LINCOLN UNIVERSITY

BA 175 Industrial and Organizational Behavior

Course Units: 3 units (45 lecture hours)

Level: Developed (D)

Semester: Spring 2018

Class Meeting Time: Monday 9:00-11:45 AM

Dr. Pete Bogue, Associate Professor of Business Administration; E-mail address: pbogue@lincolnuca.edu (checked periodically for messages); Office hours: Monday, 3:30-4:30 PM by appointment.

Catalogue 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) *Prerequisite:* PSYCH 10

Educational Objectives:
1. Define organizational behavior and identify the variables associated with its study
2. Explain the relationship between personality traits and individual behavior
3. Describe the factors that influence the formation of individual attitudes and values
4. Discuss the importance of individual moods and emotions in the workplace
5. Summarize the major theories of learning and the techniques of behavior modification
6. Discuss the factors influencing individual decision making in organizations
7. Describe the major theories of motivation and relate them to organizational performance
8. Describe best practices for utilizing groups and work teams in organizations
9. Discuss the influence of culture on organizational behavior
10. Describe the factors influencing effective communication in organizations
11. Summarize the major theories of and approaches to leadership
12. Explain the effects of power and political behavior on organizations
13. Describe the nature of conflict and the negotiation process
14. Explain how to manage resistance to change
15. Discuss the factors that influence decisions about organizational structure
16. Describe best practices for creating and sustaining organizational cultures

Instructional Materials and References: Robbins, Stephen P., and Timothy A. Judge, "Organizational Behavior," 16th Ed. (Upper Saddle River, New Jersey: Prentice Hall, 2015). ISBN-13: 9780133507645.

Instructional Methods: Lectures supported by PowerPoint slides with supervised exercises and business case studies. The emphasis will be on learning by doing. Every student must participate in intensive classroom activities, must complete homework, course assignments, and exams.

This is a direct classroom instruction course.

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.

Course Requirements: Students will be responsible for completing the textbook chapter readings prior to the lectures, homework and classroom activities, case studies, and final exams. The expected amount of time a student will need to spend outside of class to complete his/her individual and/or group out-of-class homework assignments is six (6) hours per week for a 3-unit class.

Assessment Criteria and Methods of Evaluating Students:
The basis for the determination of the final grade for the course will be the total weighted score for all activities according to the percentages shown in the table:

Questions for Review:	10%
Case Incidents Questions/Answers:	10%
Case Incident Power Point Presentation:	10%
Self-Assessment Library:	10%
Research Project Documenting Sources:	25%
Mid-term Exam	15%
Final Exam:	15%
Attendance	05%
	100%

Grading Scale (Point/Grade Conversion):

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

Attendance: Regular attendance at classes is essential. Each student is expected to be present for scheduled class periods, to be punctual, and to remain in class for the entire

scheduled period. Excessive absences or tardiness may result in loss of credit, lowering of grade, or dismissal from the class. Students are responsible for making up class work missed.

Examinations: The mid-term and final exams will 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.

Electronic Devices: Cell phone ringers must be turned off while in the classroom and placed in a vibrating mode. Smart phone and laptop screens may not be viewed in class while lectures are in progress unless otherwise instructed.

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.

Plagiarism Detection: Lincoln University subscribes to Turnitin plagiarism prevention service. Student work will be used for plagiarism detection and for no other purpose. Originality reports will not be available for viewing.

Modification of the Syllabus: This syllabus and schedule are subject to change in the event of extenuating circumstances. An announcement of any changes will be made in class.

Spring Semester, January 15-May 7, 2018; Monday 9:00-11:45 AM

Homework and Classroom Activities:

Team Assignment: Student teams will answer their assigned "Questions for Review" in advance of lectures, word process the answers, bringing them to class, prepared to respond if called upon by the instructor to summarize the answers to these review questions. Satisfactory answers will be scored as a 2 (strong answer), 1 (satisfactory answer), or 0 (unsatisfactory answer or absence). Student teams will submit the review question answers to the instructor (or CANVAS) by the end of the course.

Team Assignment: Student teams will analyze and solve the assigned "Case Incidents" under the guidance of the instructor, apply relevant concepts and practical applications found in the respective chapters, word process the answers to the questions following the cases, and submit them to the instructor (or CANVAS) by the end of the course.

Team Assignment: Student teams will be given the opportunity to make Power Point presentations before the class of solutions to their selection of assigned "Case Incidents" and their responses to the questions following the cases. Students must be prepared to deliver creditable responses adding value based upon the material in the relevant chapter. Students' presentation skills will be assessed and evaluated for their professional

demeanor. Please be prepared to participate. What you put into the course will determine what you and others get out of it. Student teams will submit the Power Points to the instructor (or CANVAS) by the end of the course.

Individual Assignment: Self-Assessment Library: Insights Into Your Skills, Interests, and Abilities.
Individual Self-assessment questionnaire handouts will be completed in class in conjunction with the textbook readings. Students will record their self-assessment scores and an analysis/interpretation of them on the questionnaires to be submitted to the instructor (or CANVAS) upon completion of the exercise.

Individual Assignment: Undergraduate students will conduct an Internet Search Assignment about the "Human Relations Movement" that took place in the past 20th century that forever modified the way most organizations in the Western World treated employees. Students will word process an essay about the results of their Internet Search Assignment, the format of the essay paper must adhere to the APA Publication Manual, available in the L.U. library and on the Lincoln University Website, be documented by proper annotation and referencing and include a bibliography. The 12 point font size should be utilized. Students will include at the beginning of their essay paper the statement, "I have done my own work and have neither given nor received unauthorized assistance on this work." Students will submit their essay to the instructor (or CANVAS) by the end of the course.

COURSE SCHEDULE:
M 01/15/18, Martin Luther King, Jr. Holiday

M 01/22/18, Lecture: Chapter 1, What Is Organizational Behavior?
> **Questions for Review 1-1, 1-3, 1-4, 1-5, 1-6, 1-7**
> **Case Incident 1, "Apple Goes Global" Questions 1-21, 1-22, 1-23**
> **Self-Assessment Library**

M 01/29/18, Lecture: Chapter 3, Attitudes and Job Satisfaction
> **Questions for Review 3-1, 3-2, 3-3, 3-4, 3-5, 3-6**
> **Case Incident 1, "The Pursuit of Happiness: Flexibility" Questions 3-15, 3-16, 3-17**
> **Self-Assessment Library**

M 02/05/18, Lecture: Chapter 4, Emotions and Moods
> **Questions for Review 4-1, 4-2, 4-3, 4-4, 4-5, 4-6**
> **Case Incident 1, "Is It Okay to Cry at Work?" Questions 4-17, 4-18, 4-20**
> **Self-Assessment Library**

M 02/12/18, Lecture: Chapter 5, Personality and Values
> **Questions for Review 5-1, 5-3, 5-4, 5-5, 5-6, 5-7**
> **Case Incident 1, "On the Costs of Being Nice" Questions 5-16, 5-17, 5-18**
> **Self-Assessment Library**

M 02/19/18 President's Day Holiday

M 02/26/18, Lecture: Chapter 7, Motivation Concepts
  Questions for Review 7-1, 7-2, 7-3, 7-4, 7-5, 7-7
  Case Incident 2, "Sleeping on the Job," Questions 7-18, 7-19, 7-20, 7-21
  Self-Assessment Library

M 03/05/18, Lecture: Chapter 8, Motivation: From Concepts to Applications
  Questions for Review 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7
  Case Incident 1, "Motivation for Leisure," Questions 8-14, 8-15, 8-16
  Self-Assessment Library

M 03/12/18, Lecture: Chapter 9, Foundations of Group Behavior
  Questions for Review 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8
  Case Incident 1, "Calamities of Consensus," Questions 9-30, 9-31, 9-32
  Self-Assessment Library

TUE 03/13-SAT 03/17/18 Spring Recess

M 03/19/18, Mid-term Exam (Chapters 1, 3, 4, 5, 7, 8); Lecture: Chapter 12, Leadership
  Questions for Review 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7
  Case Incident 1, "Leadership Mettle Forged in Battle," Questions 12-14, 12-15, 12-16
  Self-Assessment Library

M 03/26/18, Lecture: Chapter 13, Power and Politics
  Questions for Review 13-1, 13-2, 13-3, 13-4, 13-5, 13-6
  Case Incident 1, "Delegate Power, or Keep It Close?" Questions 13-16, 13-17, 13-18
  Self-Assessment Library

M 04/02/18, Lecture: Chapter 14, Conflict and Negotiation
  Questions for Review 14-1, 14-2, 14-3, 14-4
  Case Incident 1, "Choosing Your Battles," Questions 14-11, 14-12, 14-13
  Self-Assessment Library

M 04/09/18, Lecture: Chapter 15, Foundations of Organization Structure
  Questions for Review 15-1, 15-2, 15-3, 15-4, 15-5, 15-6
  Case Incident 2, "Boeing Dreamliner: Engineering Nightmare or Organizational Disaster?" Questions 15-15, 15-16, 15-17, 15-18
  Self-Assessment Library

M 04/16/18, Lecture: Chapter 16, Organizational Culture
  Questions for Review 16-1, 16-2, 16-3, 16-4, 16-5, 16-6

Case Incident 2, "Did Toyota's Culture Cause Its Problems?" Questions 16-29, 16-30, 16-31
Self-Assessment Library

M 04/23/18, Case Incident Power Point Presentations

M 04/30/18, Case Incident Power Point Presentations

M 05/07/18, Final Exam (Chapters 9, 12, 13, 14, 15, 16); ALL ASSIGNMENTS DUE to INSTRUCTOR (or ON CANVAS).

Date Syllabus Was Last Reviewed: January 13, 2018

Appendix A. Course Learning Outcomes.

	Course Outcome	PLO	ILO	Assessment
		Number		
1	*Define organizational behavior and identify the variables associated with its study. * State and explain the theories of human behavior in organizations on the individual, group, and organizational levels. *Demonstrate how individual differences and motivations influence behavior in the workplace. *Describe key influences on group and team behaviors in organizations. *Recognize effective leadership behaviors utilized in organizations. *Describe the key ethical issues and the influence of diversity in organizations. *Research the internet effectively for organizational behavior information.	PLO 1	ILO 1a, ILO 2a, ILO 3a	Assigned textbook chapters: Discussion questions; Case applications; Personal inventory assessments; Internet search assignment; Comprehensive final exam; Attendance.
2	*Demonstrate critical thinking by identification, recognition, or application of key terms, items, concepts, or relevant data.	PLO 2	ILO 1a, ILO 6a	Discussion questions; Case applications; Case application Power Point presentation; Internet search assignment.
3	*Analyze the key issues for decision-making related to administering the organizational behavior elements such as attitudes and job satisfaction, emotions and moods, personality and values, motivation concepts, applications of motivation concepts, group behavior, leadership, power and politics, conflict and negotiation, organizational structure, organizational culture.	PLO 4	ILO 1a, ILO 2a, ILO 5a	Discussion questions; Case applications; Case application Power Point presentation; Personal inventory assessments; Internet search assignment.

Appendix B. Institutional and Program Learning Outcomes.

Institutional Learning Outcomes (ILOs)	
Graduates of the BA program of Lincoln University should be able to:	
1a	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
2a	Raise important questions and problems, and formulating them clearly and precisely in oral or written communication
3a	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
4a	Focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment. To be honest and transparent with regard to their work, and to be respectful of the work of others.
5a	Display sincerity and integrity in all their actions. Their actions should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
6a	Show creativity by thinking of new and better goals, ideas, and solutions to problems. They should be resourceful problem solvers.
7a	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field

Program Level Outcomes (PLOs)	
Students graduating our BA program will be able to:	
1	Demonstrate knowledge in the principle areas of general business and specific areas of concentration, which include: general business, management, entrepreneurship, and management information business.
2	Determine the information needed to evaluate a business problem. Apply critical thinking and reasoning skills to recognize credibility and accuracy.
3	Demonstrate the ability to communicate with others using written and oral communication tools.
4	Demonstrate the ability to use analytical skills to understand business problems and make well-informed decisions.
5	Apply and comply with ethical and legal principles and evaluate different ethical perspectives.

Appendix C. Classification of LU Curriculum Courses.

Code	Classification	Description
Courses < 10, and 300A/300B	Review (R)	Review courses are supplemental courses that are not a part of any program.
Courses 10 - 99	Introductory (I)	Introductory undergraduate courses are designed to acquaint students with foundational concepts, ideas, and competences in a specific field of study as well as general education disciplines. General Education courses provide a background in the liberal arts and expose students to the fundamental aspects of human culture. They also help students to develop analytical and communication skills and foundation for advanced work in the major field of study.
Courses 100 - 199	**Developed (D)**	**Developed undergraduate courses build upon the concepts, ideas, and competences introduced in the Introductory level; expanding students' understanding of the specific field of study.**
Courses 200 - 286	Advanced (A)	Advanced courses in undergraduate programs are intended to bring students' comprehensive knowledge of concepts, ideas, and skills in the specific field of study to the highest level within the baccalaureate programs.
Courses 288 - 299	Bachelor Assessment (BA)	Bachelor Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.