Instructor: Thomas A. Foard, Ph.D.
Office Hours: Wednesdays 3:30-5:30
Office Hours are also available by appointment. The most effective means is to email a request with some possible times. I will respond with a confirmation or an alternative time.

Telephone: (860) 548-2472
e-mail: foardt2@rpi.edu

Course Objectives:

upon completion of this course, a student should:

- understand how the actions and attitudes people exhibit within organizations impact the organization.
- recognize different theories that describe or predict behaviour in organizations.
- develop models to apply these theories systematically to situations within organizations.
- recognize how the systematic study of these relationships adds value for a manager/leader.
- use course content to better understand, predict and explain their own organizational situations and experiences.
- topics to be covered include:

  ➢ Personality
  ➢ Group Behaviour
  ➢ Leadership
  ➢ Organizational Structure
  ➢ Motivation
  ➢ Teams
  ➢ Power and Politics
  ➢ Organizational Culture
  ➢ Decision-making
  ➢ Communication
  ➢ Conflict and Negotiation
  ➢ Organizational Change

Required Text and Materials:

Essentials of Organizational Behavior 8th Edition
Stephen P. Robbins, Prentice Hall, 2004

The Prentice Hall Self-Assessment Library
Online Assessment System (Bundled with text)

Why Hard-Nosed Executives Should Care About Management Theory
Christensen, C.M.

What Makes a Leader
Goleman, D

The Turnaround Project
Human Synergistics

Articles and Handouts – Either provided in class or available through the Cole Library
Course Requirements:

Participation is vital! Research on adult learning has consistently shown that active learning produces far better results than receiving information passively. It is also true that fellow students can provide significant opportunities to learn from their experience. Additionally, teaching something improves retention and understanding. Therefore, a vital component of this course will be participation in classroom discussions and activities, a team project and presenting concepts or ideas to your fellow students. My role is likely to be more that of a facilitator than a lecturer. Your role is to come to class prepared.

Grading:

Assuming that you are present in class and participating, your final grade will be based on these specific components:
1. Three individual personal theory application papers – 40% of the final grade
2. One individual presentation – 10% of the final grade
3. A team assignment with presentation and paper. – 50% of the final grade, 25% based on the paper and 25% based on the group presentation.

A **Personal Theory Application** is an individual assignment that requires you to understand and apply a theory, model or other systematic organizing structure learned in class (or elsewhere) to a workplace scenario. The final product is a one page paper describing your analysis of the situation based on a theory, model or construct presented or discussed as part of the course. This paper should include a clear and understandable statement of the theory, a description of why the chosen theory is relevant to the scenario, how the theory predicts the apparent outcome (or not) and one or two ways in which a different outcome might be reached. Additional constraints can be added to assignments in class. Grading will be based on a demonstrated understanding of the theory and an appropriate application to the situation. Critical to success will be predictions based on the theory.

There are two possible sources for this scenario:
1. A specific situation you have encountered in your work or other organizational experience (family/ friend scenarios, while quite possibly relevant, are not accepted.)
2. An article from the popular business press (Business Week, Fortune, Forbes, Wall Street Journal, etc.) that describes a situation in some detail with specific actions and outcomes.

The **Individual Presentation** can either be content from an personal theory paper or a new theory, model or organizing principle. The objective will be to present information from that theory and tell others why you desire to implement it. The format will be a presentation to the Board of Directors about implementing a new system at this organization. This is to be a very brief presentation (3 minutes), so you must plan your presentation carefully. The professor can also manage the theories chosen so that there is a diversity of topics. Students will select their topics after the second Individual Theory Paper has been returned. Grading will be based on the ability to present the theory clearly and concisely in the time allotted.
The **Team Assignment** involves the Turnaround Project simulation that is part of the required materials. Teams will be identified at the third classroom session and these teams will work on the Turnaround Project during the remainder of the term. There will be two required outcomes from this project. First, the last day of class will be devoted to team presentations on the project. Second, each team will be required to submit a 12 page paper in support of that presentation. Every team member must be an active participant in the final presentation. Grading will be based on the degree to which each of the following items is clearly present in the presentation and the paper. Fellow students will also be asked to rate the other teams on this presentation.

The content of both the presentation and the paper should be consistent and should include:

1. An analysis of strengths of the plant at the 3 levels of analysis
2. An description of critical concerns about the plant at the 3 levels of analysis
3. Theories from this course that apply to the situation as you see it (include all 3 levels)
4. A turnaround plan for the Bradford Plant based on which theories were the most relevant to your change program and why.
5. A review of the team process as it occurred.
6. Your team and individual results on the various components of the simulation
7. Your experiences as a group in developing your answers with particular application of theories and models used in this course
8. Learnings, takeaways, transfer of training. Basically, what are some lessons you intend to apply when you return based on the experience in this exercise

**Academic Integrity**

The Rensselaer at Hartford catalog defines various forms of academic dishonesty. Please make sure you understand them and guard against them. Plagiarism is of particular concern and the use of graded materials generated by prior students at Rensselaer is strictly prohibited. The use of materials without reference to sources will result in negative consequences that can range from failure on the specific assignment to dismissal from the Institute.
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<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics</th>
<th>Text (Chpt)</th>
<th>Readings</th>
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<td>Introduction, Course Overview, Systems Thinking, Living Systems, Historical Evolution of Management Thought</td>
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<td>HBR- Why Hard-Nosed Executives Should Care About Management Theory</td>
<td>Complete Jungian self assessment</td>
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<td>The Value of Management Theories, Individual Personality, Values and Attitudes, Motivation (part)</td>
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<td>Complete additional Self Assessments as Assigned</td>
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<td>24-</td>
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