Seminar in Motivation and Organization Change

I. General Information

Course Number  HRM 655
Title          Seminar in Motivation and Organization Change
Units          3
Prerequisites  Graduate business standing
Course Coordinator  Dr. David Abramis
SCO Prepared by  Dr. David Abramis
Date prepared/revised  February 6, 2016

II. Catalog Description

Human motivation and organizational change. Traditional and modern theories of work motivation and change. Psychology and management of motivation, organizational change and development. Management skills, policies, and organizational characteristics that facilitate the creation of motivating, flexible organizations. Letter grade only (A-F).

III. Curriculum Justifications

There are three main purposes of this course:

1) to increase students’ understanding of human motivation and change (why people behave as they do and why they change),
2) to frame motivation and change in the context of organizations and work (for example, why people work, why some people work harder some of the time, why organizations change, and how organizations change), and
3) to develop students’ ability to apply this knowledge in real-world organizations (how to identify the unchangeable, how to make boring jobs more interesting, and most important, how to facilitate both individual motivation and organizational change).
IV. Course Objectives

**Interpersonal & Team Skills:** *Students will be able to demonstrate interpersonal skills for motivating others and creating change in a dynamic and diverse world, both individually and in teams.*

Students will develop their analytical abilities in understanding the behavior of individuals, groups, and organizations in the context of individual motivation and organization change. Students will develop confidence in their own abilities that should be applicable in both traditional and nontraditional organizations.

This course will have an applied diagnostic approach, focusing on learning in five general ways: 1) understanding theories (i.e., important ideas) and methods of motivation and change, 2) describing organizational problems and situations, 3) diagnosing and understanding such situations by applying theories to the problems, 4) prescribing specific solutions, and 5) planning the implementation and evaluation of solutions. Student learning will be derived from lectures, in-class discussions, readings, and projects.

**Critical Thinking:** *Students will demonstrate conceptual learning, critical thinking, and problem-solving skills.*

Students will develop their critical thinking skills through: 1) systematic examination of the challenges facing various types of organization and critically evaluating potential approaches to address these challenges, 2) making logical and defensible recommendations that are consistent with relevant facts, and effectively communicating these recommendations both orally (e.g., presentations, class discussion) and in writing, and 3) critically assessing various theories of motivation and organization change.

Suggested methods of assessment: oral contribution to class discussion, research papers, case analysis and presentation, simulations, and team projects (especially workshops designed to teach “real world” managers about some aspects of motivation and organization change).

**(Management Specific) Business functions:** *Students will be able to demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.*

Note: One special benefit that this course may provide is an education in how to develop and deliver an “organization training workshop” – typically an essential part of organizational change management. If employed, the instructor should provide students with information about how to create such a workshop and, ideally, give them the opportunity to create and run them (e.g., in teams during the last few nights of class, inviting “real world managers” to attend).

Students will demonstrate knowledge of various aspects of excellent motivation and change management, as well as demonstrating their ability to teach these subjects to others through, at minimum, in-class discussion and an extensive team project.
V. Outline of Subject Matter

The topic outline for the course may include the following:

What Humans Are Really Like
Can We Improve Individual Performance?
Improving Individual Performance
Attitudes and Believes: Should we care about “job satisfaction”?
Job Satisfaction and Emotion at Work
The Rational and Irrational Human Mind
The Human Mind: Amazing Stupidity and Brilliance
Training Workshop Design
Expectancy Theory
Job Design
Conformity, Obedience, & Persuasion
Socialization & Organizational Culture:
  Interpersonal Attraction & Power
  Groups and Teams
Organization Change: Evolution and Revolution
Organization Change: Creativity

VI. Methods of Instruction

a) Instructors should use appropriate instruction methods that are consistent with the course description stated in Section II and serve the course objectives listed in Section IV of this SCO.

b) Instructors should use appropriate books that are consistent with the course description stated in Section II and serve the course objectives listed in Section IV of this SCO. (See the University Policy PS 79-08 on the Choice of Textbooks). The following is illustrative:
   - Psychological Dimensions of Organizational Behavior (Barry Staw)
   - Work Motivation: Theory, Issues, and Application" (C.C. Pinder)
   - Collection of Readings regarding motivation and organization change

Instructors may use a custom book. Additional readings and cases may be selected.

VII. Instructional Policy Requirements

a) Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.

b) Instructors should enforce policies regarding to plagiarism, withdrawal, absences, etc., that are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Attendance, Course Syllabi, Final Course Grades, Grading Procedures, Final Assessments, and Withdrawals. If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.

c) All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.
d) Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.