

LINCOLN UNIVERSITY  
DEPARTMENT OF BUSINESS AND ECONOMICS

**Course: BA 275 – Industrial and Organizational Behavior, Spring 2011**

**Wednesday 12:30-3:15**

**Instructor: Professor Tamar Larsen, Ed.D.**

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Office hours: 12:00-12:30 Wednesday

**Catalogue Course Description for BA 275 – Industrial and Organizational Behavior:**

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: Upper division standing*

**Textbook:** Robbins, S., Judge, T.

2011 **Organizational Behavior, 14<sup>th</sup> Edition.** Pearson Prentice-Hall. Upper Saddle River, NJ.  
ISBN: 978-0-13-612401-6

**Course Objective:** This course provides a balanced overview of concepts key to Organizational Behavior. While this includes traditional topics such as leadership skills, management techniques, and communication, it will also explore the related subjects of psychology, sociology and cultural anthropology. For these are entwined with relating the structures of the organizations themselves to those that make up the organizations—the people.

As globalization and cross cultural differences are a key element of many dynamic organizations today, the issues surrounding these subjects will be explored from a practical and theoretical perspective. This includes ethics in the workplace, varying cultural expectations, diversity, emotional intelligence and gender.

We will address contemporary issues in Organizational Behavior with regards to the above-mentioned themes.

**Methodology:** This is an interactive course that will include discussion, lectures, individual and group presentations, case analysis, and class handouts with accompanying exercises. When appropriate, there will be field trips to local businesses/events and guest lecturers.

**Please Note:** I hope to introduce topics that can stimulate exciting conversation within the class. In order to accomplish this goal, I ask that every student play the role of an **active participant**, so that we may share our diverse understandings of the world with one another. In doing this, we will learn from each other, and see new ways of looking at old problems within the context of Organizational Behavior.

**Attendance:** Consistent attendance at and preparation for all class sessions are crucial to the student's successful performance in this course.

**Additional Guidelines:**

- Keep a copy of everything you submit.
- A front cover page should be attached to all work handed in. This cover page should have the name of the assignment, the student's name, the course title, the professor's name and the date.
- All papers to be typed (word processed), double spaced with 1" margins on all sides.
- Assignments must be turned in when due. Late work cannot be accepted unless prior arrangements have been made with the professor.
- Please turn off all cell phones while in class or put them on vibrate.

**Grading:** The quality of learning in this class depends on each participant contributing to the class in meaningful ways. This includes but is not limited to:

- the contribution of each person to the class discussions.
- maintaining a positive outlook towards everyone present in the class.
- the appropriateness and insightfulness of your responses.
- the ability to work with classmates in an inclusive and collaborative manner.

<b>Grading Scale:</b>	<b>Grade</b>	<b>Percentage</b>		
	<b>A</b>	<b>93-100</b>	<b>C</b>	<b>72-76</b>
	<b>A-</b>	<b>90-92</b>	<b>C-</b>	<b>70-71</b>
	<b>B+</b>	<b>87-89</b>	<b>D+</b>	<b>67-69</b>
	<b>B</b>	<b>82-86</b>	<b>D</b>	<b>64-66</b>
	<b>B-</b>	<b>80-81</b>	<b>D-</b>	<b>60-63</b>
	<b>C+</b>	<b>77-79</b>	<b>F</b>	<b>59-less</b>

**Assignments:** Evaluation criteria will include the quality and quantity of your written and oral projects.

The student's final grade for the course will be determined as follows:

**Attendance 10%**

**Written Assignments 20%**

**Case Study Analysis 20%**

**Midterm Exam/Project 20%**

**Final Exam/Project 30%**

**The written assignments** will comprise of brief responses to hand outs I provide in class, as well as written responses to video clips that are shown in class.

**The Case Study Analysis** will be an in-depth written response to one of the case studies in our text book (Case Study # 4, page 644-646). **Due Feb. 16th**

**The Midterm Project** will be the written response (as opposed to a mere "book report") to a work that relates to the themes we are addressing in this course (a suggested list will be provided by the professor and other titles are possible pending professor's approval). Paper shall be 4-6 pages. In addition, each student shall make a brief presentation (5-10 minutes) about the book they chose, its applicable lessons with regards to Organizational Behavior, and why it is relevant

to Organizational Behavior practices seen today. This is in order to expose participants to new and cutting edge thoughts in this field, as our textbook is only the beginning... **Due March 9th**

**The Final Project** will be done in small groups and will be a multi-media presentation thoughtfully constructed to both address the themes we have covered in class as well as in our textbook. This project is to be 10-15 minutes in length, and geared towards allowing the participants to illustrate how Organizational Behavior practices can be re-imagined for bettering our global community. **Due April 20<sup>th</sup>, and continuing on April 27<sup>th</sup>** (but all should be ready by the 20<sup>th</sup>). Accompanying this will be a 5-7 page paper sharing how the subject of your project was chosen, why it's of interest, and ways in which your observations/conclusions can be of use in this field. Each student writes their own paper, though the presentation aspect of this assignment is done as a group. While this comprises 30% of your total grade, the breakdown equals group presentation as half this grade, and written paper by individual student the other half of this grade.

## Course Schedule

### Session #1: January 19<sup>th</sup>

- Introduction
- Class Organization
- Review of Course Syllabus
- Chapter 1: What is Organizational Behavior?
- Discussion: Point/Counterpoint and Questions for Review pg. 32
- Small group discussion of Questions in Ethical Dilemma section on pg. 33
- Talk about article from New York Times
- **For next week, read chapters 1 and 2 in textbook**

### Session #2: January 26<sup>th</sup>

- Chapter 2: Diversity in Organizations
- Lecture addressing discrimination and diversity
- Hand out article about college students shifting into new worlds (China/U.S.)
- Discussion: Point/Counterpoint and Questions for Review pg. 61
- Small group discussion of Questions for Review pg. 62
- Experiential Exercise pg. 62
- **For next week, read chapter 3 in textbook**
- **Homework: Case Incident I, the Flynn Effect pg. 63-64, one paragraph for each question**

### **Session #3: February 2<sup>nd</sup>**

- Chapter 3: Attitudes and Job Satisfaction
- Lecture: environments/companies that honor employees; job satisfaction, organizational commitment, loyalty: creating satisfying work environment
- Point/counterpoint pg. 90
- Experiential Exercise pg. 91
- Ethical Dilemma pg. 92—U.S. vs. European workers. Re-frame discussion in relation to Asian workers
- **Choose book to critically explore** with regards to Organizational Behavior for Midterm Project (**Due March 9<sup>th</sup>**)
- **For next week, read chapter 4 and 5 in textbook**
- **Begin writing response for Comprehensive Case Study 4, pg. 644-646, due Feb. 16th**

### **Session #4: February 9<sup>th</sup>**

- Lecture: Values, Personality, Emotional Intelligence—what organizations have this?
- Discuss chapter 4 Point/counterpoint (in terms of customer service traditions) pg. 123 with regards to actual life experience globally (handout of article on women working in Pakistan)
- In groups, discuss Ethical Dilemma (159) and Case Incident 2 (pg.161) in chapter 5
- **Read chapter 6 for next week**

### **Session #5: February 16<sup>th</sup> (Due: Case Study)**

- Chapter 6: Perception and Individual Decision Making
- Small group discussion Ethical Dilemma pg. 195
- Video addressing ethics, decision making, consequences, perception: “The Insider”
- **Homework: written response regarding film (note: NOT a report, but with regards to themes discussed and read about in text). Also, read chapter 7 for next week**

### **Session #6: February 23<sup>rd</sup>**

- Chapter 7: Motivation Concepts
- Lecture on decision-making, rationality, ethics, perception, bias, organizational constraints—organization vs. individual (including nation/state). Introduce Madeleine Albright’s statements with regards to state decision making (Rwanda)

- Discuss Point/Counterpoint pg. 231
- Introduce Michael Moore's "out-takes" from film regarding global take on ethics, bias, perception
- Small groups discuss manipulation vs. motivation, half take Case Incident I, and half take Case Incident 2—share with class (pg. 232-233)
- **Read chapter 8 and chapter 9 for next week**

### **Session #7: March 2<sup>nd</sup>**

- Chapter 8: From Concepts to Applications—making it real. Also Chapter 9: Group Behavior--behavior, conflict, status, conformity, groupthink (explore organizations that give back to their community- how, why, where, is it effective? And what's the point?)
- Explore together companies that embody this through action
- In small groups, chose an organization to focus on and explain how they portray the concepts from these chapters.
- Discuss Point/Counterpoint pg. 303 from global perspective
- **Read chapter 10 for next week**

### **Session # 8: March 9<sup>th</sup>**

- Chapter 10: Understanding Work Teams
- Lecture exploring various work cultures with respect to teamwork, individualism, ability, roles, diversity
- In small groups, half class taken Case Incident I (pg. 334) and other half take Case Incident 2 (pg. 335) and answer questions together.
- **Midterm Projects Due: Written Response Due, and brief presentations in class by each student**
- **For next class, read chapters 11 and 12**

### **Spring Break Week (March 15<sup>th</sup>)**

### **Session #9: March 23<sup>rd</sup>**

- Lecture, discussion and workshop exercises exploring communication and leadership
- In small groups, Case Incident I (pg. 368-369)
- Beyond leadership: applying themes of leadership to organizations—inquiry into personal leadership styles
- Verbal, non-verbal, physical, global communication—how and why these matter
- For discussion, Point/Counterpoint (pg. 406)
- In class written exercise: responses to 3 questions in Question for Review (pg. 407)
- **For next class, read chapter 13**

### **Session #10: March 30<sup>th</sup>**

- Lecture: Power and Politics
- Discuss Point/Counterpoint (pg 444)
- In groups, half class takes Case Incident I (pg 446-447) to discuss, and half takes Case Incident 2 (pg.447-448)
- **For next week, read chapter 14**

### **Session #11: April 6<sup>th</sup>**

- Lecture: Conflict-Negotiation
- Discuss Point/Counterpoint (pg. 478) and Questions for Review (pg. 479)
- For next week, read chapter 16

### **Session #12: April 13<sup>th</sup>**

- Lecture: Organizational Culture—meanings, evolution, globalism, spirituality
- In small groups, Case Incident 2 (pg 546-547)
- In class written exercise Questions for Review (pg. 544)

### **Session #13: April 20<sup>th</sup>**

- Presentations of Final Group Projects

## **Session # 14: April 27<sup>th</sup>**

- More Final Group Project presentations

## **Session 15: May 4<sup>th</sup>**

- Guest lecturer
- Group discussion
- Wrapping things up
- Breaking bread together—organizational community event

**Last notes:** The professor reserves the right to modify this syllabus at any time during the course. An announcement of any changes will be made in class, so please exchange contact information with at least one other student so that you can be kept abreast of any changes in case you are absent. It is the student's responsibility to attend class, or at least check with a classmate (and not the professor) if a class is missed.

There is the possibility of going as a class to the new play at Berkeley Repertory Theater addressing Organizational Behavior, called "The Agony and Ecstasy of Steve Jobs". We can decide as a class if this is something we would like to do.

Date Syllabus last modified: January 14, 2011



