

LINCOLN UNIVERSITY

**BA 320 I: Organization Behavior and Administration
Spring 2012 Course Syllabus**

Wednesday 9:00 – 11:45 AM

Credit: 3 units (45 lecture hours)

Instructor: Professor Tamar Larsen, Ed.D.

Email: tlarsen@lincolnuca.edu

Office hours: Wednesday 3:15 – 3:45 PM

Course Description for BA 320: Organization Behavior and Administration: 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, evaluation 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).

Textbook: Robbins, S., Judge, T.

Organizational Behavior, 14th Edition (2010), Pearson Prentice Hall, Upper Saddle River, NJ.
ISBN-13: 978-0136124016

Note: The international edition may be used, as I am aware it is much less expensive. Also, there are electronic versions available, and Nicole (the Head Librarian) can help you explore those options as well. *As long as you bring into class some form of this textbook, every class time.* We will use it extensively as a base text.

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. The Socratic method of exploring issues through probing questions as well as conversation will be employed.

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.

Plagiarism: Under no circumstances is any of your written work to be copied from any published materials or online materials. Period. Any work that has been deliberately or un-deliberately plagiarized will be automatically failed. I look forward to reading original work, created by your own thoughts, viewpoints and experiences. All written major papers to be graded will be submitted by you to **turnitin.com**, which the head librarian (Nicole) can help you with.

Attendance: Consistent attendance at and preparation for all class sessions are crucial to the student's successful performance in this course. Missing more than one or two classes takes away the experience from your fellow classmates. We honor each other by showing up and choosing to be present. This means not just sitting in your chairs, but engaging actively with one another as guided by the professor.

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 proper margins on all sides. Please refer to APA or AAA for proper guidelines for academic papers. You can find these online.
- 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. No texting in class. This is disrespectful towards both your professor, and your fellow students.

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.

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

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 20%

Written Assignments 20%

Individual Project 20%

Midterm Exam 20%

Final Exam/ Group Project 20%

Please Note: Grading is subjective, in that the professor takes into consideration the engagement, intentionality, enthusiasm, language level of students. This is not a math or statistics based class, with one correct answer. It is an exploration of an entire body of issues. So, active communication is a very important part of this process, and will play a role in the quality of your final grade.

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.

Midterm Exam will be a written in-class exam. All subjects studied up to this point may be included. It will not be multiple choices, but a series of more reflective essay type questions to be answered in class during the exam. **First part of class, February 22nd.**

The Individual Insights 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 3-4 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**. The focus here is on *critical thinking* about issues we have learned together in Organizational Behavior. 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 7th.**

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 25th and continuing on May 2nd** (but all individual papers due and all groups should be ready to present by April 25th).

Accompanying this will be a 4-5 page paper (to be turned in April 25th) 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 individual paper, though the presentation aspect of this assignment is done as a group. While this comprises 20% of your total grade, the breakdown equals group presentation part as half of this grade, and written paper part as the other half of this grade, based on the individual student’s paper. So, you can see that the individual grade each student receives for this Group Project will be their own grade, and may differ from their team mates, depending on the grade this individual student receives for the quality of written paper that accompanies the presentation. It is important that each student write **THEIR OWN PAPER**. *Papers are not written as a group, or in partners. This point should now be clear.*

- **Make presentation engaging, not boring, capture our interest.**
- **Think of “setting the stage”, being dynamic.**
- **Teaching us a new way to look at an issue.**
- **Share with class an organization, its main concepts, why this is interesting or special, and what we can learn from this organization.**

Course Schedule

Session #1: January 18th

- 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 #1: January 18th

- 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**
- **Choose book to critically explore** with regards to Organizational Behavior for **Individual Insights (Due March 7th)**

Session #3: January 25th

- 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
- **For next week, read chapter 4 and 5 in textbook**

Session #4: February 1st

- 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 8th

- Chapter 6: Perception and Individual Decision Making
- Small group discussion Ethical Dilemma pg. 195
- Film addressing ethics, decision making, consequences, perception: “The Insider”
- **Homework due next week: written response regarding film (note: NOT a report, but with regards to themes discussed and read about in text). In your own words, please (nothing from online). Also, read chapter 7 for next week**

Session #6: February 15th

- 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: February 22nd

- **Midterm Exam: first part of class only.**
- 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
- Discuss Point/Counterpoint pg. 303 from global perspective
- **Read chapter 10 for next week**

Session # 8: February 29th

- 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

Session #9: March 7th

- **Individual Insights Due: Written Response Due, and brief presentations in class by each student (10-15 minutes each)**
- **For next class, read chapters 11 and 12**

Spring Break—No Class

Session #10: March 21st

- 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 #11: March 28th

- 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 #12: April 4th

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

Session #13: April 11th

- 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 # 14: April 18th

Open class day to be used for catching up, field trip time, or guest speaker

Session #15: April 25th

- **Presentation of Final Group Projects**

Session #16: May 2nd

- **More Final Group Project presentations**
- 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. This syllabus serves as a working guideline only, and due to the active participation nature of this course, a level of fluidity with the syllabus is to be expected. 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.*

Date Syllabus last modified: January 14, 2012