

CENTRAL MICHIGAN UNIVERSITY
MSA 601 SYLLABUS
Fall 2020

All students must wear a face covering or mask and maintain social distancing while attending face-to-face classes. Face masks/coverings are required in all public spaces on campus. Please read this syllabus in full for further information.

IDENTIFYING INFORMATION

Course: MSA 601 Organizational Dynamics & Human Behavior

Term: Fall 2020

CRN: 22385568

Location: Rowe 229

Course Dates and Times: Wednesdays -5:30-8:20 p.m.; Aug 19 – Sept 30

Instructor: Dr. Michael Dillon

E-Mail Address: dillo1md@cmich.edu

Phone Number: Cell: 989-941-6330

Office Hours: For the Fall I 2020 semester my office hours are Mondays 4:30pm – 5:30pm, Tuesdays 8am – noon, and Wednesdays 4:30pm – 5:30pm. Additionally, I would be happy to set up other times to talk.

Academic Biography: Dr. Michael Dillon has been a fixed term faculty member, and now a Lecturer II, at Central Michigan University since January of 2016 for the Master of Science of Administration program, and has taught a variety of MSA courses. Prior to his current role, he has served as an adjunct faculty member at various universities. He has a work history in higher education and finance, has taken leadership roles in multiple non-profits, and has numerous academic publications and conference presentations. Research interests include collaborative action and power dynamics, adult learning theory, organizational learning, critical human resource and organizational development theory, leadership theory, action research methodology, hybrid and online learning, and qualitative research. Dr. Dillon holds an Ed.D. in Adult Education and Human Resource and Organizational Development from the University of Georgia, a Master of Arts in Organizational Leadership from Gonzaga University, a Dual Bachelors of Arts in Economics and Philosophy from the University of Pittsburgh, and recently completed a Project Management certificate at Central Michigan University. Dr. Dillon is originally from Pittsburgh, PA and currently resides in Midland, MI with his two teenage children and a rescue Terrier named Foxy.

Prerequisite: None

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Required Texts: Robbins, S. P. & Judge, T.A. (2019) *Organizational Behavior* (18th ed.). Boston, MA: Pearson. ISBN 978-0-13-472932-9

III. COURSE DESCRIPTION

Students examine and apply organizational theories aimed at understanding and analyzing human behavior in complex organizations.

IV. COURSE GOALS AND OBJECTIVES

1. Examine, understand, and apply various organizational theories and concepts including decision making/problem solving, motivation, leadership, team building, goal setting, conflict management, effective communication, and organizational change.
2. Critically evaluate administrative contexts and events in modern complex organizations, including the concept of organizations as systems.
3. Appraise potential limitations of current organizational theories as they apply to modern multicultural and international organizations.
4. Compare the range of possible structures and processes for meeting the goals and missions of organizations, including the role of change and change processes in organizations.
5. Analyze the effects of individual, interpersonal, group/team, and organizational dynamics and interaction on organizational functions, productivity, and culture.
6. Investigate and apply the primary characteristics, styles, and strategies of effective leadership to make appropriate decisions and plans for coordinating organizational goal and mission accomplishment.
7. Determine the range of problems in the workplace that can be solved through an understanding of employee behavior and how that behavior affects the organization/system.
8. Demonstrate reasonable solutions to organizational dynamic problems using appropriate facts, concepts, principles, analytic techniques, and theories.
9. Predict and discuss ethical issues involved in organizational dynamics and human behavior.

V. METHODOLOGY

In this Hybrid course, it is vital that students (and the instructor) fully participate and engage. This means “bringing” your work/life/academic experiences to the classroom** and Blackboard discussion board. Rich dialogue and classroom practice is critical to your success in the course. In order to be prepared for class: read the material, contemplate the concepts and how they relate to your experiences and career goals, and fully engage. We will engage in classroom and Blackboard discussions, practicing of concepts in class, paper assignments, presentations, and regular reading of the textbook.

VI. COURSE OUTLINE/ASSIGNMENTS –

Week	Dates	Topics	Readings	Assignments*	Class**
1	8/19 – 8/23	Org Behavior; Diversity; Attitudes and Job Satisfaction	Chapters 1-3	Discussion Board	Wed 8/19/20
2	8/24 – 8/30	Emotions; Personality; Perception and Decisions	Chapters 4-6	Discussion Board Annotated Bibliography for Topic Paper I	Wed 8/26/20
3	8/31 – 9/6	Motivation; Group Behavior	Chapters 7-9	Topic Paper I Discussion Board	Wed 9/2/20

4	9/7 – 9/13	Teams; Communication; Leadership	Chapters 10-12	Discussion Board	Wed 9/9/20
5	9/14 – 9/20	Power and Politics; Conflict and Negotiation; Org Structure	Chapters 13-15	Topic Paper II Discussion Board Submit your Term Paper topic	Wed 9/16/20
6	9/21 – 9/27	Org Culture; HR; Org Change	Chapters 16-18	Discussion Board	Wed 9/23/20
7	9/28 – 9/30			Term Paper Presentations	Wed 9/30/20

*Most assignments are due Sun evening of week indicated unless otherwise noted. Week 7 Paper is due 9/30. See the Discussion board in Blackboard for more detail regarding the “Discussion Board” criteria.

****HyFlex:** In this HyFlex course, You may join the course in the classroom (Rowe Hall) as indicated on the syllabus, or via the live simultaneous WebEx broadcast that will take place on this link <https://cmich.webex.com/meet/dillo1md>. You will be given credit for participating either way. If you do decide to join via WebEx instead of the classroom, you are expected to be ready to participate via your camera, microphone and the Chat function. In larger classes, a spreadsheet dividing the student roster will be provided to ensure we do not exceed the maximum classroom size due to the coronavirus restrictions. More information will be provided approximately a week before class begins.

Responsibilities and expectations regarding the coronavirus:

Face coverings, such as masks, and social distancing (6 feet apart) are required in all buildings and classrooms ([CMU’s policy on face coverings](#)). Students who have forgotten their face coverings may obtain a disposable mask from one of the 40 vending areas on campus. Vending machine locations are available on the [Fired Up for Fall website](#).

The evidence is clear that [face coverings are a crucial part of keeping coronavirus at bay](#) and [support the university’s commitment to providing all members of its community with a safe, healthy, caring, and supportive environment](#). Masks should cover the entire nose and mouth, per guidelines from the Centers for Disease Control (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>). Students whose unique and individual circumstances require an alternative face covering, as indicated by a medical condition may request one. To request an alternative, students should [contact Student Disability Services \(SDS\)](#).

Refusing to wear a mask in any building or classroom without an accommodation letter from Student Disability Services is a violation of university regulations ([section 3.2.31 of the Student Code of Conduct](#)) and exposes the student to possible sanction for not adhering to university regulations. Refusing to maintain social distancing guidelines also violates the same university regulations. Students not adhering to the policy on face coverings or social distancing will be asked

to leave the classroom and the building. In addition, faculty and/or staff may file a report with the Office of Student Conduct.

VII CRITERIA FOR EVALUATION

Evaluation:

Assignment	Points
Annotated Bibliography for Topic Paper I	30
Topic Paper I	150
Topic Paper II	150
Term Paper	300
Discussion Board	120
Class Engagement	70
Presentation	180
Total	1000

Assignment Details:

Annotated Bibliography for Topic Paper I

For this assignment you will submit an annotated bibliography for your Topic Paper I. Submit the APA reference for at least 5 scholarly sources that will support your paper, and 2-3 sentences for each reference in which you discuss how the source will support your paper. This submission should be on an excel file.

Topic Paper I – Motivation

Motivation is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. Understanding how to motivate a team is an important trait for leaders and team members. For this topic paper, be sure to include:

1. A brief introductory paragraph that explains the importance of motivation in the organizational setting, and what will follow in your paper.
2. An explanation of a motivation theory of your choosing.
3. A critique of the theory you selected.
4. How the motivation theory you selected can be applied to a situation you are familiar with, such as a job or other group you are part of.
5. A brief concluding paragraph that summarizes the key points.

Your paper needs to be 5-6 pages (double-spaced, plus front and back matter), APA style, with at least 5 scholarly sources.

Topic Paper II – Leadership

Leadership is the ability to influence a group toward the achievement of a vision or set of goals. There are many styles and theories of leadership, and each has value.

For this topic paper, be sure to include:

1. A brief introductory paragraph that explains the importance of leadership in organizations, and what will follow in your paper.
2. A detailed explanation of a leadership theory of your choosing.
3. A critique of the theory you selected.
4. How the leadership theory can be applied to a situation you are familiar with, such as a job or other group you are part of.
5. A brief concluding paragraph that summarizes the key points.

Your paper needs to be 5-6 pages (double-spaced, plus front and back matter), APA style, with at least 5 scholarly sources

Term Paper – Culture and Change

Change involves making something different. When change is an intentional, goal-oriented activity it is called planned change. There are two goals of planned change: a) Improve the ability of the organization to adapt to changes in its environment, and b) Change employee behavior.

For this paper, find a recent news story in which you believe change (as describe above) is needed in an organization. Be sure to include:

1. A brief introductory paragraph or two that explains the situation, and what will follow in your paper.
2. How you would define the culture of the organization in question.
3. An explanation of a change theory you would employ to prompt change, as well as the desired change you are seeking.
4. A critique of the theory you selected.
5. How the change theory can be applied to a situation.
6. A brief concluding paragraph that summarizes the key points.

Your paper needs to be 10-11 pages (double-spaced, plus front and back matter), APA style, with at least 7 scholarly sources.

Presentation

On our last night of class you will present on your term paper. You will present for 10 minutes, and be ready for Q/A from your classmates. PowerPoint should be used.

Discussion Board

There will be a discussion board prompt on weeks 1 through 6 in Blackboard. You need to answer the discussion board post by Wednesday of the week and reply to at least 2 classmates by Sunday of the week. See Blackboard for more detail.

Class Engagement: Class Engagement grade will be based attendance and engagement as described below.

Class Engagement		
Engagement	Preparation (outside of class)	Participation (in class)
I am Fully Engaged	Exemplary Preparation I read carefully and research background information on the author/topic ahead of time. I research social, cultural, historic, economic, political connections to the text/topic. I consider the course's Essential Questions as I prepare.	Animated Participation I attend class and I speak daily. I try to advance the conversation by presenting evidence to support my ideas. I present related research, implications, or complexities in the text/situation/topic.
I am Occasionally Engaged	Novice Preparation I read assignments ahead of time. I do basic research to understand the material, but I do not go beyond the obvious. Sometimes I consider the course's Essential Questions as I prepare.	Occasional Participation I attend class daily. I speak occasionally—mainly when called upon by the professor. Sometimes I present general evidence to support my position.
I'm not sure how to be engaged; I need some direction	Inadequate preparation Sometimes I do the reading. I don't research to understand the material, nor do I go beyond the obvious.	Inadequate participation My attendance is inconsistent. I participate only when prompted.
I am Disengaged	No Preparation I neither read nor research before class.	No Participation My attendance is inconsistent. I do not speak in class.
Source: Stephanie Almagno, PhD, http://www.facultyfocus.com/articles/effective-teaching-strategies/participation-points-making-student-engagement-visible/?utm_campaign=Faculty%20Focus&utm_content=50702409&utm_medium=social&utm_source=linkedin		

Late Assignments: 20% penalty for each day late. No work accepted after 9/30/20.

Make-ups and Rewrites: Not accepted

Attendance Policy: Students need to be present and engaged (either in the classroom or via the live WebEx for each class meeting**), and to keep abreast of any announcements in Blackboard.

Grading Scale:

94% or above : A	,	87% - 89% : B+	,	77% - 79% : C+	,
90% - 93% : A-	,	84% - 86% : B	,	74% - 76% : C	,
		80% - 83% : B-	,	Below 74% : E	.

General:

1. Academic Dishonesty: Written or other work which a student submits must be the product of his/her own efforts. Plagiarism, cheating, and other forms of academic dishonesty, including dishonesty involving computer technology are prohibited. Further information on Academic Dishonesty can be found in the current Bulletin.
2. ADA: CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Student Disabilities Services at 989-774-3016 or by e-mail at sds@cmich.edu at least 4-6 weeks prior to the start of class. SDS is located in the Park Library, room 120. Students may find additional information and forms at http://www.cmich.edu/Student_Disability_Services.htm .

Student's Rights and Responsibilities: <http://www.cmich.edu/policies-procedures/code-student-rights>