

## **MBA/EMBA 501 - ORGANIZATIONAL BEHAVIOR**

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The goal of EMBA 501 - OB Module is to enlarge our understanding of managing organizations through a variety of conceptual and practical perspectives. This course is designed to assist students in understanding and analyzing theories of human behavior in organizations. The central datum of this course—you! Your own ideas, newly acquired notions from readings, and your experience in organizational settings will all be brought to bear in the classroom.

Themes to be addressed range from the level of the individual to the group and finally to the larger organization. We will explore several approaches to managing and influencing behavior in organizations and attempt to become better equipped to diagnose problems and make effective decisions.

The major course objectives are as follows:

1. To increase awareness of our assumptions and values.
2. To develop new conceptual frameworks about people, systems and leadership.
3. To liberate human potential within today's dehumanizing organizational milieu.
4. To foster business reforms through new organizational and ethical strategies.

### **Classwork**

We will use a combination of methods: lectures, cases, experiential exercises, films and small group work. The use of this mixed methodology rests on the premise that learning comes not only from reading and writing, but also from interacting and systematic reflecting.

### **Text**

Whetten & Cameron (WC), *Developing Management Skills* (4<sup>th</sup> Edition)

### **Key Topics**

This course focuses on the key skills and competencies that managers need to be effective. Major topics to be discussed in the course are:

- Self Awareness
- Stress Management
- Communication
- Motivation
- Conflict Management
- Power and Influence

Empowering and Delegating  
Creativity  
Team Building

## **Expectations**

EMBA 501 demands significant commitment from students because as a graduate program it will challenge participants in ways in which they may not be accustomed. Critical expectations include the following:

- a) Integrity—careful adherence to the Honor Code in your personal and academic life. Each member of the BYU community ought to reference the Honor Code in determining what constitutes moral/ethical behavior. There is an assumption on my part that students will honor the commitment they have made to live an ethical life. The Code defines the standards of personal honesty and integrity in one’s role as a student or faculty member at BYU. I would suggest you reread the Code carefully and analyze your degree of compliance with its principles. For this class I want to emphasize several specifics: 1) that there is no deception in your representation of who you are and what you do; 2) that other students are treated appropriately, regardless of race, gender, nationality or religion; 3) that our interaction will operate from a foundation of honesty, tolerance, trust and good will, regardless of whether people agree with another’s point of view or not.
- b) Citizenship—not engaging in unnecessary conversation which disrupts the class. Please be courteous and supportive of the rights of others to learn in a constructive educational environment.
- c) Participation—you are required to attend all class sessions and to be accountable for readings, presentations and the acquisition of practical skills. Hopefully we can create an atmosphere for the free exchange of ideas, not just lectures. Do not be reluctant to speak out. If students push themselves to be mentally engaged, the experience will be more rewarding for all. This does not preclude disagreement or argument with the ideas or opinions of others. Indeed, a healthy intellectual environment necessitates debate and differing views. Multiple voices are needed and we should each work hard to enhance the dignity of other individuals even as we take issue with their position. All of us at BYU need to better learn to discuss and confront in fun and healthy exchanges rather than in a destructive manner.
- d) Purposes—BYU’s mission is “to assist individuals in their quest for perfection and eternal life” in a “setting where a commitment to excellence is expected and the full realization of human potential is pursued.” In doing this effectively we will strengthen our “influence in a world we wish to improve.” By learning new leadership and management skills, integrating gospel principles with the best managerial theories, we will expand our capacities for lifelong service to others, not only in our professional careers, but in our families and the community as well.

## **Course Grading**

- %     30% Participation:  
      This involves coming to class prepared, having read the chapter(s), completed the survey instruments, and scored the results so as to better participate in class discussion.
  
- %     60% Individual Paper:  
      Each student will write a paper describing his/her management philosophy and assessing his/her strengths and weaknesses. An action plan for improvement should be included in the paper.
  
- %     10% Individual Presentation:  
      Each student will present his/her findings from the individual paper to a small group of classmates. This group of classmates will give you 1-10 points based on your presentation.

“Power corrupts. Absolute power corrupts absolutely.”  
— Lord Acton

**Schedule for 3 Hour Class Sessions -- 6:00-9:00 p.m.**

- Sep. 12    Tues.    Management Philosophy and Style  
WC: Introduction, pgs. 1-19  
WC Chapter 1, Self-Awareness  
Do Skill Pre-assessment (6 instruments) first, then read Skill Learning  
Section, Score Tests
- Sep. 19    Tues.    Stress Management  
WC: Chapter 2  
Do Skill Pre-assessments (4 instruments) and Skill Learning  
Score Tests
- Sep. 26    Tues.    Creativity/Innovation/Problem-Solving  
WC: Chapter 3  
Do Skill Pre-assessment (3 instruments) and Skill Learning  
Score Tests
- Oct. 3    Tues.    Communications/Conflict Management  
WC: Chapters 4 and 7  
Do Skill Pre-assessment (all 4 instruments) and Skill Learning  
Score Tests
- Oct. 10    Tues.    Gaining Power and Influence/Motivating Others  
WC: Chapters 5 and 6  
Do Skill Pre-assessment (all 4 instruments) and Skill Learning  
Score Tests
- Oct. 17    Tues.    Empowering and Delegating/Building Effective Teams  
WC: Chapters 8 and 9  
Do Skill Pre-assessment (all 4 instruments) and Skill Learning  
Score Tests
- Oct. 24    Tues.    Oral Presentations on Individual Paper  
Paper Due 6:00 p.m.

*Non scholae sed vitae discimus.*  
(We learn not for school but for life.)

--- Seneca