American Public University System
American Military University | American Public University

MGMT201

Course Summary

**Course : MGMT201 Title : Organizational Fundamentals Length of Course : 8 Faculty :
Prerequisites : N/A Credit Hours : 3**

Description

Course Description:

Students taking this course should not take RTMG150. This course is designed to provide students with an overview of the challenges that arise for managers in organizational settings and to provide an introduction to the concepts and theories that can be useful in facilitating organizational effectiveness. Students will have the opportunity to review and critique the latest research on obstacles facing the modern workplace, motivation of employees, organizational justice, and implementing the best systems, processes and procedures for efficient workflow.

Course Scope:

This course is designed for students to receive an introduction to fundamental management principles, including the latest concepts and practices. Additionally, students will discuss issues of small and large companies, e-business, and other issues important to managers in the 21st century. Students will gain an understanding of key organizational issues by major functional area, and review current practices in the private, public, and military sectors.

Objectives

fter successfully completing this course, you will be able to:

CO1: Illustrate knowledge of managing individuals within an organization

CO2: Demonstrate effective communication skills

CO3: Identify several approaches to leadership

CO4: Compare the culture and structure of various organizations

CO5: Analyze a management issue related to motivation, personality, diversity and/or power within an organization

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Outline

Week 1:

Topic(s)

Introduction; Culture and Diversity; Self- Awareness, Personality, Emotions, and Values

Learning Objective(s)

- **Demonstrate effective communication skills**

Learning Material

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Moral responsibility, shared values, and corporate culture.

Positive organizational behavior in the workplace: A cross-cultural perspective.

Emotional intelligence in organizational behavior

Cross-cultural industrial organizational psychology and organizational behavior: A hundred-year journey.

Does interpersonal trust influence organizational behavior?

Week 1 Lesson

Activities & Assessments

Introductory and Week 1 Discussion

Week 1 Write and Cite

Week 2:

Topic(s)

Perception and Attribution; Motivation and Engagement

Learning Objective(s)

- **Illustrate knowledge of managing individuals within an organization**

Learning Material

Crafting a job on a daily basis: Contextual correlates and the link to work engagement.

Workplace Flexibility Has Positive Effect on Engagement, Motivation.

Strategic alignment with organizational priorities and work engagement: A multi-wave analysis

Work motivation in organizational behavior.

Work motivation and organizational behavior.

Week 2 Lesson

Activities & Assessments

Week 2 Discussion

Week 2 Write and Cite

Week 3:

Topic(s)

Managing Stress; Fostering Creativity

Learning Objective(s)

- **Managing Stress; Fostering Creativity**

Learning Material

Recovery from job stress: The stressor, detachment model as an integrative framework

Contextual moderators of the relationship between organizational citizenship behaviours and challenge and hindrance stress.

An affective approach to organizational justice and work stress

The interactive role of job stress and organizational perceived support on psychological capital and job deviation behavior of hospital's nurses and staffs.

Active commuting: Workplace health promotion for improved employee well-being and organizational behavior.

Week 3 Lesson

Activities & Assessments

Week 3 Discussion

Week 3 Paper

Week 4:

Topic(s)

Decision Making; Communicating Effectively with Others

Learning Objective(s)

- **Decision Making; Communicating Effectively with Others**

Learning Material

THE INTERDEPENDENCE BETWEEN MANAGEMENT, COMMUNICATION, ORGANIZATIONAL BEHAVIOR AND PERFORMANCE.

STRATEGIC DECISION MAKING FOR ORGANIZATIONAL SUSTAINABILITY: THE IMPLICATIONS OF SERVANT LEADERSHIP AND SUSTAINABLE LEADERSHIP APPROACHES

DECISION MAKING IN ORGANISATIONAL BEHAVIOUR: A REVIEW OF MODELS, FACTORS AND ENVIRONMENT TYPES, AND PROPOSAL OF AHP

When Organizational Identification Elicits Moral Decision-Making: A Matter of the Right Climate Supervisory support and organizational citizenship behavior

The effects of organizational communication on organizational commitment and an

application Week 4 Lesson

Activities   &

Assessments **Week 4**

Discussion Week 4

Assignment   Week

5:

Topic(s)

Working in Groups and Teams; Managing Conflict and Negotiation

Learning Objective(s)

- **Illustrate knowledge of managing individuals within an organization**

Learning Material

Organizational citizenship behavior in work groups: A team cultural perspective.

Managing inner and outer conflict: Selves, subpersonalities, and internal family systems.

Who is going to do what, when and why is that going to happen? fundamentals of great organizational execution.

Rajavel, R., & Thangarathinam, M. (2015). Optimizing negotiation conflict in the cloud service negotiation framework using probabilistic decision making model. The Scientific World Journal, 2015, 1-16.

Lipsky, D. B., Seeber, R. L., & Avgar, A. C. (2015). From the negotiating arena to conflict management. Negotiation Journal, 31(4), 405-413.

Behfar, K., Friedman, R., & Brett, J. (2016). Managing co-occurring conflicts in teams. Group Decision and Negotiation, 25(3), 501-536.

Week 5 Lesson

Activities & Assessments

Week 5 Discussion

Week 6:

Topic(s)

Leadership: Classic to Contemporary; Organizational Power and Politics

Learning Objective(s)

- **Identify several approaches to leadership**

Learning Material

Bolton, P., Brunnermeier, M. K., & Veldkamp, L. (2013). Leadership, coordination, and corporate culture. The Review of Economic Studies, 80(2 (283)), 512-537.

Seppala, T., Lipponen, J., Bardi, A., & Pirttila-Backman, A. (2012). Change-oriented organizational citizenship behaviour: An interactive product of openness to change values, work unit identification, and sense of power. Journal of Occupational and Organ

Chang, C., Rosen, C. C., Siemieniec, G. M., & Johnson, R. E. (2012). Perceptions of organizational politics and employee citizenship behaviors: Conscientiousness and self-monitoring as moderators. Journal of Business and Psychology, 27(4), 395-406.

Goncalves, M. (2013). The right power for the right organization. Journal of Leadership, Accountability and Ethics, 10(3), 135-138.

Morand, D. A. (2014). Using politeness to model the psychosocial dynamics of power in organizational interaction. International Journal of Organizational Analysis, 22(2), 247-273.

Brewer, J. D. (2014). Leadership and organizational behavior. Consulting Psychology Journal: Practice and Research, 66(4), 316-319.

Yen, W. (2015). Relationships among perceptions of organizational politics (POPs), work motivation and salesperson performance. Journal of Management & Organization, 21(2), 203-216.

Week 6 Lesson

Activities & Assessments

Week 6 Discussion

Week 7:

Topic(s)

Organizational Strategy, Structure, Culture and Change

Learning Objective(s)

- **Compare the culture and structure of various organizations**

Learning Material

Galetic, L., Nacinovic, I., & Klindzic, M. (2012). Transforming the organizational structure and culture to sustain long-term competitiveness. An Enterprise Odyssey. International Conference Proceedings, 911-924.

Matis, C. (2014). the influence of organizational culture on organizational structures. Managerial Challenges of the Contemporary Society. Proceedings, 7(2), 179-184.

Sergiu, G. (2015). Developing the organizational culture. Revista De Management Comparat International, 16(1), 137-143.

Park, R. (2015). Employee participation and outcomes: Organizational strategy does matter. Employee Relations, 37(5), 604-622. doi:10.1108/ER-09-2014-0107

Zolghadr, M., & Asgari, F. (2016). Creating a climate and culture for sustainable organizational change. Management Science Letters, 6(11), 681-690.

Sharpe, N. F. (2012). Process over structure: An organizational behavior approach to improving corporate boards. Southern California Law Review, 85(2), 261.

Week 7 Lesson

Activities & Assessments

Week 7 Discussion

Week 7 Paper

Week 8:

Topic(s)

Final Thoughts

Learning Objective(s)

- **Analyze a management issue related to motivation, personality, diversity and/or power within an organization**

Learning Material

No new material, review all previously assigned readings

Week 8 Lesson

Activities & Assessments

Week 8 Discussion

Week 8 Paper

Evaluation

Grading for the course will be based on the following:

- Eight Forum Assignments
- Four Written Assignments

Grading:

Name	Grade %
Discussions	40.00 %
Week 1: Culture and Diversity and Self-Awareness Personality Emotions and Values	5.00 %
Week 2: Perception and Attribution % and Motivation and Engagement	5.00
Week 3: Managing Stress and Fostering Creativity	5.00 %
Week 4: Decision Making and Communicating Effectively with Others	5.00 %
Week 5: Working in Groups Teams % and Managing Conflict Negotiation	5.00
Week 6: Leadership and Power Politics	5.00 %
Week 7:Organizational Structure and Culture Change	5.00 %

Week 8: Lessons Learned	5.00 %
Assignments	**60.00 %**
Week 3: Paper	15.00 %
Week 4: Memo	9.00 %
Week 7: Paper	15.00 %
Week 8: Research Paper	21.00 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit http://apus.libguides.com/er.php to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

Site Name	Website URL/Address
The Purdue Online Writing Lab (OWL)	https://owl.english.purdue.edu/

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework to the School of Business.
- Please note that no formal citation style is required on forum assignments in the School of Business— only attribution of sources (please see details regarding forum communication below).

Tutoring

- Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

Student Deadlines

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Discussion Board

- Discussions are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the discussion. The purpose of the discussions is to actively participate in an on-going discussion about the assigned content.

- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.

- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

- Students must post a response to the weekly discussion prompt and post the required number of replies to other students – refer to the grading rubric and/or discussion instructions for specific expectations on number of replies and word count requirements.

- The main response to the discussion needs to be provided mid-week allowing classmates time to respond – refer to the grading rubric and/or discussion instructions for specific expectations.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

Communications

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities. All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.

[Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.

- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.

- Course content may vary from the syllabus' schedule to meet the needs of a particular group.