

# LINCOLN UNIVERSITY COURSE SYLLABUS

## COURSE NUMBER: BA 320 I

### Course Title: **Organizational Behavior & Administration**

(3 Units, 45 lecture hours)

**Course Start Date: January 22, 2013**

**Course End Date: May 7, 2013**

#### **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 organization 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.

#### **Learning Objectives:**

1. Students will gain an understanding of the guiding principles and concepts of organizational behavior from the individual and group levels to the organization and system levels.
2. Students will have learned how to effectively apply the principles of organizational behavior (psychology, sociology, social psychology, anthropology, and political science) in international work settings.
3. Students will understand the concepts of organizational judgment and how these concepts determine organizational decision-making.
4. Students will identify their key leadership strengths and will have developed personal strategies for developing them.

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#### **Required Text:**

Robbins, S.

2013      Organizational Behavior, 15<sup>th</sup> edition. Prentice Hall. Upper Saddle River, New Jersey. ISBN 10: 0-13-283487-1

Rath, T., Conchie, B.

2009      Strengths Based Leadership. Gallup Press. New York, NY. ISBN 10: 1595620257

Hardcopies, electronic versions, and rentals of Robbins are available through the publisher at [www.prenticehall.com](http://www.prenticehall.com).

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**Instructor:**

Dr. Mike Guerra

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Office Hours: Room 301, Monday through Friday (10:00 AM to 3:00 PM) by arrangement

**Instructor Profile:**

Academic: BS degree in Organizational Behavior, Master of Human Resources & Organization Development degree, Doctor of Education in Organization & Leadership with an emphasis in Pacific Leadership International degree.

Professional Experience: Manager with senior, executive, and chief executive experience in government. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and select for-profit firms.

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**Introduction:**

**Welcome to Organizational Behavior & Administration!**

In this syllabus, I will provide an overview of the course and the student expectations for this semester. It is important that you note the schedule of events, and assignments.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or team has the opportunity to learn. In addition learning between the instructor and students flows two ways. I will learn from you just as you will learn from me.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to the business world.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via Lincoln University e-mail.

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### Class Procedures:

Before each session you should review the course syllabus for: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day.

Instructional methodology includes: Lecture, class discussions, individual/team presentations, group and team work, practical exercises, and multimedia resources in either a brick and mortar classroom or a virtual classroom.

You will be reading and working on various exercises and answering discussion questions as an individual, in a pair, and in groups.

You should have an active Lincoln University e-mail account so that you can receive any course revisions, feedback on your assignments and coursework, and any information that will be disseminated concerning the class.

Students will also be asked during the semester to evaluate this course. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved.

Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade.

As you review the next section, you will notice there is no midterm and final exam. I will assess your understanding of the course material through the rigorous learning assessments, exercises and assignments listed below that include a case study, which requires you to apply everything you will have learned in this course to several business situations.

### Assignments & Coursework:

**Reading Assignments: Please refer to the course schedule at the end of this syllabus.** When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts before coming to class because it will provide a framework for what we discuss in class for the session. In addition, it will help prepare you for a chapter key terms and concepts quiz if one is scheduled for the day.

**Chapters 1-3 six short answer/essay questions to be completed in one-hour on 2/12.**

**Assurance Exercise Assignments: The due dates for most of the assignments are clustered.** For example, assignments for weeks one to three are due on 2/12/13. The due date for each homework assignment is indicated on the course schedule at the end of this syllabus. Late assignments will be accepted without a 5% late penalty if they are

submitted within two days of the due date. If they are submitted after the two day grace period, a 5% late penalty will be assessed for each week they are late. Assignments can be submitted electronically; however, to receive credit the title/heading for the assignment must indicate the correct homework assignment, your name as indicate on the attendance sheet, and your student identification number. For example, Homework 1, Homework 2, Homework 3, etc. Assignments without the correct title/heading will not be counted.

**Strengths Based Leadership Exercise:** Students will need to read the text, and complete the online survey using the access code in the back of Rath's Strengths-Based Leadership book, and bring the printout of their top five leadership strengths to class on March 12. In addition, students will need to complete the demographic data sheet for the class and submit it at the same time as the 1-page summary of their top five strengths (usually page 2 of the report). Completion of this exercise is valued at 8 points.

**Key Terms & Concepts Quizzes:** Students should become familiar with the key terms and concepts listed for each chapter (in the blue field of the textbook for each chapter) and be prepared to take a short ten minute quiz within the first 15 minutes of class on those days when a quiz is scheduled. Unless there is a medical or documented emergency reason for being late for the quiz, there will be no make-up quizzes.

**Individual Experiential Exercises:** Will be completed during class.

**Team Debates:** Student teams will work together to research either the pros/cons of a topic, identify key arguments, and develop a strong position/argument to support their position. They will then participate as a team in an in-class debate with the opposing point of view student team that will be moderated by the instructor. Students not participating in the event will evaluate the positions/arguments of the participating teams. Students will be evaluated as part of their team, and by the completion/submission of their evaluation of their peers' debate performance (\*Note: peer evaluations will not be factored into debate performance grading by the instructor).

**Team Motivating Job Design Exercise:** Student teams will complete a homework exercise where the team will design a job that encompasses effective work motivation strategies. The teams will present their "job" to the class (10 minutes maximum) and class discussion will follow. This exercise will be evaluated based on how effectively the team incorporates the principles of motivation, and how effectively these are communicated to the audience.

**Case Study Analysis:** Students will individually analyze five comprehensive business cases and submit their completed work on May 7.

**Assignments must have:** The student's first and last name at the top of the page, and the student's identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 3% for

not following instructions. Electronic submissions without these items will not be counted.

### **Class Attendance Defined:**

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

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### **Learning Environment:**

The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thought before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Students are required to follow Lincoln University's Student Standards of Conduct and Honor Code that is in the student handbook. Violations may have an adverse impact on a student's grade.

### **Grading**

#### ***Point/Grade Conversion***

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	59 or <	F

**A = Superior performance for a graduate student.** A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood

many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

**A- = Excellent performance for a graduate student.** An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an “A” paper. The analysis, argument, or approach is not as well researched and supported as in an “A” paper.

**B+ = Very good performance for a graduate student.** A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the “A” or “A-“categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

**B = Good performance for a graduate student.** A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

**B- = Above Average performance for a graduate student.** An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

**C+ = A marginally above-average performance for a graduate student.** The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-“ grade level above.

**C = Average performance for a graduate student.** An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a

university student. Supporting references are limited and based solely on secondary sources.

**C- = Below-average performance for a graduate student.** A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

**D+ = Poor performance for a graduate student.** A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

**D = Very poor performance for a graduate student.** A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

**D- = Very poor performance for a graduate student.** Performance is even less that indicated in the “D” grade level above.

**F = Failing performance for a graduate student.** Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

**Course Grade Weighting:**

<b>Category</b>	<b>Percent</b>	<b>Point</b>
Discipline Specific Key Terms and Concepts In-class Matching-Quizzes (the terms are in blue background at the end of the chapters at the bottom of the pages; 10 x 1.5 points each)	15%	15
Individual Homework Assignments (11 x 2.50 points each)	27.5 %	27.5
Short answer/essay learning assessment (Chapters 1-3, 6 questions)	10%	10
In-Class Team Experiential Exercise Participation (2 x 1.5 point each)	3%	3
Individual Org. Culture Profile Homework Assignment (2/19)	1.5%	1.5
Team Debates (students will participate in one of the five debates)	5%	5
Team Debate Peer Evaluations (3 x 1 point each)	3%	3
Team Job Design Homework Exercise & Presentation	5%	5
Completion of the Strengths-Based Individual Leadership Development Exercise (Individual Assessment) & demographic data sheet	8%	8
Completion of the Strengths-Based Team Leadership Development Exercise and Presentation	3%	3
Individual Comprehensive Case Studies (Cases 1 to 5, 4.1 points each, subject to turn-it-in plagiarism checker)	19%	19
	<b>100%</b>	<b>100</b>
<b>Individual Performance = 87% &amp; Team Performance = 13%</b>		

## Format for Submitting Assignments

(1) Write your first, last name, and student ID number at the top of your paper along with the title of the assignment (papers will not be returned without credit if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabian guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to help you locate those resources.

## Academic References

In the United States, Wikipedia is not considered an academic reference in education by most elementary schools, high schools, and colleges. This does not mean you cannot site this as a source much like you would use a magazine or newspaper articles as a reference. You can use these non-academic reference sources to point you in the right direction when you need an academic reference to support your approach, argument, or analysis. One of the best resources you have as a student is the academic databases that are available to you through Lincoln's library.

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## Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
January 22	<ul style="list-style-type: none"><li>• Introduction to course.</li><li>• <b>Read Chapter 1: What is Organizational Behavior?</b></li><li>• <b>Homework 1:</b> Ethical Dilemma (pg. 33), due at start of class on 2/12.</li><li>• <b>Begin Reading Rath.</b> Complete all chapters and the online assessment (access code is at the back of the book) by the end of class on 3/12. Turn in-your printout and demographic data sheet by 3/12.</li></ul>
January 29	<ul style="list-style-type: none"><li>• <b>Read Chapter 2: Diversity in Organizations.</b></li><li>• <b>Learning Team Selection.</b></li><li>• <b>Homework 2:</b> Case Incident #2 (pg. 64), due at start of class on 2/12.</li></ul>
February 5	<ul style="list-style-type: none"><li>• <b>Read Chapter 3: Attitudes and Job Satisfaction.</b></li><li>• <b>Homework 3:</b> Case Incident #1 (pg. 90), due at start of class on 2/12.</li></ul>
February 12	<ul style="list-style-type: none"><li>• <b>Short answer/essay learning assessment (1-hour to complete, 10 points, 6 questions): In-class, open book, open notes, electronic devices with course materials for Chapters 1-3.</b></li></ul>



	<ul style="list-style-type: none"> <li>• <b>Read Chapter 4: Emotions and Moods.</b></li> <li>• Goleman's EI Model.</li> <li>• <b>Homework Assignments 1-3 due at the start of class.</b> <ul style="list-style-type: none"> <li>• <b>In-class Experiential Exercise (pg. 123):</b></li> </ul> </li> </ul>
February 19	<ul style="list-style-type: none"> <li>• <b>Chapter 5: Personality &amp; Values.</b></li> <li>• <b>In-class Experiential Exercise (pg. 156): Complete the Organizational Culture Profile available at <a href="http://www.jstor.org/stable/256404">www.jstor.org/stable/256404</a> before class on 2/19 and bring the results to class so you can participate in group work.</b></li> <li>• <b>Chapter 6: Perception &amp; Individual Decision-Making.</b></li> <li>• <b>Key Terms &amp; Concepts Quiz 1 (from 5 &amp; 6).</b></li> <li>• <b>Homework 4: Ethical Dilemma (pg. 193), due at the start of class on 3/12.</b></li> </ul>
February 26	<ul style="list-style-type: none"> <li>• <b>Chapter 7: Motivation Concepts.</b></li> <li>• <b>Chapter 8: Motivation from Concepts to Applications.</b></li> <li>• <b>Group Homework Exercise: Constructing a motivating job design, due on 3/5.</b></li> <li>• <b>Key Terms &amp; Concepts Quiz 2 (from 7 &amp; 8).</b></li> <li>• <b>Team Debate Assignment Discussion</b></li> </ul>
March 5	<ul style="list-style-type: none"> <li>• <b>Chapter 9: Foundations of Group Behavior</b></li> <li>• <b>Team Job Design Presentations (maximum 10 minutes).</b></li> <li>• <b>Key Terms &amp; Concepts Quiz 3 (from 9).</b></li> </ul>
March 12	<ul style="list-style-type: none"> <li>• <b>Chapter 10: Understanding Work Teams</b></li> <li>• <b>Key Terms &amp; Concepts Quiz 4 (from 10).</b></li> <li>• <b>In-class: Team Debate #1: Whose Ethical Standards to Follow (pg. 185)?</b></li> <li>• <b>Homework 5: Case Incident #2 (pg. 329), due at the start of class on 4/9.</b></li> <li>• <b>ASSIGNMENT DUE: Strengths-Based Leadership Assessment and Class Demographic Data Sheet due at the end of class.</b></li> </ul>
March 26	<ul style="list-style-type: none"> <li>• <b>Chapter 11 : Communication</b></li> <li>• <b>Key Terms &amp; Concepts Quiz 5 (from 11).</b></li> <li>• <b>In-class: Team Debate #2: Point/Counterpoint (pg. 262).</b> <ul style="list-style-type: none"> <li>• <b>Homework 6: Case Incident #1 (pg. 362), due at the start of class on 4/9.</b></li> </ul> </li> </ul>
April 2	<ul style="list-style-type: none"> <li>• <b>Chapter 12: Leadership</b></li> <li>• <b>Rath: Strengths-Based Leadership Text</b></li> <li>• <b>Homework 7: Case Incident #1 (pg. 400), due at the start of class on 4/9.</b></li> <li>• <b>In-class &amp; Team Homework Assignment: Learning team analysis/discussion exercise using class SBL assessment results. Team homework assignment/presentation due on 4/9.</b></li> </ul>
April 9	<ul style="list-style-type: none"> <li>• <b>Chapter 13: Power &amp; Politics</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Key Terms &amp; Concepts Quiz 6 (from 13)</b></li> <li>• <b>In-class: Team Presentation/Discussion of SBL Team Analysis homework assignment.</b></li> <li>• <b>Homework 8:</b> Case Incident #2 (pg. 439), due at the start of class on 4/30.</li> </ul>
April 16	<ul style="list-style-type: none"> <li>• <b>Chapter 14: Conflict &amp; Negotiations</b></li> <li>• <b>Key Terms &amp; Concepts Quiz 7 (from 14)</b></li> <li>• <b>Discussion of Comprehensive Case Study Assignments</b></li> <li>• <b>Homework 9:</b> Ethical Dilemma (pg. 473), due at the start of class on 4/30.</li> <li>• <b>In-class:</b> Team Debate #3: Point/Counterpoint (pg. 359).</li> </ul>
April 23	<ul style="list-style-type: none"> <li>• <b>Chapter 15: Foundations of Organizational Structure</b></li> <li>• <b>Key Terms and Concepts Quiz 8 (from 15)</b></li> <li>• <b>In-class:</b> Team Debate #4: Point/Counterpoint (pg. 398)</li> <li>• <b>Homework 10:</b> Case Incident #2 (pg. 506), due at the start of class on 4/30.</li> </ul>
April 30	<ul style="list-style-type: none"> <li>• <b>Chapter 16: Organizational Culture</b></li> <li>• <b>Key Terms &amp; Concepts Quiz 9 (from 16).</b></li> <li>• <b>Homework 11:</b> Case Incident #1 (pg. 536), due at the start of class on 5/7.</li> </ul>
May 7	<ul style="list-style-type: none"> <li>• <b>Chapter 18: Organizational Change &amp; Stress Management.</b></li> <li>• <b>Key Terms &amp; Concepts Quiz 10 (from 18).</b></li> <li>• <b>In-class:</b> Experiential Exercise (pg. 608)</li> <li>• <b>Comprehensive Cases Due at the end of class.</b></li> </ul>