

*Let each of you discover where your chance for greatness lies. Seize that chance and let no power on earth deter you. – Chariots of Fire*

**ORGANIZATIONAL BEHAVIOR – BUS 603**

**Edgewood College  
2005 Spring Semester  
Thursdays, 6:00-9:00 p.m.  
Location: 118 Predolin**

Professor Denis Collins; Office LLL 28; 608-663-2878; email: dcollins@edgewood.edu  
Office Hours: Tuesday 10:30-Noon; Thursday 3:30-5:00 p.m.; or by appointment

**Edgewood College Mission:** *We foster open, caring, thoughtful engagement with one another and an enduring commitment to service, all in an educational community that seeks truth, compassion, justice, and partnership.*

**COURSE SYLLABUS**

**Teaching Philosophy:** My primary goal as a teacher is to help you become more thoughtful and informed citizens who can use what you learn in college to benefit yourselves, organizations, and society. I want you to gain critical thinking skills and become better managers and communicators. As a result, I try to create exams, assignments, and activities that (1) test your knowledge of the material, (2) ask you to apply the theory or concept to specific situations, and (3) ask you to integrate ideas so that critical thinking skills are developed.

I want my courses to be an exciting class. My definition of “exciting” is one where motivated students read the assignment, do their homework, make logical arguments, integrate course concepts into their discussions, and have something interesting to say.

**Course Description:** Organizational Behavior is the study of human behavior in an organizational setting. The purpose of this kind of study is to equip organizational leaders with the insight necessary to develop interpersonal relationships that will build teams, increase productivity, enhance the quality of work life, orchestrate change, improve employee retention, and augment communication. In a recent *Wall Street Journal* survey, the top five attributes job recruiters consider most important are communication skills, team skills, problem-solving skills, personal ethics, and leadership potential. We will further develop all these highly desired attributes in this course.

Through lectures, experiential exercises, activities, and class participation this course will help you develop the knowledge and skills necessary to create world class organizations. This is a learning-by-doing course. A Chinese proverb is: *What I hear, I forget. What I see, I remember. What I do, I know.* I will provide opportunities for you to see and do things, in addition to hearing. For you to learn a lot you must become a partner in this educational process and step through the learning doors I will be opening. The purpose of education is to transfer knowledge and develop ethical citizenry. Hopefully, both will be achieved.

**Course Goals and Objectives:** Upon successful completion of this course, the student will understand:

- (1) The **team development process** and develop skills for participating in and leading high performance work teams
- (2) The **communication process** and develop skills for communicating effectively
- (3) The **problem solving process** and develop the skills to systematically analyze and resolve organizational challenges
- (4) How to initiate, plan and implement **organizational change** and develop the skills for managing the change process
- (5) The key concepts of effective **leadership** and develop skills for increasing work **motivation** and productivity improvement

**Required Course Textbooks**

- 1) *Mastering Management Skills: A Manager's Toolkit*, First Edition, by Ramon J. Aldag and Loren W. Kuzuhara, Thomson South-Western, 2005. ISBN 0-324-25919-0.
- 2) "Handouts and Exercises for Organizational Behavior BUS 603" which can be downloaded from the MBA website at <http://business.edgewood.edu/mba/Syllabi/>

**Grading – Performance Measures**

Class Attendance	(See Below)
Verbal Class Participation	25% (250 points)
Homework Submissions	25% (250 points)
Readiness Quizzes	18% (180 points)
Environmental Change Report	32% (320 points)
Total Points: 1,000	

**Final Grade Scale:**

A: 950-1000	B: 840-889	C: 700-779	D: 600-649
AB: 890-949	BC: 780-839	CD: 650-699	

In extremely rare circumstances, the professor may deviate from these grading guidelines.

**Class Attendance:** Attendance at each class session is expected. Class lectures complement, but do not duplicate, textbook information. There are no excused absences. There are always many reasons to miss a class, including work obligations and other activities. But please remember that you are only a graduate student taking classes once in your life and you will be working the rest of your life. You will not learn as much if you miss class and I will do all that I can to make sure you get your money's worth.

Each of our 9 three-hour class meetings counts as two class sessions, for a total of 18 class sessions. The first 90 minutes is one class session and the second 90 minutes is the second class session. The highest grade you can earn is related to your class attendance. The following scale will be used for grading attendance:

- Highest Grade an "A": Attend all 18 sessions
- Highest Grade an "A": Attend 17 of 18 sessions [miss half of one night]
- Highest Grade an "A": Attend 16 of 18 sessions [miss an entire night]

Highest Grade a “AB”: Attend 15 of 18 sessions [miss 1.5 nights]  
Highest Grade a “B”: Attend 14 of 18 sessions [miss 2 entire nights]  
Highest Grade a “C”: Attend 13 of 18 sessions [miss 2.5 nights]  
Highest Grade an “F”: Attend 12 or fewer sessions [miss 3 entire nights]

**Verbal Class Participation:** This course requires a great deal of **verbal (speaking out)** participation by everyone. Students are expected to come to class prepared to **make relevant points and ask relevant questions**. Although this may seem difficult at first, the ability to engage in productive dialogues with others is an essential part of being an effective manager. Improving your critical thinking ability is one of the many lifelong gifts you receive for your tuition payments. **You must become more assertive, even if you think you are already assertive, to fully experience all that life has to offer.** Verbal participation is worth **250 points (25% of your grade)**. Each student is graded at the end of the semester using the following scale, multiplied by a factor of 2.5:

- 100 points: You verbally contribute very informative and insightful comments in every class; if not a member of this class, the quality of our daily discussions would diminish significantly.
- 80 points: You verbally contribute informative and insightful comments in most classes; if not a member of this class, the quality of discussion would diminish considerable.
- 60 points: You verbally contribute informative and insightful comments occasionally; you contribute in small groups but rarely in the large class discussions; if not a member of this class, the quality of discussion would diminish somewhat.
- 40 points: You verbally contribute very little in large or small group discussions; if not a member of this class, the quality of discussion would not change.
- 0 points: Contributions in class reflect inadequate preparation and are seldom informative, insightful, or constructive; if not a member of this class, valuable air time would be saved!

**Homework Submission:** There are 13 assignments in the course calendar noted as “**Homework to Submit.**” Use single-space, but skip a space between answers, such as in this syllabus. Do not compose these during the class session. Each submission is worth **20 points, for a total of 260 points (25% of your grade)**, and will be collected at the end of class so that you may refer to them during class discussions. Other assignments are noted as “**Homework to Keep.**” These are mostly self-assessment surveys for you to complete and bring to class for discussion, but I will not collect them.

Many homework assignments ask you to apply concepts in the chapter to your own organizational experiences. Ideally, do these based on your own experiences with your current employer. Otherwise, you can provide examples based on your experiences at previous employers or some other organization. **Homework must be typed, otherwise three points will be deducted.** The following grade scale will be used for submitted homeworks:

- 20 points: Given to the 15-30% most thorough analyses
- 17 points: Given to the 40-70% moderately done analyses
- 14 points or lower: Given to the 15-30% least thorough analyses

**Deadlines and Late Policy:** Late assignments will be **penalized 20%** for each class day it is late. **Do not email me late homework assignments.** I teach about 100 students every semester.

If I print one student's homework assignment I should be willing to print everyone's homework assignment. But I can't. Therefore, please put late assignments in my mailbox or under my office door.

**Individual and Group Readiness Quizzes:** In order to maximize your learning, it is important to have a basic understanding of the reading assignments prior to discussing them in class. Six class sessions have required textbook reading assignments. We will begin these class sessions with a six-question quiz highlighting the main points of the reading. Each individual readiness quiz is worth **18 points, for a total of 108 points (11% of your grade)**. If you are late for class, or miss class, you will receive **zero points** for the quiz. If you know you will miss class, you can arrange to take the quiz prior to the class session, but not after. Your quiz performance will demonstrate how prepared you are for class and will serve as the basis for what reading concepts need further elaboration.

Immediately after completing an individual readiness quiz, you will turn in your individual quiz and gather with a small group and, as a group, complete the very same quiz with the help of your group members (but no book or notes). The object is to share your knowledge and understanding of the subject matter with your peers. You will find that your group performs best if you encourage each member to contribute to the discussion. Each group readiness quiz is worth **12 points, for a total of 72 points (7% of your grade)**.

Together, each individual/group readiness quiz is worth **30 points each, for a total of 180 points, (18% of your grade)**.

**Edgewood College Policy on Academic Honesty:** "As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. [Cheating and plagiarism] are examples of violations of standards for academic honesty and are subject to academic sanctions."

Edgewood College policies allow professors to give a student caught cheating either an "F" for the assignment or an "F" for the entire course.

**Environmental Change Report – Making a Difference:** This report applies concepts learned in class about organizational behavior to your own organization. Submit a **7- to 11-page, single-spaced, word-processed paper** that critically assesses an organization, ideally your current employer, in terms of The Natural Step Framework and your experience initiating an environmental improvement. You will recommend a specific change and engage the key "change agent" to make progress on the issue. **Double-space between paragraphs, similar to this syllabus.** Some of this analysis will be developed as homework assignments. The report format and rubric for evaluating the report appear later in the syllabus. A homework question related to each case provides some initial information for different sections of the report. The report is worth **320 points (32% of your grade)**.

**Other Administrative Details:**

- If you know you will be missing a class in which an assignment is due, turn in the assignment to me or put in my mailbox **prior** to class to receive full credit.

- **Do not wait** until the end of the semester to see me regarding problems with the course material or your performance. Your performance in this class is important to me.
- Like managers executing actual strategy, we may need to slightly amend this syllabus as the semester progresses.
- Learning Support Services: Learning Support Services, located in DeRicci 206 (The Student Resource Center) and in Sonderegger 408, provides academic support for students. Peer tutoring is available in some introductory-level undergraduate courses. Individual assistance in time management, study skills, and test-taking skills is also available. Please contact Learning Support Services at 663-2281 for more information.
- Students with Disabilities: If you have a documented disability that requires accommodations in this course, please contact Learning Support Services, located in the Student Resource Center in DeRicci 206, 663-2281. They will work with you to provide appropriate accommodations, and all information will be kept confidential.

## MAKING A DIFFERENCE ENVIRONMENTAL CHANGE REPORT

- 1) **Cover Page:** Creative title, name of organization, authors, date, class name, professor's name.
- 2) **Table of Contents** – List major subheadings and page numbers in report
- 3) **Executive Summary** – Summarize the information contained in this report. [1 page – This may be the only page an executive might read, so be clear and inclusive]
- 4) **The Natural Step Environmental Audit** – Evaluate your organization's environmental performance using the first three Natural Step objectives: (1) reduce wasteful dependence on fossil fuels, underground metals, and minerals, (2) reduce wasteful dependence on chemicals and unnatural substances, and (3) reduce encroachment on nature, particularly regarding energy use, water use, air, material resources, food, land, transportation, and building dynamics. Reflect on the Environmental Indicators (Buildings, Dining Services, Grounds, Transportation), and IKEA and Green Zone Business Park examples for specific items. Pick a "low-hanging fruit" to change. Discuss your satisfaction or dissatisfaction with this item and provide a recommendation for change. If possible, collect relevant data. [2 pages]
- 5) **Lewin Force-Field Analysis** – Develop a force-field organizational change chart for your change recommendation, similar to the example below. List the forces against change first, and then provide mechanisms for overcoming the change resistance, including data if needed. [Discussed on pages 566-579 in textbook] [1-2 pages]

<b>CURRENT STATE: (Environmental Problem)</b>		<b>FUTURE STATE: (Environ. Goal)</b>	
<b>(2) Forces For Change →</b>	<b>← (1) Forces Against Change</b>		

- 6) **Meeting with Change Agent** – Discuss the dynamics of your meeting with the organizational change agent responsible for the area involving your change recommendation. Explain [1-2 pages]:
  - (a) Power base of the change agent (pp. 366-369)
  - (b) Social tactics you used to influence the change agent (pp. 371-374)
  - (c) How you tried to motivate the change agent – apply MBO, equity theory, etc. (pp. 149-198)
  - (d) How you communicated with the change agent – how did you encode and transmit the message (p. 280)
  - (e) The context of your meeting with the change agent – where did you meet, what was on the agenda, how did the meeting go? (pp. 453-457)
  - (f) Response to you data, if provided.
- 7) **Outcome** – What was the result of the meeting? Did the change take place? How much success did you have? What would you do differently to achieve greater success? [1-2 pages]
- 8) **Change Experience Reflection** – Summary of primary lessons learned as a result of doing this project, including lessons learned about yourself. [1 page]
- 9) **Who Are You?** – Review the many class assignment surveys you completed about yourself [Class sessions 1A, 1B, 2B, 3B, 6B, 7B, 8B]. Based on your survey responses, explain the type of person you really are. [1 page]

<b>ENVIRONMENTAL CHANGE REPORT GRADING RUBRIC</b>	Unacceptable: C-F	Good: B; Nice effort but needs a major change	Very Good: AB; Needs a minor change	Superior: A
<b>Class Presentation:</b> Informative, Interesting, and within Time Constraints [10%]	0-4 points	8 points	9 points	10 points
<b>Report Appearance:</b> Format, Neatness [10%]	0-4 points	8 points	9 points	10 points
<b>Writing Quality:</b> Grammar and Understandable [10%]	0-4 points	8 points	9 points	10 points
<b>The Natural Step Environmental Audit Analysis:</b> Thoroughly explained and reasonable [20%]	0-8 points	16 points	18 points	20 points
<b>Lewin Force-Field Analysis:</b> Thoroughly explained and reasonable [20%]	0-8 points	16 points	18 points	20 points
<b>Meeting with Change Agent Analysis and Outcome:</b> Thorough and understandable [20%]	0-8 points	16 points	18 points	20 points
<b>Personal Reflections on Change Experience and Who You Are:</b> Thorough and Appropriate [10%]	0-4 points	8 points	9 points	10 points

**Professor Denis Collins' Grade Summary.**

**Excellent [A], 95-100 points: Could hand in report to the boss. Very Good [AB], 85-94 points: Need to make a few minor changes before giving to boss.**

**Good [B], 72-84 points: Need to make a few major changes before giving to boss. Unacceptable [C-F], Below 72 points: Need to start over again.**

**KEEPING TRACK OF POINTS EARNED – BUS 603**

<b>Homework</b>			<b>Class Attendance</b>		<b>Readiness Quizzes</b>		
<i>Class #</i>	<i>Value</i>	<i>Earned</i>	<i>Class #</i>	<i>Point Potential</i>	<i>Class #</i>	<i>Value</i>	<i>Earned</i>
2A	20		1A	Start with 1000	2A	30	
2B	20		1B		3A	30	
3A	20		2A		4A	30	
4A	20		2B		6A	30	
4B	20		3A		7A	30	
5A	20		3B		8A	30	
5B	20		4A		<b>Total</b>	<b>180</b>	
6A	20		4B				
6B	20		5A				
7A	20		5B				
7B	20		6A				
8A	20		6B				
8B	20		7A				
<b>Total</b>	<b>260</b>		7B				
	[10 extra]		8A				
			8B				
			9A				
			9B				
						<i>Value</i>	<i>Earned</i>
			<b>Environmental Change Report</b>			320	
			<b>Verbal Class Participation</b>			250	

## ORGANIZATION BEHAVIOR, BUS 603; SPRING 2005

Date	Assignment
1A 1/13	<p>INTRODUCTION: Personal accomplishments portfolio; syllabus.</p> <p><b>HOMEWORK TO KEEP:</b></p> <ol style="list-style-type: none"> <li>1) Complete “Personal Management Skills Assessment” Survey</li> <li>2) Complete “Analyzing Your Current Job Against Your Ideal” Survey</li> </ol>
1B 1/13	<p>MANAGING YOURSELF: Behavioral profile and goals; Myers-Briggs; Corporate Integrity</p> <p><b>HOMEWORK TO KEEP:</b></p> <ol style="list-style-type: none"> <li>1) Complete “Behavioral Profile” Survey</li> <li>2) Complete “Behavioral Profile” Chart</li> <li>3) Complete “Personality Assessment” Survey</li> <li>4) Complete “Corporate Integrity Checkup”</li> </ol>
2A 1/27 Quiz	<p>COMMUNICATION. Communication Process Model, barriers to communication, overcoming barriers, written communication, speaking, listening, electronic, coaching and counseling. <b>Read</b> pages 275-306.</p> <p><b>HOMEWORK TO SUBMIT:</b></p> <ol style="list-style-type: none"> <li>1) Describe an organizational situation highlighting a communication failure. Using the Communication Process model, where in the process did the failure occur (p. 280), what were the communication barriers (pp. 283-285), and how could the barriers have been overcome (pp. 285-287)?</li> </ol>
2B 1/27	<p>COMMUNICATION STYLES AND BREAKDOWNS.</p> <p><b>HOMEWORK TO KEEP:</b></p> <ol style="list-style-type: none"> <li>1) Complete “Personal Communication Style” Survey.</li> <li>2) Complete “Communication Alternatives” questions.</li> <li>3) Complete “Active Listening” Survey</li> <li>4) Complete “Active and Passive Listening Data Sheet: Answers for Yourself”</li> </ol> <p><b>HOMEWORK TO SUBMIT:</b></p> <ol style="list-style-type: none"> <li>1) Reanalyze your communication breakdown example using the “A Communication Checklist” sheet and explain it in more detail.</li> <li>2) Describe a situation highlighting a mismanaged electronic communication. What email guidelines (pp. 297-298) were violated?</li> </ol>

<p>3A 2/10 Quiz</p>	<p><b>MANAGING TEAMS:</b> Team size, stages of group development, dealing with problem team members, giving structure to meetings, using group techniques. <b>Read</b> pages 437-463.</p> <p><b>HOMEWORK TO SUBMIT:</b></p> <p>1) Describe your best work team experience in terms of type of team (p. 440), team size (pp. 443-4), team-member roles (pp. 446-7), types of problem behaviors (pp. 451-2) and guidelines for dealing with problem behaviors (pp. 452-3).</p> <p>2) Describe your worst work team experience in terms of type of team (p. 440), team size (p. 443-4), team-member roles (pp. 446-7), types of problem behaviors (pp. 451-2) and guidelines for dealing with problem behaviors (pp. 452-3).</p> <p>3) Describe your worst team meeting. Analyze it in terms of how the meeting was structured (pp. 456-7).</p>
<p>3B 2/10</p>	<p><b>GROUP DECISION-MAKING:</b> Interpersonal Relations, Merger at Mother Hubbard Shoes, Social Responsibility Committee Donation</p> <p><b>HOMEWORK TO KEEP:</b></p> <p>1) Complete “Interpersonal Relations” Survey</p> <p>2) Read “Merger at Mother Hubbard Shoes – Pat Johnson” and rank order the managers 1 through 6, with 1 representing the manager you most want to keep and 6 representing the manager who should be the first one to lay off. Explain why.</p> <p>3) Read “Social Responsibility Committee Donation” and rank order the charities 1 through 6, with 1 representing the charity you would most want to fund and 6 representing the charity you least want to fund. Explain why.</p>
<p>4A 2/24 Quiz</p>	<p><b>ORGANIZATIONAL CHANGE.</b> Lewin change model, targets and resistance to change, organizational development. <b>Read</b> pages 563-589.</p> <p><b>HOMEWORK TO SUBMIT:</b></p> <p>1) Describe a successful organizational change in terms of change target (p. 567), resistance to the change (pp. 568-570), change approach used (p. 572), and support given to employees during the transition (pp. 577-579).</p> <p>2) Describe an <b>unsuccessful</b> organizational change in terms of change target (p. 567), resistance to the change (pp. 568-570), change approach used (p. 572), and support given to employees during the transition (pp. 577-579).</p> <p>3) Explain what went wrong for the “unsuccessful” change by using the “Overcoming Resistance to Change Bottom Line” framework on page 575.</p>
<p>4B 2/24</p>	<p><b>ORGANIZATIONAL DEVELOPMENT AND GAINSHARING.</b> Employee involvement. <b>Read</b> handout section on Gainsharing.</p> <p><b>HOMEWORK TO SUBMIT:</b></p> <p>1) Describe the organizational development techniques used within your organization (pp. 582-583).</p> <p>2) Describe how your organization manages its employee suggestion system. How are suggestions obtained? Who reviews them? Are employees rewarded for them?</p>

5A 3/10	<p>ENVIRONMENTAL MANAGEMENT. Energy Use. <b>Read</b> Environmental Management Handouts.</p> <p><b>HOMEWORK TO KEEP:</b></p> <p>1) Complete the “Calculating Your Ecological Footprint” for your own home.</p> <p><b>HOMEWORK TO SUBMIT:</b></p> <p>1) Interview the employee responsible for managing the company’s energy-related costs (electricity, heating, water, etc.). How does the company’s energy costs compare to the previous year? Has company had an energy audit performed by local utility? What energy efficiency changes has company made or considered making? Would efficiency options not pursued in the past be worth pursuing if energy costs increase next year by 50%?</p>
5B 3/10	<p>ENVIRONMENTAL CHANGE PAPER. The Natural Step.</p> <p><b>HOMEWORK TO SUBMIT AND KEEP [So Print Two Copies]:</b></p> <p>1) Evaluate your organization’s environmental performance using the first three Natural Step objectives: (1) minimize dependence on fossil fuels, underground metals, and minerals and replace them with other more abundant materials, (2) minimize dependence on chemicals and unnatural substances and replace them with compounds that break down more easily in nature, and (3) minimize the use of land, water and wildlife. Reflect on the Environmental Indicators (Buildings, Dining Services, Grounds, Transportation), and IKEA and Green Zone Business Park examples for specific items. Pick a “low-hanging fruit” to change. Discuss your satisfaction or dissatisfaction with this item and develop a recommendation for change. Who is the responsible change agent for the area.</p> <p>2) Develop a Lewin force-field organizational change chart for the change you just recommended. List the forces against change first, and then provide mechanisms for overcoming the change resistance.</p>
3/24	<p><b>SPRING BREAK WEEK ... NO CLASS, MAKE UP SESSION IS NEXT WEEK</b></p>
6A 3/31 Quiz	<p>PROBLEM SOLVING. Problem solving process, screening table, factors impeding success, SCAMPER, creativity, negotiating skills. <b>Read</b> pages 93-132.</p> <p><b>HOMEWORK TO SUBMIT:</b></p> <p>1) Describe an organizational situation where managers were prone to escalating commitment (p. 100). Why did this happen? In retrospect, how could managers have avoided escalating commitment?</p> <p>2) Describe an organizational situation where an employee creatively modified a product, service or work process. Which of the creativity enhancing techniques (pp. 115-120) did the person use? What negotiating style (pp. 127-128) and win-win guidelines (129-130) were used to get either manager or other employees to implement the creative solution?</p>

<p>6B 3/31</p>	<p>TOTAL QUALITY MANAGEMENT. Creativity, TQM.  <b>HOMEWORK TO KEEP:</b>  1) Complete “Left/Right Brain” Survey  2) Complete “Creative Style Assessment” Survey  <b>HOMEWORK TO SUBMIT:</b>  1) Regarding your experience at Edgewood College, list three satisfactions and three suggestions for improving school operations. For one suggestion, list three strategies the school could implement to solve the problem. Then construct a “Screening Table” (p. 98) for the three strategies. Use a “number scale” to compare strategies in screening table and reach a conclusion.  2) Summarize a problem you are experiencing at work. Develop three strategies using a Screening Table. Use a “number scale” to compare strategies in screening table and reach a conclusion.</p>
<p>7A 4/7 Quiz</p>	<p>LEADERSHIP. Bases of power, social influence tactics, situational leadership, transformational leadership. <b>Read</b> pages 323-347 and 366-374.  <b>HOMEWORK TO KEEP:</b>  1) Complete “Leadership Style” Survey and Scoring System  <b>HOMEWORK TO SUBMIT:</b>  1) There are five kinds of power bases – legitimate, coercive, reward, referent, and expertise (pp. 366-9). Who is your hero in life? What type of power did s/he rely?  2) Describe an organizational situation where a leader successfully accomplished an important goal. What was the leader’s base of power and what social influence tactics (p. 371-4) worked?  3) Describe an organizational situation where a leader failed to achieve an important goal. What was the leader’s base of power (p. 366-9) and what social influence tactics (p. 371-4) didn’t work? Why?</p>
<p>7B 4/7</p>	<p>SITUATIONAL LEADERSHIP  <b>HOMEWORK TO KEEP:</b>  1) Complete “Locus of Control” Survey  2) Complete “Vroom &amp; Yetton Decision Making Style” Exercise  <b>HOMEWORK TO SUBMIT:</b>  1) On one single-spaced page, examine the life of an individual who exemplifies the role of a leader. This can be anyone, famous or not, and known to you through history, the media, or personally. What need or circumstances were they responding to? Why? How did they respond?</p>
<p>8A 4/21 Quiz</p>	<p>MOTIVATION. Maslow, MBO/goal setting, operant conditioning, expectancy theory, equity theory, job enrichment, job enlargement. <b>Read</b> 149-198.  <b>HOMEWORK TO SUBMIT:</b>  1) Describe how a manager tried to motivate the worst performer in your work unit. Did the manager apply MBO (pp. 170-172), Operant Conditioning (pp. 159-162), Maslow’s Need Hierarchy (pp. 153-154), Expectancy Theory (179-183), or Equity Theory (pp. 184-190)?</p>

<p>8B 4/21</p>	<p>GOAL SETTING AND PERFORMANCE. Goal Accomplishment, Change.  <b>HOMEWORK TO KEEP:</b>  1) Complete the “Behavioral Profile” Survey. <u>Insert your score in the Behavioral Profile Chart you completed at the beginning of the semester.</u> Compare your “Overall Profile Average” for the beginning and end of the semester and discuss areas of improvement.  <b>HOMEWORK TO SUBMIT:</b>  1) At the beginning of the semester you listed two goals and strategies at the end of the Behavioral Profile Chart. Did you accomplish them? Why or why not?  2) If you did not accomplish your two goals, conduct a “force field” analysis (pp. 568-70) highlighting the forces resisting change and how to overcome them.</p>
<p>9A 5/5</p>	<p>WORK LIFE BALANCE.  <u>Read</u> “Work-Life Balance” and “Take Back Your Time” materials in handout package.  <b>HOMEWORK TO KEEP:</b>  1) Complete “Work-Life Employee Concerns” Questions  2) Complete “Work-Life Owner/Management Concerns” Questions</p>
<p>9B 5/5</p>	<p><b>ENVIRONMENTAL CHANGE REPORT DUE.</b> Discuss in small groups and share with class.</p>

## **Denis Collins**

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**Education:** Ph.D., University of Pittsburgh, 1990; Business Environment & Public Policy  
MA, Bowling Green State University, 1987; Philosophy  
BS, Montclair State College, 1977; Business Administration

### **Books and Monographs:**

Denis Collins (1998) *Gainsharing and Power: Employee Reactions, Organizational Outcomes, and Lessons Learned from Six Case Studies*, Cornell University Press.

Denis Collins (1996) *Understanding and Changing Business and Society Relationships: An Annotated Bibliography of the 1990-1995 International Association for Business and Society Annual Proceedings*, a special issue of *Business & Society*, 35(3).

Denis Collins (1996) *Community Involvement and Service Learning Student Projects*, a special issue of *Journal of Business Ethics*, 15(1).

Denis Collins & Mark Starik (1995) *Sustaining the Natural Environment*, JAI Press.

Denis Collins & Thomas O'Rourke (1994) *Ethical Dilemmas in Business*, South-Western.

**Peer-Reviewed Scholarly Articles:** More than 15 articles in *Personnel Psychology*, *Organization Science*, *Environmental Ethics*, *Journal of Labor Research*, *Journal of Applied Behavioral Science*, *Business & Society*, *Journal of Business Ethics*, among others.

**Scholarly Articles (Not Peer Reviewed):** Over 15.

**Conference Papers Presented:** Over 20.

**Invited Speeches and Presentations:** Over 100.

**Teaching Experience:** International Business Strategy/Policy, Multicultural Management, Organizational Behavior, Leadership, Business Ethics, Business & Society, and Political, Ethical and Legal Environments of Business to MBAs, Executive MBAs and Undergraduates.

### **Teaching Awards:**

- Finalist, Academy of Management's Distinguished Educator Award, 1996.
- Lawrence J. Larson Excellence in Teaching Award, University of Wisconsin-Madison, 1994.
- Voted Most Outstanding MBA faculty member at University of Wisconsin-Madison in three consecutive *Business Week* alumni surveys (*The Best B Schools*, 1993, 1995 and 1997).

### **Professional Service:**

- Board of Governance, Social Issues in Management Division, Academy of Management
- Board of Directors, International Association for Business and Society
- The Invisible College, a national organization of Service Learning Educators

### **Editorial Board:**

- *Journal of Business Ethics*
- *Journal of Academic Ethics*