or have never done so. The objective of the presentation is to get you, as a future manager, accustomed to speaking in front of a group without any penalty for being nervous etc.

### **2. Written Paper based on the presentation material (10 points)**

Each written paper has the same three parts of the presentation described above regardless of how many people made presentations on the date the concept was presented. Do not coordinate your written paper with other students. The written report is due on the night of the second class after the presentation, so that you can write the final report to fit the concept better if necessary. The report is usually about 2 ½ to 6 typed double-spaced pages. (An example is in the Course Guide package.) If you need a week extension of the due date, ask and you will receive an extension. The day of the first quiz does not count as a class day in figuring when your report is due.

You will select a topic during the second class. (This usually does not present a problem. Please see the Course guide package for how to select a topic and more details about this deliverable including an A+ example of this paper.)

**Remember, please keep your presentation of the one key concept to no more than 10 minutes total per concept (15 minutes total if 2 or more people are presenting one concept.)**

**Deliverables # 2 and #4****Quiz 1 and 2 (50 points total, 25 points per quiz)**

**Overall Purpose:** How to consider and *potentially* use the 34 concepts all at once to solve a performance problem of an individual as well as how to define the performance of a person in a way that is less likely to subject you to charges of bias or discrimination.

**Due Dates:** Quiz 1 in class on October 21, Quiz 2 in class on December 16.

**Format of the Quiz**

Below is the format for the 2 quizzes. In quiz 1 there will be more than 1 and less than 15 key concepts (Concepts 1 to 16 excluding concept 2) listed for A., B., C.....,O below. In quiz 2 there will be more than 1 and less than 18 concepts (Concepts 17 to 34) listed for A., B., C.....,O below. You will not know in advance how many of the concepts, or which ones will be listed on the quiz, or if there will be choices among the key concepts listed.

**Quiz Question**

Using the concepts listed below answer the following question using a case that focuses on a performance problem of a person in a case you develop preferably from your own experience.

Question. How do you deal with a performance problem of another person?

- a. Why does a person perform poorly? (Diagnosis)
- b. What do you do about the poor performance? (Prescription)

The Key Concepts you are to use are:

A. (e.g., Service to Society [Key Concept 1])

B.....

C.....

O ..... (e.g., Key Concept 34)

Only if you get approval from me three weeks in advance of the exam, you can answer one the following questions instead of the question above. But you still have to use the concepts listed in the exam.

Alternative Question 1. How do you perform effectively on a job as a manager?

Alternative Question 2. How do you sell someone on the idea to buy something?

Alternative Question 3. Some other type of problem of interest to you.

**The answers to the quiz have the following four parts:****1. A case**

You need to make up one case for the quiz and bring it to the exam. The typical case for the typical question above involves describing a performance problem based on your own experience, For example, think of how someone could perform poorly in your job and describe that. Be specific about the activities that are not performed. Below is an example of a case. Make the case a general performance

problem. More examples appear in the course guide:

Example of a Case: (For the exam, you must develop your own case.) You are a new manager and responsible for Harry James who makes computer boards. Harry James produces ten boards per hour of which 50% are typically defective. The expected rate of production is 15 boards per hour with only one defective board. Harry also uses two times the standard amount of materials to produce the 10 boards as is allocated for the 15 boards.

**2. For each key concept write a description of key points that defines the concept in sentences.**

**3. For each key concept write a diagnosis at one level (for example: the person level)**

For the diagnosis part, answer the question: The person in my case performs poorly because of \_\_\_\_\_ based on the key concepts given to you, (for example self-fulfilling prophecy).

**4. For each key concept write a prescription at the same level as in part 3 (for example: the person level)**

For the prescription part, answer the question: Based on this concept, I would get the person to perform better by doing what based on the key concepts given to you (e.g., how would you use the self-fulfilling prophecy to increase the performance of the person in your case).

**Doing the free trial quiz provides a review of your case and an illustration of a quiz answer for one concept:**

On Sept. 23 or thereafter, in class you should submit an attempted quiz answer for one key concept the "Self Fulfilling Prophecy" tool. This means that you should submit your case that you would like to use for the quiz and your three part answer about the one concept. You will get points back as well as comments on whether your case seems okay for the real quiz. You will also get an answer sheet for self-fulfilling prophecy. You can try as many times as you prefer until the results are okay. The points on the attempted quiz will not count toward your grade. I do not record them.

**You can bring to the quiz:**

1. One 3" x 5" index card with handwriting (not computerized print) on both sides to the exams. You may not bring a magnifying glass to the exam.
2. A copy of your preferably typed brief case that I will have reviewed in advance.

**Review Sessions**

Optional review sessions will be scheduled during the two weeks before each quiz—you will be given dates in class. There is also additional material in the Course Guide about this deliverable.

## **Deliverable # 3**

### **Team Project (25 points)**

**Overall Purpose: how to use all the concepts together to solve a management problem**

**Due Dates of deliverables:**

- 1. Written Team report (13 points) due on Dec. 16**
- 2. In class presentation (5 points from the class) in class on Dec. 9**
- 3 Your two part report about the Team (7 points total) due by Dec. 16**
  - Part A. Your individual report about team processes (3 points)**
  - Part B. Your evaluation of each team member from 1 to 4 points for each member**

#### **Overview**

The team project should focus on a topic of interest and evaluate a situation that includes 28 of the concepts. For example, if one or several of the team members have a common experience, they can focus on evaluating that situation. Examples include in a particular organization implementing an anti-discrimination system, implementing a TQM system, implementing a performance evaluation system, managing downsizing, managing mergers, managing growth, overcoming harassment in a company, a talent management system, restructuring an organization, or implementing a system to retain employees

#### **1. Written team report (13 points) due on or before Dec. 16**

The written portion of the team project should focus on a topic of interest and evaluate a situation that includes 28 of the concepts. Although you can omit any 6 of the 34 concepts, there must be at least one concept from each of the 4 major sections of the course—see the course outline. So, for example, one might explain how motivation tools are appropriately handled in the selected situation, thus the prescription would be to keep things pretty much the same. In contrast, the structure of (e.g., reporting relationships) may be inappropriate so a new structure may seem appropriate. (An example of a B/B-paper is provided in the Course Guide)

#### **2. In class presentation of project (5 points) on Dec. 9**

The use of a role play with as little jargon (minimal power point slides) as possible is encouraged in the oral portion of the team project. Typically you can present to the class as a consultant group making recommendations to the CEO and high level managers in a Company. Unlike the written portion the oral presentation usually includes a subset of 28 concepts—around 5 or 6 of the most convincing concepts. The presentation is required to take no more than 10 minutes. After the presentations, the class will give the team 0 to 5 points. The average of the classes points will be given to each member of each team. Not all members of the team must present. It is up to the team.

#### **3. Two part report (7 points) due on or before Dec. 15 (extension available to Dec 21)**

Part A: Each member writes a 2-3 page summary of how the work was divided in the team (3 points) using the topic "group processes" as a basis (Key Concept 18).

Part B: On the last page of this two part report, you list the students in your team, then list the number of points you give to each student (0, 1, 2, 3, or 4). You will receive the average of the number of points that you receive from all other students in your team (0 to 4).

You must give points to your team members in the second part of your paper, otherwise you will receive 0 points for this part of the paper.

#### **Required Individual contributions to teams**

Being a manager requires the ability to interact with others in accomplishing tasks. Please notify me immediately of any team problems. If the students in a group indicate no participation on the part of a student, they can and should drop that student. Such a student will lose at least 12 points and get at most

13 points for the team project. The dropped student will have to write a complete report on his or her own. Typically, if you advise a student in this course that he or she is not performing in writing via email, the student virtually always will start contributing very quickly. You must warn the student and request corrective action before you can actually drop the student if the corrective action does not occur. After the midterm quiz, about an hour or possibly more will be allocated of each class for the teams to meet in break out rooms to work on their projects. I will be meeting with each team each night to address any questions that you might have as team about the project. If you use this time effectively, you will reduce the time the team needs to meet substantially. Given that students work during the day, you might also consider team meetings before or after class to avoid excess travel time.

### **Other issues**

You will select a tentative topic for the team project during the second class. You will need to discuss what you are doing with me when you start. Typically, groups do not start until after the midterm.

### **Deliverable # 5**

#### **End of Class Reviews (15 points)**

**Overall Purpose: Encouraging you to ask questions that I can answer in the next class and to provide feedback to me.**

**Due Date: At the end of many classes at my discretion. Number of points may vary from class to class**

Fifteen points will become available in the following way. During many classes, you will be asked to indicate any points that were not clear to you that night. Sometimes you will be asked to indicate how clear the meaning of some set of concepts is to you. Sometimes, you will be asked to write a description of what you learned from the class session and how it applies to your own or another work situation or to comment on some concept. Less than one half of a hand written page will always suffice. Note that you can only submit these reviews at the time they are assigned in a particular class session. The number of points you receive for a particular class will vary by class. These must be handed directly to me by each student or if in groups with each student present.

You will not be penalized for failure to provide end of class reviews due to significant problems such as significant illness or a death in the family, business travel etc. Always contact me in such cases (typically in advance via email and in the next class that you attend) to receive at least some points.

## **Web Support for MGB 601 (Optional)**

### **The course's web site contains:**

1. The course outline
2. A link to the textbook power points on the Web
3. A link to copy righted material:
  - The Key Concepts Package
  - The Course Guide Package

To access this material you will need a password. The password will be given in the first class.

4. A link to UB Learns so that you can use the bulletin board or chat room for this course

### **You can get to the course home page in the following ways**

1. Go to <http://www.levelsofanalysis.com>. Scroll down the page until you see Fred Dansereau's home page and click on that. Then click on MGB 601
2. Go to <http://mgt.buffalo.edu/departments/ohr/mgtdanso/> and then click on MGB 601
3. Go to [UBLearns.buffalo.edu](http://UBLearns.buffalo.edu). Enter your ID and password and click on this course.

Then go to the section on external links then click on course home page.

## **Comments from Former Students**

### **About the textbook**

The book will help you understand the concepts. It is an important tool if you do not understand the concepts from class discussion.

Use the book as a reference (not as a typical textbook) to develop a better understanding of a concept

### **About the Course Guide package**

Cherish the "Overview Illustration of Diagnosis and Prescriptions for the 34 Concepts" in the Course Guide package. It will be a great help when studying for the exams. You can use his examples to help think of your own.

### **About the Key Concepts package**

Go to class and take lots of notes. Write out your case examples for each concept. The book of key concepts with power points is very helpful.

### **About the individual projects (Deliverable 1)**

Get your individual concept done early so you don't have to worry about doing that while you're in the middle of exams and final project.

Don't blow off the presentations. I found them helpful in understanding the concepts, because they brought theory into realistic situations.

### **About the Quizzes (Deliverables 2 and 3)**

Review your case with the professor before the first exam if you're not sure about it.

Do the practice exam question until you get it right to see if you are on the right track for the real thing.

Be sure to do the instructor's example test question to help prepare and understand what is expected on the exam.

Take advantage of the optional review sessions (and office hours if you are unsure about anything). I wish that I did before the first exam. It could be a valuable learning tool in simplifying the concepts.

My suggestion is to prepare the test at least two weeks in advance of the test date. By doing this, you will be able to ask the Professor about any concepts you have trouble relating to your case.

Additionally, if you have trouble finding a definition in the book or wherever, you can ask the week before the test. If you wait until you get your sample test back, you won't be able to get comments from the teacher if you need help.

### **About Teams (Deliverable 4)**

My advice for next semester's class would be for them to align themselves with smarter students early on so they can all get together

### **About End of Class Reviews (Deliverable 5)**

Pay very close attention to what happens early in the course. The sooner you pick up what Professor Dansereau is talking about regarding his case, the easier it will be to understand the material. Ask questions if you don't understand. Definitely attend class!

The concepts move quickly, stay on top of them and ask questions if you're lost. The concepts aren't as

difficult as they seem.