

Lincoln University

BA 320 Organizational Behavior and Administration

Course Units: 3 units (45 lecture hours)

Level: Mastery 1 (M1)

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: An analysis of individual, interpersonal, and group behavior within organizations and the influence of human, cultural, technological, structural, and environmental factors. Examined are practices of management, such as designing jobs and organizational structures, evaluating and rewarding performance, organizational and employee development, and other management processes. These techniques include high performance organizations, management by objectives, total quality management, and the like; it uses varied approaches to leadership, conflict management, change, and adaptation to the environment. (3-units)

Learning 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. Explain 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 examinations. 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 - Individual Research Project: MBA/DBA students are required to submit a research paper based upon the subject matter of selected chapter(s) from the textbook reviewing the current research about the chosen subject, summarizing the results, and offering conclusions. Needless to say, the research paper should be carefully and thoughtfully well written. The format of the research 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 research paper the statement, “I have done my own work and have neither given nor received unauthorized assistance on this work.” Students will submit their research projects 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. Learning Outcomes.

	Course Outcome	PLO		ILO	Assessment
		No.	Level		
1	<p>*State, explain, and apply the theories of human behavior in organizations to include the three levels of organizational behavior, individual, group, and organizational, including 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.</p> <p>*Demonstrate the ability to access, understand, apply, and communicate organizational behavior research outcomes.</p> <p>*Demonstrate an appreciation of how individual differences and motivations influence behavior in organizations.</p> <p>*Recognize effective leadership behaviors and summarize the different leadership styles used in organizations.</p> <p>*Evaluate the key OB theoretical and applied practices that influence work group and team behaviors in organizations.</p> <p>*Describe the influence of diversity and equal treatment in organizations.</p>	PLO 1	M1	ILO 1b, ILO 2b	Assigned textbook chapters; Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-Assessment library; Comprehensive final exam; Attendance.
2	<p>*Integrate and apply knowledge from organizational behavior research areas to actual business situations.</p> <p>*Demonstrate an understanding of the meaning of the terminology and the tools used in organizational behavior research.</p> <p>*Develop an effective skillset in applying organizational behavior knowledge to business problems.</p> <p>*Synthesize and build on organizational behavior concepts to analyze the internal and external variables that affect the performance of an organization.</p>	PLO 3	M1	ILO 2b, ILO 7b	Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-Assessment library; Research project documenting sources; Comprehensive final exam; Attendance.

3	<p>*Leading teams: contribute to the effective performance of a team as a team leader, co-leader, or team member.</p> <p>*Diagnosing and solving organizational behavior problems in the context of teams: Apply OB knowledge and demonstrate the ability to diagnose and solve organizational behavior issues and problems.</p> <p>*IT Literacy: Using data for OB decision-making; Data storage and extraction; Computer skills.</p> <p>*Critical Thinking: Using information in OB issues; General strategic thinking; Adapting to change; Interpreting OB management data.</p> <p>*Communication: Composing text; Grammar; Oral presentations; Communication skills.</p>	PLO 5	M1	ILO 4b, ILO 5b	<p>Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-Assessment library; Research project documenting sources; Comprehensive final exam; Attendance.</p>
4	<p>*Apply ethical frameworks to resolve ethical dilemmas. *Explain individual influences on ethical judgements.</p> <p>*Apply personal values in ethical decisions.</p> <p>*Discuss moral dilemmas effectively.</p>	PLO 6	M1	ILO 3b	<p>Discussion questions; Application cases questions & answers; Application case Power Point presentation; Research project documenting sources; Comprehensive final exam; Attendance.</p>

Appendix B. Institutional and Program Learning Outcomes.

Institutional Learning Outcomes (ILOs)	
<i>MBA Graduates of Lincoln University should be able to:</i>	
1b	Recognize and be able to work with the components of reasoning and problem solving; understanding concepts, assumptions, purpose, conclusions, implications, consequences, objections from alternative viewpoints, and frame of reference.
2b	Gather and assess relevant information, using abstract ideas to interpret it effectively; being able to develop well-reasoned conclusions and solutions, and testing them against relevant criteria and standards
3b	Be exemplary business professionals and try to ensure that the products of their efforts will be used in socially responsible ways, will meet social needs, and will avoid harmful effects to health and welfare
4b	Lead by example in order to create highly collaborative organizational environment, and be able to develop and use strategies to encourage employees at all organizational levels to do the same.
5b	Set goals and have a vision of the future. The vision should be owned throughout the organization. As effective leaders, they should habitually pick priorities stemming from their basic values.
6b	Continually look for, develop, and offer new or improved services, and be able to use original approaches when dealing with problems in the workplace.
7b	Demonstrate fluency in the use of tools, technologies and methods in the field. They should know how to evaluate, clarify and frame complex questions or challenges using perspectives and scholarship from the business discipline.

Program Level Outcomes (PLOs)	
<i>Students graduating our MBA program will be able to:</i>	
1	Develop and exhibit applied and theoretical knowledge in the field of management and business administration
2	Use theoretical knowledge and advanced problem solving skills to formulate solutions and identify risks in the following fields: international business, finance management, general business, human resources management, management information systems, marketing management
3	Communicate within a highly specialist environment that allows the presentation of critiques of complex strategic matters
4	Demonstrate autonomy, creativity, and responsibility for managing professional practices
5	Demonstrate leadership and set strategic objectives for team performance
6	Identify ethical issues/problems in business organizations and reach decisions within ethical framework

Institutional Learning Outcomes (ILOs)	
<i>DBA Graduates of Lincoln University should be able to:</i>	
1c	Incorporate various modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, and moral thinking.
2c	Operate within alternative systems of thought, recognizing and assessing the needs, with related assumptions, implications, and practical consequences; and being able to communicate results effectively with others in figuring out solutions to complex problems
3c	Act as exemplary business professionals, minimize the possibility of indirectly harming others by following accepted standards at local, national or international levels; to be able to assess the likelihood and physical and social consequences of any developed product's harm to others.
4c	Integrate collaboration into organizational workflows, create a supportive environment for collaboration and teamwork, and lead by example.
5c	Have perseverance to accomplish a goal despite potential obstacles, use sound judgments to make decisions at a right time, and make timely appropriate changes in thinking, plans, and methods in achieving organizational goals.
6c	Set up realistic goals for the organization, encourage innovative strategies, and convey a clear sense of future direction to employees.
7c	Formulate and arrange ideas, designs, or techniques, and apply them to specific issues and problems. They should be able to apply current research, scholarship and or/techniques in the field.

Program Level Outcomes (PLOs)	
<i>Students graduating our DBA program will be able to:</i>	
1	Demonstrate advanced knowledge and competence in the latest academic theories, concepts, and techniques in the field of business administration.
2	Demonstrate effective research skills including formulation of research problem; integration of previous literature into an appropriate literature review; design of a research study; data analysis; and summary and presentation of results.
3	Create and present advanced forms of oral and written communications, including teaching and advising.
4	Generate, evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management.
5	Apply the knowledge from the area of specialization and provide consulting to other business industries or other fields.

Appendix C. Classification of LU curriculum courses.

Code	Classification	Description
Courses 300 level w/o graduate prerequisites	Mastery 1 (M1)	Mastery 1 courses introduce graduate level concepts and ideas in a specific field of study and provide an opportunity to initiate the development of graduate level competences.
Courses 300 level with graduate prerequisites	Mastery 2 (M2)	Mastery 2 courses build upon students' execution of Mastery 1 learning outcomes and allow for further development of students' mastery of concepts, ideas, and competences in the specific field of study.
Courses 398, 399	Mastery 2 / Assessment (M2A)	Mastery 2/Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.
Courses 400 level	Mastery 2 / Research (M2R)	Mastery 2/Research courses employ individual research project to deepen students' understanding of the subject developed in lower level courses and to equip students with knowledge and skills required by MS and DBA degree programs.
Courses 500 level	Doctorate Assessment (DA)	Doctoral Assessment courses are doctorate level seminars and research activities fostering the highest level of professional expertise by providing continuous assessment and development of students' ideas and analytical skills in the context of the doctorate program.