

LINCOLN UNIVERSITY

DEPARTMENT OF BUSINESS AND ECONOMICS

BA 275 – INDUSTRIAL AND ORGANIZATIONAL BEHAVIOR

**Course Units:** 3 units (45 lecture hours)

**Semester:** Spring Semester 2015

**Dr. Merwyn A. “Pete” Bogue, Jr., Associate Professor of Business Administration**

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**Office Hours:** By appointment

**Course Description:** The course examines organizational behavior in industry and within organizations as well as its impact on groups and individuals. Topics include: group dynamics, training, leadership, motivation, performance appraisal and job satisfaction. The course content should enhance the understanding of both employee well-being and organizational effectiveness. Research findings will assist in structuring organization policies and practices.  
**(3 units)**

**Prerequisites:** Upper division standing

**Co-requisites:** None

**Instructional Materials and References:** Robbins, Stephen P., and Timothy A. Judge, "Organizational Behavior," 16<sup>th</sup> ed. (Upper Saddle River, New Jersey: Prentice Hall, 2015). ISBN-13: 9780133507645 (Be mindful of chapter numbering and subject matter differences among editions)

**Topical Outline:** The course provides balanced coverage of all key concepts of Organizational Behavior. This includes not only traditional topics such as personality, motivation, and leadership, but also cutting-edge issues such as emotions, trust, work-life balance, workplace spirituality, knowledge management, and e-organizations. The topics of globalization and cross-cultural differences, diversity, and ethics are woven into the course.

**Instructional Methods:** Lectures supported by PowerPoint slides, discussion groups, class handouts and accompanying exercises, written and/or video case studies, Internet based exercises and/or quizzes, and guest lectures when appropriate.

**Assignments:** Various chapter behavioral objectives and readings in the textbook, related course exercises, written and/or video cases and selected case questions to be answered will be assigned during the course. Particular attention should be directed to chapter behavioral objectives and summaries containing implications for managers since they help to organize the content of the chapters and to identify the most important information to be included in the course examinations. Completion of chapter readings prior to class dates is essential not only to understanding the subject matter but also to enhancing the quality of participation in class.

**Learning Objectives Keyed to Textbook Chapters:**

**\*\*Chapters to be covered in course. Other chapters may be covered in lectures but will not be included in the content of quizzes or exams.**

Chapter 1 What Is Organizational Behavior?

- Demonstrate the importance of interpersonal skills in the workplace.
- Describe the manager's functions, roles, and skills.
- Define organizational behavior (OB).
- Show the value to OB of systematic study.
- Identify the major behavioral science disciplines that contribute to OB.
- Demonstrate why few absolutes apply to OB.
- Identify the challenges and opportunities managers have in applying OB concepts.
- Compare the three levels of analysis in this book's OB model.

\*\*Chapter 2 Diversity in Organizations

- \* Describe the two major forms of workforce diversity.
- \* Recognize stereotypes and understand how they function in organizational settings.
- \* Identify the key biographical characteristics and describe how they are relevant to OB.
- \* Define *intellectual ability* and demonstrate its relevance to OB.
- \* Contrast intellectual and physical ability.
- \* Describe how organizations manage diversity effectively.

\*\*Chapter 3 Attitudes and Job Satisfaction

- Contrast the three components of an attitude.
- Summarize the relationship between attitudes and behavior.
- Compare and contrast the major job attitudes.
- Define job satisfaction and show how we can measure it.
- Summarize the main causes of job satisfaction.
- Identify four employee responses to dissatisfaction.

\*\*Chapter 4 Emotions and Moods

- Differentiate between emotions from moods.
- Discuss whether emotions are rational and what functions they serve.
- Identify the sources of emotions and moods.
- Show the impact emotional labor has on employees.
- Describe affective events theory and its applications.
- Contrast the evidence for and against the existence of emotional intelligence.
- Identify strategies for emotion regulation and their likely effects.
- Apply concepts about emotions and moods to specific OB issues.

## \*\*Chapter 5 Personality and Values

- Describe personality, the way it is measured, and the factors that shape it.
- Describe the Myers-Briggs Type Indicator personality framework and its strengths and weaknesses.
- Identify the key traits in the Big Five personality model.
- Demonstrate how the Big Five traits predict behavior at work.
- Describe how the situation affects whether personality predicts behavior.
- Contrast terminal and instrumental values.
- Compare generational differences in values.
- Identify Hofstede's five value dimensions of national culture.

## Chapter 6 Perception and Individual Decision Making

- Define perception, and explain the factors that influence it.
- Explain attribution theory, and list the three determinants of attribution.
- Identify the shortcuts individuals use in making judgment about others.
- Explain the link between perception and decision-making.
- Contrast the rational model of decision-making with bounded rationality and intuition.
- Describe the common decision biases or errors.
- Explain how individual differences and organizational constraints affect decision making.
- Contrast the three ethical decision criteria.
- Define creativity, and describe the three-stage model of creativity.

## \*\*Chapter 7 Motivation Concepts

- Describe the three key elements of motivation.
- Evaluate the applicability of early theories of motivation.
- Apply the predictions of self-determination theory to intrinsic and extrinsic rewards.
- Identify the implications of employee job engagement for management.
- Describe goal setting theory, self-efficacy theory. And reinforcement theory.
- Demonstrate how organizational justice is a refinement of equity theory.
- Apply the key tenets of expectancy theory to motivating employees.
- Compare contemporary theories of motivation.

## \*\*Chapter 8 Motivation: From Concepts to Applications

- Describe the job characteristics model and the way it motivates by changing the work environment.
- Compare the main ways jobs can be redesigned.
- Explain how specific alternative work arrangements can motivate employees.
- Describe how employee involvement measures can motivate employees.
- Demonstrate how the different types of variable-pay programs can increase employee motivation.
- Show how flexible benefits turn benefits into motivators.
- Identify the motivational benefits of intrinsic rewards.

## \*\*Chapter 9 Foundations of Group Behavior

- Define group, and distinguish the different types of groups.
- Identify the five stages of group development.
- Show how role requirements change in different situations.
- Demonstrate how norms and status exert influence on an individual's behavior.
- Show how group size affects group performance.
- Contrast the benefits and disadvantages of cohesive groups.
- Explain the implications of diversity for group effectiveness.
- Contrast the strengths and weaknesses of group decision making.
- Compare the effectiveness of interacting, brainstorming, and the nominal group technique.

## Chapter 10 Understanding Work Teams

- Analyze the growing popularity of teams in organizations.
- Contrast groups and teams.
- Contrast the five types of teams.
- Identify the characteristics of effective teams.
- Show how organizations can create team players.
- Decide when to use individuals instead of teams.

## Chapter 11 Communication

- Identify the main functions of communication.
- Describe the communication process and formal and informal communication.
- Contrast downward, upward, and lateral communication.
- Compare and contrast formal small-group networks and the grapevine.
- Contrast oral, written, and nonverbal communication.
- Show how channel richness underlies the choice of communication channel.
- Differentiate between automatic and controlled processing of persuasive messages.
- Identify common barriers to effective communication.
- Show how to overcome the potential problems in cross-cultural communication.

## \*\*Chapter 12 Leadership

- Contrast leadership and management.
- Summarize the conclusions of trait theories of leadership.
- Identify the central tenants and main limitations of behavioral theories.
- Assess contingency theories of leadership by their level of support.
- Contrast charismatic and transformational leadership.
- Define authentic leadership.
- Demonstrate the role mentoring plays in our understanding of leadership.
- Address the challenges to the effectiveness of leadership.

## \*\*Chapter 13 Power and Politics

- Define power and contrast leadership and power.
- Contrast the five bases of power.
- Explain the role of dependence in power relationships.
- Identify nine power or influence tactics and their contingencies.
- Show the connection between sexual harassment and the abuse of power.
- Identify the causes and consequences of political behavior.
- Apply impression management techniques.
- Determine whether a political action is ethical.

## \*\*Chapter 14 Conflict and Negotiation

- Differentiate between the traditional and interactionist views of conflict.
- Describe the three types of conflict and the two loci of conflict.
- Outline the conflict process.
- Contrast distributive and integrative bargaining.
- Apply the five steps in the negotiation process.
- Show how individual differences influence negotiations.
- Assess the roles and functions of third-party negotiations.

## \*\*Chapter 15 Foundations of Organization Structure

- Identify the six elements of an organization's structure.
- Identify the characteristics of a bureaucracy.
- Describe a matrix organization.
- Identify the characteristics of a virtual organization.
- Show why managers want to create boundaryless organizations.
- Demonstrate how organizational structures differ, and contrast mechanistic and organic structural models.
- List the factors that favor different organizational structures.
- Analyze the behavioral implications of different organizational designs.

## \*\*Chapter 16 Organizational Culture

- Describe the common characteristics of organizational culture.
- Compare the functional and dysfunctional effects of organizational culture on people and the organization.
- Identify the factors that create and sustain an organization's culture.
- Show how culture is transmitted to employees.
- Demonstrate how an ethical culture can be created.
- Describe a positive organizational culture.
- Identify characteristics of a spiritual culture.
- Show how national culture can affect the way organizational culture is transported to another country.

## Chapter 17 Human Resource Policies and Practices

- \* Identify the most useful initial selection methods
- \* Identify the most useful substantive selection methods
- \* Define contingent selection
- \* Compare the four main types of training
- \* Contrast formal and informal training methods
- \* Contrast on-the-job and off-the-job training
- \* List the methods of performance evaluation
- \* Show how managers can improve performance evaluations
- \* Describe the leadership role of HR in organizations

## Chapter 18 Organizational Change and Stress Management

- Contrast planned and unplanned change.
- Describe the sources of resistance to change.
- Compare the four main approaches to managing organizational change.
- Demonstrate two ways of creating a culture for change.
- Identify potential sources of stress.
- Identify the consequences of stress.
- Contrast the individual and organizational approaches to managing stress.

### **Assessment Criteria:**

#### **Grading (Grade Point Conversion):**

A Superior	4.0
A-	3.7
B+	3.3
B Above Average	3.0
B-	2.7
C+	2.3
C Average	2.0
C-	1.7
D+	1.3
D Passing	1.0
F Failure	0

#### **Grading Scale (Point/Grade Conversion):**

<b>100-95 A</b>	<b>76-74 C</b>
<b>94-90 A-</b>	<b>73-70 C-</b>
<b>89-87 B+</b>	<b>69-65 D+</b>
<b>86-84 B</b>	<b>64-60 D</b>
<b>83-80 B-</b>	<b>59 or &lt;F</b>
<b>79-77 C+</b>	

#### **Assigned Grade Percentages:**

**25% First half-term exam**

**25% Second half-term exam**

**25% Homework (Out-of-Class Journals/Participation)**

**15% Case Studies**

**10% Attendance**

**Course Standards:** Course Standards: Students will be responsible to attend all lectures and complete the textbook chapter readings prior to lectures, first half-term examination, second half-term examination, assignments including written and/or video case study analyses, class exercises and/or quizzes, participate in class discussions, and field trips when applicable.

**Integrity and Quality of Scholarship:** Integrity of scholarship must be maintained at all times. Plagiarism (copying directly from an author's work) is not permitted. All written work is to be word-processed unless otherwise indicated and should reflect college-level ability in English structure, grammar, spelling, and sophistication of analysis.

**Methods of Evaluating Students:**

**Attendance:** Regular attendance at classes is essential. Excessive absences may result in lowering of the final course grade or even dismissal from class resulting in a loss of credit. Arrive for class on-time and remain for the entire session except for breaks. Absences due to illness may be excused provided the absence excuses are accompanied by a licensed medical practitioner's signed note or letter attesting to the period of illness. Students are responsible for making up the class work missed.

**Examinations:** The first half-term exam and the second half-term exam will each consist of short answer and/or essay questions evaluating the student's understanding of the basic concepts, terms, processes, and issues covered in the course. Exams will be closed book including no access to electronics (laptops/smart cell phones/dictionaries, etc.). Print dictionaries are allowed for ESL students. No conversation between students during exams. No breaks during exams except in emergencies. Cheating of any kind will result in a failed exam or 0 points.

**Homework/Classroom Participation:** Classroom participation will be graded and included as part of the homework component for the computation of final grades. Students are expected to keep "out-of-class journals" in which they write carefully thought-out responses to the "discussion questions" or "questions for review" located at the end of the assigned chapters in the textbook for the course. Students can be called upon randomly at any class session to summarize their answers to the discussion questions written in their journals. Students must bring their journals to every class and be prepared to respond if called upon. Satisfactory answers will be scored as a 2 (strong answer), 1 (satisfactory answer), or 0 (unsatisfactory answer or absence). After summarizing their answers to discussion questions students should be prepared to invite additional comments and/or discussion from class members based upon their respective journal entries. In addition the instructor may introduce self-assessment behavioral questionnaires to be completed in sync with text readings on complimentary topics. Student will write their self-assessment scores and an analysis/interpretation of their scores in their journals. In addition students may be called upon to respond to articles taken from popular media sources distributed in class. Students will write their reactions, opinions, thoughts, about the articles in their journals. The journals must be word-processed progressively on a weekly basis, will be collected by the instructor during the semester to check for completeness, and hard copies of the journals will be submitted to the instructor at the end of the course for grading as a homework assignment. Please be prepared to participate. What you put into the course will determine what you get out of it and what others get out of it.

**Case Studies:** Students may be required to submit assigned case studies. Your case study solutions should cover the case scenarios in some detail, sources in addition to the class text should be used such as outside readings, computer searches, etc., the bibliographies, as well as facts and figures, must be documented by proper annotation and referencing, and you should summarize the outcome or major concluding points of the case studies applying relevant concepts, theories, systems, strategies, and practical applications found in your textbook. You may submit attachments with your case studies, graphs, charts, etc., but sources must be properly documented.

**Supplemental Materials:** Handouts and/or exercises may be distributed during the class on OB related topics as deemed appropriate by the instructor.

**Modification of the Syllabus:** The instructor reserves the right to modify this syllabus at any time during the course. An announcement of any changes will be made in class.

**NB (Note Well):** Read all assigned chapters in preparation for examinations without regard to lectures which may supplement rather than follow text.

**Electronic Devices:** Cell phone ringers must be turned off while in the classroom and placed in a vibrating mode. If you must answer a call, please do so in the hallway outside the classroom where you will not disturb other students. Smart phone and laptop screens may not be viewed in class while lectures are in progress unless otherwise instructed.

**Class Schedule:**

**Spring Semester 2015, 01/20/15 to 03/10/15, Meeting days/times: Tuesday/Thursday, 6:30 p.m. to 9:15 p.m. (\*Chapters to be covered and included in examinations)**

**Word Process the answers to the questions following the case studies for the selected chapters and submit them to the instructor in two stages at the first half-term exam and the second half-term exam dates.**

**Answer the Questions for Review in your out-of-class journal weekly, bring it with you to every class, be prepared to respond if called upon to summarize your answers to these discussion questions, and invite additional comments and/or discussion from class members. Turn-in a word processed copy of your journal at the second half-term exam date at the end of the course.**

**First Half-Term Course:**

**Tuesday, January 20, \*Chapter 2, Diversity in Organizations**

**Case Incident 2, "Treasure Trove of the Aging Workforce"  
Questions for Review 2-1, 2-2, 2-3, 2-4, 2-5, 2-6**

**Thursday, January 22, \*Chapter 3, Attitudes and Job Satisfaction**

**Case Incident 1, "The Pursuit of Happiness: Flexibility"  
Questions for Review 3-1, 3-2, 3-3, 3-4, 3-5, 3-6**

**Tuesday, January 27, \*Chapter 4, Emotions and Moods**

**Questions for Review 4-1, 4-2, 4-3, 4-4, 4-5, 4-6**

**Thursday, January 29, \*Chapter 5, Personality and Values**  
Case Incident 1, “On the Costs of Being Nice”  
Questions for Review 5-1, 5-2, 5-3, 5-4, 5-5, 5-6

**Tuesday, February 3, \*Chapter 7, Motivation Concepts**  
Case Incident 1, “Equity and Executive Pay”  
Questions for Review 7-1, 7-2, 7-3, 7-4, 7-5, 7-7

**Thursday, February 5, \*Chapter 8, Motivation: From Concepts to Applications**  
Case Incident 1, “Motivation for Leisure”  
Questions for Review 8-1, 8-3, 8-4, 8-5, 8-6, 8-7

**Tuesday, February 10, First half-term examination (Chapters 2, 3, 4, 5, 7, 8)**

**Second Half-Term Course:**

**Thursday, February 12, \*Chapter 9, Foundations of Group Behavior**  
Case Incident 2, “Investing in the Herd”  
Questions for Review 9-1, 9-2, 9-3, 9-4, 9-5, 9-6

**Tuesday, February 17, \*Chapter 12, Leadership**  
Questions for Review 12-1, 12-2, 12-3, 12-4, 12-5, 12-6

**Thursday, February 19, \*Chapter 13, Power and Politics**  
Case Incident 1, “Delegate Power, or Keep It Close?”  
Questions for Review 13-1, 13-2, 13-3, 13-4, 13-5, 13-6

**Tuesday, February 24, \*Chapter 14, Conflict and Negotiation**  
Case Incident 2, “Twinkies, Rubber Rooms, and Collective Bargaining”  
Questions for Review 14-1, 14-2, 14-3, 14-4, 14-5, 14-6

**Thursday, February 26, \*Chapter 15, Foundations of Organization Structure**  
Case Incident 1, “Creative Deviance: Bucking the Hierarchy?”  
Questions for Review 15-1, 15-2, 15-3, 15-4, 15-5, 15-6

**Tuesday, March 3, \*Chapter 16, Organizational Culture**  
Case Incident 1, “Mergers Don’t Always Lead to Cultural Clashes”  
Questions for Review 16-1, 16-2, 16-3, 16-4, 16-5, 16-6

**Thursday, March 5, Summary and Review**

**Tuesday, March 10, Second half-term examination (Chapters 9, 12, 13, 14, 15, 16); ALL ASSIGNMENTS DUE.**

**Date Syllabus Was Last Reviewed: January 7, 2015**