



SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION  
DEPARTMENT OF MANAGEMENT AND GRADUATE STUDIES

**Spring 2017, Mon/Wed, 12:30 – 1:50 PM, Building 38 – Room 213 (211)**

**Course Title:** Organizational Theory & Behavior  
**Course Number:** BGMT – 409, Section 02, CRN 20838  
**Course Description:** Studies organization theories, concepts, and structures; individual and group behavior; the communication process; leadership; conflict management; motivation; problems of reorganization; and management of change. Pre-req.: BGMT 304 ([University Catalog 2014-2016](#), p. 352)<sup>1</sup>

**Professor:** Sergey Ivanov, Ph.D.

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[sivanov@udc.edu](mailto:sivanov@udc.edu)  
*Skype:* sergeygw  
[www.SergeyIvanov.org](http://www.SergeyIvanov.org) – [Class Lecture Notes](#), articles, etc. are posted [here](#)

**Live Online Access:**<sup>2</sup> → <https://zoom.us/j/6560275446> (emergencies only)

**Office Location:** Building 38, Room 230

**Office Hours:** *Before/After Class, as well as:*  
Mondays/Wednesdays: 9:30 AM – 11 AM  
Tuesdays: 5 – 7 PM  
← [Online](#)/Weekends/Other Days & Times: by appointment<sup>3</sup>

**Text Required:**<sup>4</sup> [The New Economics for Industry, Government, Education](#), W. Edwards Deming

*These books are given to students [free of charge](#) as a collection of articles:* →

[The Abilene Paradox and Other Meditations on Management](#) ←

ISBN: 0787902772, Jerry B. Harvey

*This book is given to students [free of charge](#) as a collection of articles.*

[Obedience to Authority](#), ISBN: 006131983X, Stanley Milgram ([free on Google](#)) ←  
[free downloadable PDF](#)

*Reference:*

[Organizational Behavior and Management](#), John Ivancevich, Robert Konopaske

<sup>1</sup> [www.udc.edu/registrar/course\\_catalog](http://www.udc.edu/registrar/course_catalog)

<sup>2</sup> Join from PC, Mac, Linux, iOS or Android, or phone (408) 638-0968 / (646) 558-8656, Meeting ID: 656 027 5446.

<sup>3</sup> Please e-mail so that I could wait and plan time for you. Note, I am on campus Monday-Friday, and available to meet when you need, including on the weekends.

<sup>4</sup> All required books are available free of charge from any public or university library.

**Text Recommended:** [\*The Broken Heart: The Medical Consequences of Loneliness\*](#), ISBN: 0465007694, James J. Lynch  
[\*The Principles of Scientific Management\*](#), ISBN: 0393003981, Frederick Taylor  
[\*A General Theory of Bureaucracy\*](#), ISBN: 0435824783, Elliott Jaques  
[\*Out of the Crisis\*](#), ISBN: 0262541157, W. Edwards Deming  
[\*On the Psychology of Military Incompetence\*](#), ISBN: 0712658890, Norman Dixon  
[\*A General Theory of Bureaucracy\*](#), ISBN: 0435824783, Elliott Jaques  
[\*A Cry Unheard: New Insights into the Medical Consequences of Loneliness\*](#)  
ISBN: 1890862118, James J. Lynch  
[\*Organization\*](#), ISBN: 0140217606, Wilfred Brown  
[\*Swatting Flies and Telling Lies: Stories of a Mad Organizational Consultant\*](#), Jerry B. Harvey  
[\*Executive Leadership: A Practical Guide to Managing Complexity\*](#), ISBN: 0962107018, Elliott Jaques, Stephen D. Clement  
[\*It's All About Work: Organizing Your Company To Get Work Done\*](#)  
ISBN: 0988639602, Stephen D. Clement  
[\*Eichmann in Jerusalem: A Report on the Banality of Evil\*](#), ISBN: 0140187650, Hannah Arendt  
[\*Escape from Freedom\*](#), ISBN: 0805031499, Erich Fromm  
[\*Our Own Worst Enemy\*](#), ISBN: 0708840388, Norman F. Dixon  
[\*How Come Every Time I Get Stabbed in the Back My Fingerprints Are on the Knife? And Other Meditations on Management\*](#), ISBN: 0787947873, Jerry Harvey  
[\*The Different Drum: Community Making and Peace\*](#), ISBN: 0684848589  
M. Scott Peck  
[\*People of the Lie: The Hope for Healing Human Evil\*](#), ISBN: 0684848597, M. Scott Peck  
[\*Requisite Organization\*](#), ISBN: 1886436045, Elliott Jaques  
[\*Social Power and the CEO\*](#), ISBN: 1567205518, Elliott Jaques  
[\*Narcissistic Leaders: Who Succeeds and Who Fails\*](#), ISBN: 1422104141, Michael Maccoby  
[\*The Leaders We Need\*](#), ISBN: 1422101665, Michael Maccoby  
[\*Accountability Leadership: How to Strengthen Productivity Through Sound Managerial Leadership\*](#), ISBN: 1564145514, Gerald A. Kraines  
[\*The Prince\*](#), Nicolo Machiavelli ([free on Google Books](#))  
[\*The Art of War\*](#), ISBN: 0195014766, Sun Tzu (author), Samuel Griffith (translator)  
[\*The Age of Fallibility\*](#), ISBN: 1586483595, George Soros  
[\*The Visible Hand: The Managerial Revolution in American Business\*](#), ISBN: 0674940520, Alfred D. Chandler Jr.  
[\*Relativity: The Special and the General Theory--A Clear Explanation that Anyone Can Understand\*](#), ISBN: 0517029618, Albert Einstein  
[\*Man's Search for Meaning\*](#), ISBN: 0807014273, Viktor E. Frankl  
[\*Unhealthy Societies: The Afflictions of Inequality\*](#), ISBN: 0415092353, Richard G. Wilkinson  
[\*The Generals: American Military Command from World War II to Today\*](#)  
ISBN: 1594204047, Thomas E. Ricks  
[\*Building Social Business: The New Kind of Capitalism That Serves Humanity's Most Pressing Needs\*](#), ISBN: 1586488244, Muhammad Yunus  
[\*Physics of the Future: How Science Will Shape Human Destiny and Our Daily Lives by the Year 2100\*](#), ISBN: 0307473333, Michio Kaku  
[\*The Prophet\*](#), ISBN: 0394404289, Kahlil Gibran

The instructor has posted additional articles and publications, available for download from the class website, [www.SergeyIvanov.org](http://www.SergeyIvanov.org).

**Course Objective:** This course is designed to provide theoretical foundations and applied knowledge into organizations, management, leadership, and systems thinking. It gives the student experience in applying organizational concepts and introduces the student to major works and ideas in the organizational theory, behavior, management, and leadership fields.

**Student Learning Objectives:** *by successfully completing this course, students would:*

- ✓ Attain theoretical and practical knowledge on organizations, leadership, and organizational and human behavior.
- ✓ Learn to apply knowledge toward analyzing leadership systems and different types of organizations.
- ✓ Learn to apply systems thinking in organizational settings.
- ✓ Gain knowledge to apply organizational design principles towards structure, roles, and people.
- ✓ Understand fundamentals of business transformation, organizational effectiveness, and principles of change.

**Instruction Method:** Conversations<sup>5</sup> and Discussions, Group Exercises, Papers, and Projects

**Assignments:** Papers 1, 2, and 3

**Grading:** [2014-2016 Course Catalog, The Undergraduate Grading System \(p. 53-54\)](#)

<b>Grading Method:</b>					
<b>Assignment:</b>		<b>Points Earned</b>	<b>Max Points</b>	<b>Points:</b>	<b>Grade:</b>
Paper 1	<b>Required</b>		5	100 – 90	A
Paper 2			10	80 – 89	B
Paper 3, term project			30	70 – 79	C
Paper 3 Presentation			10	60 – 69	D
Exam 1, in-class			30	59 and below	F
Exam 2, take-home			15		
Great Book/Other Extra Credit					
<b>TOTAL:</b>			<b>100</b>		

**Students who miss or are unprepared for ten or more classes have to take exam 3 worth 25% of the final grade.**

**Optional Extra Credits:**

*(these assignments are not required to pass the course)*

**Great Book Credit:** Find a great book related to this class. Email the instructor the link to the book for approval. Having read this book, prepare a brief 5-min presentation to share the ideas you have learned with your classmates. A maximum of 5 extra credit points will be awarded based on the quality and substance of the presentation.

**Discussion Credit:** This credit is granted for *good class participation*. *Good class participation* is defined as being present during entire duration of the class, actively taking notes, and contributing (see *technology expectations* on page 5). Coming to class not having read the required reading assignments, using a cellphone, or other [electronic devices](#) during class, as well as eating, talking, sleeping, leaving-returning, and other non-participative behaviors, is considered as one missed class-not earning this optional extra credit. Two 15-30 min late count as one missed class. Thirty or more minutes late count as one missed class. Students who miss five or less classes during the semester earn 15 credit points. If earned, the students may substitute this credit for exam 2, and only exam 2.

<sup>5</sup> The word *conversation* has a root in the word *life*, from Old French, *conversation*, or Latin, *conversationem* (nom. *conversatio*) "act of living with" ((2008). Conversation Definition. <http://dictionary.reference.com/browse/conversation>: Dictionary.com).

### ← Writing a paper:

Each paper should be written only by you, not edited by a professional editor or anyone else, and should be honest, original and creative, clearly presenting your thoughts and ideas about the subject you are writing. Only genuine references are encouraged, and proper English is required. The instructor looks for your own thoughts and analyses presented in each paper. The instructor is interested in what you think, not what somebody else thinks. Plagiarism will not be tolerated; thus, make sure to reference any idea you quote properly. Plagiarized papers will at best receive no credit, and at worst will fail the student in the class. The instructor does not tolerate cheating; please see [Jerry Harvey's definition of cheating](#).

### ← When, where, and how to submit completed assignments:

All assignments (papers and exams) are due on the date specified on the schedule, see pages below, under the project due date. All assignments are to be submitted via e-mail as MS Word attachments only (please no PDF, or any other formats). Once your submission is sent, the instructor will confirm the receipt within 24 hours. If you do not receive confirmation, this means that the professor has not received your e-mail, thus, please re-send. Instructor's e-mail is [sivanov@udc.edu](mailto:sivanov@udc.edu).

### ← Grace Period for Late Submissions:

During the semester, and only until University-determined Last Day of Classes<sup>6</sup>, the instructor may allow a two-week grace period for late submissions, should the student require additional time. Please notify the instructor of this special reason for approval. Without a special reason, and after the grace period, I will not accept late assignments. Also, after the semester is over, the new University policy no longer allows accepting assignments; therefore, please keep yourself organized to get all work completed during the semester. If you require additional time for medical and/or other reasons, please notify the instructor during the semester so I could help you.

### ← Paper 1: Doubletalk, doublethink: language experience of "talks" (short paper, 1 – 2 pages)

This is an individual paper. The instructor wants to learn about your experience of leadership/organizational *doubletalk*, *doublethink*, and other "talks" you have personally encountered in your adult, professional, and other lives that changed you and your outlook on the world. Have you experienced the use of language that "argued for" something, while in fact undermining the very issue for which the speaker appeared to have been building the case? The instructor is curious if you can easily observe and identify doubletalk and doublethink? Please be honest and creative, and feel free to talk about other ideas and issues about which you care and think, illuminating the dichotomies of the language you have seen, felt, and experienced.

### ← Paper 2: Evaluation of an Organization (short paper, 3 – 4 pages maximum)

This is an individual paper. Evaluate an organization in which you have worked, or are familiar with on the inside. Imagine yourself as an independent consultant appointed by the Board or the CEO to evaluate this organization. Describe this organization so that others could relate to it (country/region, industry, size, structure, number of employees, etc.). Are there any issues you can easily identify? What are they? What are great things you have found in this organization? What recommendations could you offer to the CEO or the Board to improve this organization?

### → Paper 3: Evaluation of an Organization: Report to Management (conference paper, 6 – 8 pages max)

This is a seminal paper for this course; it should comprise all of the ideas that you have learned in this class. This could be a group paper or individual (your choice); the group is free to organize itself and/or

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<sup>6</sup> [www.udc.edu/registrar/academic-calendars](http://www.udc.edu/registrar/academic-calendars)

break apart based on the desires and decisions of its members; this group is a true *association*, governing itself within the contours of our class.

The endeavor should be an in-depth analysis of the organization, if possible, about which you have written in your paper 2. Re-evaluate the same organization based on the new ideas you have learned.

For example, identify management diseases and obstacles. Explain various theories and their applications that we have discussed in class and apply these new ideas to your analysis. Are there any systemic problems? How would you solve them having obtained the new knowledge?

What recommendations for improvement would you offer to the CEO and the Board based on new ideas that you have discovered in this class?

The instructor hopes that this paper is of such a high quality that it could be presented to the CEO and the Board, and possibly published in a journal, and/or presented at a management conference.

**Common Professional Components (CPC):**

The Association of Collegiate Business Schools and Programs (ACBSP), the organization that accredits many of the programs in the School of Business and Public Administration, requires that course objectives which imply general business preparation must include coverage of the Common Professional Components (CPC) at the level prescribed by the ACBSP. Applicable CPC components for this course are as follows:

CPC Area	Contact Hours
Marketing	0
Finance	0
Accounting	0
Management	25
Business Law	0
Economics	0
Ethics	3
Global Dimensions of Business	2
Information Systems	0
Statistics	0
Business Policies	
OR	
Comprehensive/Integrating Experience	15
<b>Total</b>	<b>45</b>

**American with Disabilities Act Statement:**

“Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Disability Resource Center at 202-274-6000 (voice) or 202-274-6152 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.”

**Equal Opportunity and Affirmative Action Statement:**

The University of the District of Columbia actively subscribes to a policy of equal opportunity in education.

**Sexual Harassment and Racial Discrimination Policy Statement:**

It is the policy of the University of the District of Columbia that sexual harassment and racial harassment in any way of its students, staff, and applicants for admission to the University are prohibited.

**Academic Integrity Statement:**

Students enrolled at the University of the District of Columbia assume the obligation to maintain standards of academic integrity. Violation of academic obligations include: unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification, and the facilitation of such acts.

**Academic Support Center Writing Lab** is located in Building 39, Room 111, (202) 274-5938. Academic Support Center provides assistance to students who need help with writing assignments.

**Counseling and Student Development Center** is located in Building 39, Room 120, (202) 274-6000, [www.udc.edu/student-life/csdc](http://www.udc.edu/student-life/csdc). Call or walk-in for confidential consultation when you need help.

**Technology Expectations**

Please turn off all electronic devices and put them away. The students must obtain a notebook for this class, and take notes by hand using a pen. The following commentary explains some of my reasoning to using this approach ([click here to access the opinion](#)).

DATE <sup>7</sup> , SESSION <sup>8</sup>	PROJECT DUE	ADDITIONAL THEME	READINGS <sup>9</sup>
<b>Week 1:</b>			
Mon, Jan 9, #1		Introduction	
Wed, Jan 11, #2	<b>Assignment 0-A: books</b>	Introduction	<a href="#">Banning Laptops</a>
<b>Week 2:</b>			
<b>Mon, Jan 16, –</b>	<b>Martin Luther King, Jr. Holiday Observance (University Closed)</b>		
Wed, Jan 18, #3	<b>Syllabus Q&amp;A</b>	Introduction (continued), <a href="#">Language</a> , The Language of Organizations, <a href="#">Reflexivity</a> , <a href="#">Primary</a> and <a href="#">Secondary</a> Sources	
<b>Week 3:</b>			
Mon, Jan 23, #4		Cheating, Ethical and Moral Principles, <a href="#">Anaclitic Depression Blues</a> , Loneliness, Conversation	<a href="#">Harvey – Cheating</a> <a href="#">Constructing Collaboration</a>
Wed, Jan 25, #5		Collaboration vs. Competition in Organizations	
<b>Week 4:</b>			
Mon, Jan 30, #6	<b>Assignment 0-B: voting</b>	“How Are We Doing?” class discussion of organizations and organizational experience	<b>Deming – 1</b> Milgram – 1 <a href="#">Best Officers Leaving</a>
Wed, Feb 1, #7		Societal, Technological, and Organizational Changes and Innovations	Milgram – 2
<b>Video Lecture 1: <a href="#">Feararchy and Organizations</a> (additional make-up class)</b>			
<b>Week 5:</b>			
Mon, Feb 6, #8		Societal, Technological, and Organizational Changes and Innovations (continued)	Milgram – 3
Wed, Feb 8, #9	<b>Paper 1</b>	Historical Overview: Systems Thinking in Management and Introduction to Major Works: <a href="#">Taylor</a> , <a href="#">Follett</a> , <a href="#">Argyris</a> , <a href="#">Herzberg</a> , <a href="#">McGregor</a> , <a href="#">Lewin</a> , <a href="#">Bion</a> , <a href="#">Harvey</a> , Isaac, <a href="#">Deming</a> , <a href="#">Jaques</a> , <a href="#">Dixon</a> , <a href="#">Maccoby</a> , others	Milgram – 4  <a href="#">Einstein/Freud</a> <b><a href="#">Productive Narcissist</a></b> <a href="#">HBR Article</a>
<b>Week 6:</b>			
Mon, Feb 13, #10	<i>Movie:</i> <sup>10</sup> <i>Challenger</i>	Historical Overview (continued), Personalities, <a href="#">Productive Narcissist</a> , <a href="#">Strategic Intelligence</a> , Intelligence Discussion of organizations, Fear in organizations	Milgram – 5, 6 <b>Deming – 2</b> <a href="#">Harvey – Abilene</a> <a href="#">Harvey – Org as Phrog Farms</a>
Wed, Feb 15, #11	<i>Movie: Abilene Paradox, followed by class discussion</i>	<a href="#">The Abilene Paradox</a> , <a href="#">Organizations and Phrog Farms</a> , and other mediations on management, discussion	Milgram – 7, 8 <b>Deming – 3</b> <a href="#">Harvey – Future of OD</a> <a href="#">Harvey – Feedback</a>
<b>Week 7:</b>			
<b>Mon, Feb 20, –</b>	<b>President's Day Observed (University Closed)</b>		
Wed, Feb 22, #12	<i>In-class Short Game</i>	Research and Fallacies in Management, Unicorns	Milgram – 9, 10 <b>Deming – 4</b>
<b>Week 8:</b>			
Mon, Feb 27, #13		Management Diseases and Obstacles	<b>Deming – 5</b> <a href="#">In Praise of Hierarchy</a>

<sup>7</sup> Dates and topics on the syllabus may change slightly to accommodate the class' needs.

<sup>8</sup> UDC Academic Calendar: [www.udc.edu/registrar/academic-calendars](http://www.udc.edu/registrar/academic-calendars)

<sup>9</sup> All assigned reading is due before class; for a complete required reading list, please visit the class' website at [www.SergeyIvanov.org](http://www.SergeyIvanov.org) (all articles are posted as PDF files on the class web site – italicized above).

<sup>10</sup> All movies used in class are mini-movies on a specific topic to encourage and enhance the class conversation.

DATE <sup>7</sup> , SESSION <sup>8</sup>	PROJECT DUE	ADDITIONAL THEME	READINGS <sup>9</sup>
Wed, Mar 1, #14	<i>Movie: Types of Organizations</i>	Management Diseases and Obstacles	Milgram – 11 Deming – 6
<b>Week 9:</b>			
Mon, Mar 6, #15	<b>Paper 2</b> <i>In-class Exercise: time-span of the role</i>	Organizational Theory, Foundations Applied Theories in Organizations, Types of Organizations, Associations and Hierarchies Organizational Structure, Types of Teams and Teamwork	Milgram – 12, 13 Deming – 7, 8 <a href="#">Long View of Lead</a>
Wed, Mar 8, #16	<i>Movie: Managerial/Team Leadership</i>	Organizational Structure Structure of Managerial Hierarchies Types of Teams and Teamwork Strategic Management, Leadership Good and Evil in Organizations  Role, Role Measurement, and Role Types Authorities, Accountabilities	Milgram – 14 Deming – 9 <a href="#">The Great CEO Pay Heist</a>
<b>Video Lecture 2: <a href="#">Organizational Design Concepts</a> (additional make-up class)</b>			
<b>Week 10:</b>			
Mon, Mar 13, –	<b>Spring Break – Have Fun!! 😊</b>		
Wed, Mar 15, –			
<b>Week 11:</b>			
Mon, Mar 20, #17	<i>Movie: Corporate Leadership</i>	Performance Appraisal, Promotion, Mentorship Systems Systems of Compensations, Language Motivation, Talent Pool Development	Milgram – 15 Deming – 10 <a href="#">EJ Levels with You</a>
Wed, Mar 22, #18		Discussion: Deputies in Organizations	Milgram – 16
<b>Week 12:</b>			
Mon, Mar 27, #19		Milgram's Studies	Milgram – 17, 18 <a href="#">Harvey – Eichmann</a>
Wed, Mar 29, #20	<i>Movie: Group Tyranny</i>	Milgram's Studies	<a href="#">Psych Foundations</a> <a href="#">Herzberg – One More Time</a>
<b>Week 13:</b>			
Mon, April 3, #21		Team / Individual Project Work & Review Additional Topics	<a href="#">4-star General, 5-star Grace</a>
Wed, April 5, #22		Team / Individual Project Work & Review Additional Topics	
<b>Week 14:</b>			
Mon, April 10, #23		General Review	<a href="#">Human Time</a>
Wed, April 12, #24		<b>Exam 1</b> <b>(Remember Assignment 0-B: voting)</b>	
<b>Week 15:</b>			
Mon, April 17, –	<b>Emancipation Day Observed (University Closed)</b>		
Wed, April 19, #25		<a href="#">Presentations – paper 3 (term project)</a>	
<b>Week 16:</b>			
Mon, April 24, #26	<b>Paper 3, Exams 2 &amp; 3 for graduating seniors</b>	<a href="#">Presentations – paper 3 (term project),</a> <b>Exams 2 &amp; 3 for graduating seniors</b>	
Wed, April 26, #27		<a href="#">Presentations – paper 3 (term project),</a> <b>Class Party</b>	
<b>Week 17:</b>			
Wed, May 3, #28	<b>Paper 3 (final version)</b>	<b>Exams 2 &amp; 3</b>	



### **University Mission Statement**

The University of the District of Columbia is a pacesetter in urban education that offers affordable and effective undergraduate, graduate, professional, and workplace learning opportunities. The institution is the premier gateway to postsecondary education and research for all residents of the District of Columbia. As a public historically black, and land grant institution, the University's responsibility is to build a diverse generation of competitive, civically engaged scholars and leaders.

### **University Vision Statement**

To be a University system that is student centered and demand driven that empowers its graduates to be critical and creative thinkers, problem solvers, effective communicators, and engaged, service-driven leaders in the workforce and beyond.

### **University Seven Student Learning Goals**

- 1) Acquire knowledge and integrate ideas, theories, methods, practices, and applications.
- 2) Communicate clearly and effectively in both written and oral forms.
- 3) Demonstrate analytical and problem-solving skills.
- 4) Demonstrate social, ethical, and moral responsibility (in part through service learning).
- 5) Understand and apply differing cultural and political perspectives.
- 6) Use information technology to acquire and interpret knowledge, and to solve problems.
- 7) Demonstrate knowledge, intellectual skills, and applied learning in chosen fields of study.

### **School of Business and Public Administration**

#### **Vision**

To develop leaders who can inspire and transform society worldwide in the 21st century.

#### **Mission**

We provide educational programs that prepare students to become strategic, innovative and ethical leaders with a community and global perspective.

#### **SBPA Program Goals**

- 1) Students will be strategic and innovative thinkers.
- 2) Students will be ethical leaders.
- 3) Students will develop an urban and global perspective.

#### **SBPA Student Learning Objectives Outcomes**

- 1) Students will demonstrate effective written and oral communication skills.
- 2) Students will demonstrate critical thinking and problem solving skills.
- 3) Students will demonstrate ethical understanding and reasoning.
- 4) Students will demonstrate basic computer skills.
- 5) Students will demonstrate competency in their academic majors and/or concentrations.