



## **ORGANIZATIONAL BEHAVIOR**

### **Fall 2017**

**Course ID:**

**Course code:**

**Number of Credits: 3**

**Class Schedule: Fridays (8 – 9.15 p.m.)**

**Class Venue: 206**

**Instructor:**

**Liga Rudzite**

Visiting Scholar

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### **Overview**

#### **Course Description**

Organizational Behavior (OB) is a field of study that attempts to understand how individuals and groups interact in organizations and what implications these patterns have on effectiveness, efficiency and sustainability of organizations. Inspired by diverse disciplines, such as anthropology, psychology, communication theory and organizational management theory, organizational behavior can be useful in choosing appropriate leadership styles and management practices. This course will introduce the theories of organizational behavior and explore the possibilities to apply these theories to real-life contexts to increase positive outcomes for organizations and individuals involved in them. The course will deal with behavioral issues on individual (perception, personality, attitudes, motivation, decision-making, well-being), group (group and team dynamics, communication and conflict management, power and politics, leadership) and systemic (organizational systems, culture and change) levels. The course will make an extensive use of case analysis, as well as individual and group experiential exercises.

#### **Course Aims**

The course aims at:

- Providing an overview and understanding of core theories and ideas relating to organizational behavior;
- Introducing and discussing contemporary issues that organizational behavior attempts to deal with;
- Deepening the understanding of behavioral factors that impact the performance, success and sustainability of organizations;
- Learning to apply concepts and approaches to analysis of organizational problems and development of appropriate solutions;
- Developing personal behavioral skills needed for successful leadership and/or management of organizations.

## **Key Learning Outcomes**

At the end of the module, students should be able to:

- Identify and analyze the current issues and trends related to organizational behavior;
- Understand diversity-related challenges in organizations and apply suitable tools to deal with them;
- Understand and explain the impact of behavioral factors on organizational and human successes;
- Design and apply solutions to behavioral challenges for improved individual, group, team and overall organizational performance.

## **Teaching Approach**

This course requires students to engage with the course material in a self-directed, reflective and critical way. There will be considerable number of class activities to encourage students to understand the course theory in practice. As such students are required to be active in class and take charge of their learning during and outside of class. The course will consist of lectures and experiential learning exercises during the lectures, individual assignments outside of classroom, a group project and a final exam. Several pedagogical characteristics anchor this module:

- Equal emphases on group and individual learning in class and outside classroom
- Opportunities to apply theory to real-life cases
- Exercises based on experiential learning

## **Course Details**

### **Course Policies**

The course instructors reserve the right to modify the syllabus throughout the course. Any modifications will be communicated to students in advance via email or during classes.

Students are expected to show up for classes on time and submit homework assignments in a timely manner.

Electronic devices are allowed. However, you are expected to be attentive in class and not disturb other students.

All written assignments are to conform to the reference and citation practices of APA style format (APA style Format 6th Edition – Publication Manual of the American Psychological Association, copies are available at BF 76.7 P83 2010).

### **Submission of Assignments**

In order to receive full credit, assigned work must be submitted before the scheduled submission deadline. Therefore, students keeping up with the course work and submitting assignments on time is essential. Late assignments will not be accepted for grading. If commitments make submitting assignments on schedule impossible, students must consult with the professor at least three days in advance to make other arrangements.

### **Academic Integrity**

Zero Tolerance for Academic Dishonesty:

Students are expected to read and follow the section on the Student Academic Dishonesty of the AUCA Code of Student Rights, Responsibilities and Conduct.

As defined, academic dishonesty is a "failure to maintain academic integrity" Failing to maintain academic integrity includes obtaining or giving help on an examination, doing work for another student, and plagiarism. Students are expected to maintain high ethical standards in all their courses. All cases of academic dishonesty will result in a failing grade and will be referred to the Chair, Business Administration department for administrative review.

## Course Assessment

### Grading Criteria

The grading scale, which is standard in the Business Administration department, is as follows:

A	100 – 93	C	76 - 73
A-	92 – 90	C-	72 - 70
B+	89 – 87	D+	69 - 67
B	86 – 83	D	66 - 63
B-	82 – 80	D-	62 – 60
C+	79 – 77	F	59 - 0

The grade of **A** represents "outstanding scholarship." This is reserved for those students that have shown distinction in their performance, advance the general understanding of the material, and apply both terminology and principles in completing course related assignments.

The grade of **B** represents "good scholarship." This identifies a student that has performed at a higher than satisfactory level, exhibits proficient use of course related terminology, and deals with challenging topics.

The grade of **C** implies a student's performance is "satisfactory." This represents a student that has understood the subject material, shows reasonable competence, and conforms to the minimum requirements.

The grade of **D** represents limited ability to analyze material presented in lectures and readings. While the student has attended class and was involved in discussions, performance has been below class average.

The grade **F** represents poor learning or lack of effort, the student has failed to demonstrate even a minimal capacity to analyze concepts and theories. Misses most classes and performed very poorly in, or even failed to participate in class discussions. The final paper, if submitted, has been of a poor standard or plagiarized.

### Assessment Components

Class Participation:	10%
Individual Assignment:	25%
Group Assignment:	40%
Final Exam:	25%

### Class Participation (10%)

During lectures students will be asked questions, made to present any assigned work and invited to take part in experiential learning exercises. Frequency and quality of participation in class contributes towards an overall grade.

Attendance, punctuality, and class conduct count towards the overall evaluation of Class Participation. By not turning up on time, or failure to engage in class activities may affect your score.

### **Individual Assignments (25%)**

Two individual assignments will be assigned to students throughout the course. The assignments will be based on self-reflection and will refer to the reading materials. One of them will invite students to reflect on their own behavior in organizational settings. The other will require students to analyze and evaluate behavior of groups within organizations. Assignments will be introduced during the third and sixth lectures. Students will be given at least 3 weeks to complete them.

### **Group Assignment: Case study (40%)**

Group assignment guidelines will be introduced during the third lecture. Students will form groups within which they will prepare a case study of an organization in line with the topics and reading materials covered in the course.

Groups will have 10 weeks to prepare the case studies. These will be presented at the end of the course, during the 13<sup>th</sup> lecture. The written version of the case studies will need to be submitted by the end of the course before the final exam.

All members of the same group will obtain the same score for each group-based grading component. An adjustment to penalize free-riders in the group will exist.

### **Final Exam (25%)**

Final Exam will be conducted online in an open-book examination format. Students will receive exam questions in their e-mails at an agreed time and will need to submit their exam papers by a agreed time to instructors' e-mails. The exam questions will focus on a single business case.

### **Attendance policy**

Attendance is important to stay on top of class material and homework assignments. Students are encouraged to come to class, but are left with the responsibility of managing their own attendance.

### **Contacting your Instructors**

Students may contact your instructors on campus during hours agreed in the class or via email.

## Course Schedule

#	Date	Topic	Assignments
<b>Introduction to Organizational Behavior</b>			
1	08.09.	<b>Module Briefing &amp; Introduction to OB</b> <i>Introduction to the course</i> <i>Disciples that contribute to the course</i> <i>Contemporary issues, challenges and opportunities in OB</i>	<b>Readings:</b> <i>Rob , Chap 1</i>
<b>The Individual and Diversity in Organizations</b>			
2	15.09.	<b>Personality Traits and Work Values</b> <i>Diversity and ability accomodation in organizations</i> <i>Personality types, personality tests</i> <i>Values at work</i>	<b>Readings:</b> <i>Rob , Chap 2</i>
3	22.09.	<b>Individual Perception and Decision Making</b> <i>Attribution theory</i> <i>Individual decision making</i> <i>Decision making in organizations</i> <i>Cross-cultural differences in perception and decision making</i>	<b>Readings:</b> <i>Rob , Chap 3</i>
4	29.09.	<b>Attitudes, Job Satisfaction and Motivation</b> <i>Major job attitudes</i> <i>Measuring job satisfaction</i> <i>Understanding factors for and impacts of job satisfaction</i> <i>Ensuring and designing motivating work environment</i> <i>Employee involvement and rewards</i>	<b>Readings:</b> <i>Rob , Chap 4 - 6</i>
5	06.10.	<b>Emotions and Moods, Stress and Well-being</b> <i>Role and sources of emotions and mood at work</i> <i>Emotional intelligence</i> <i>Understanding and dealing with stress at work</i> <i>Promoting well-being at a work place</i>	<b>Readings:</b> <i>Rob , Chap 7</i>

<b><i>Understanding Groups and Teams</i></b>			
6	13.10.	<b>Groups, Group Dynamics and Behavior</b> <i>Defining groups</i> <i>Stages of group development</i> <i>Differences and conformity</i> <i>Working with and within groups, group decision making</i>	<b><i>Readings:</i></b> <i>Rob , Chap 8</i>
7	20.10.	<b>Teams, Work Teams and Team Work</b> <i>Defining teams</i> <i>Effective teams</i> <i>Working with and within teams</i>	<b><i>Readings:</i></b> <i>Rob , Chap 9</i>
8	27.10.	<b>Communication in Organizations and Among Groups</b> <i>Interpersonal communication</i> <i>Organizational communication</i> <i>Effective communication, active listening and supportive feedback</i>	<b><i>Readings:</i></b> <i>Rob , Chap 10</i>
9	03.11.	<b>Leadership in Organizations. Power and Politics</b> <i>Theories of leadership</i> <i>Critical look at the leadership concept</i> <i>Power structures in organizations</i> <i>Politics of power in organizations</i> <i>Power tactics, power tools and impression management</i>	<b><i>Readings:</i></b> <i>Rob , Chap 11-12</i>
10	17.11.	<b>Conflict and Negotiations</b> <i>Conflict process</i> <i>Negotiations and mediation</i> <i>Practical exercises</i>	<b><i>Readings:</i></b> <i>Rob , Chap 13</i>
<b><i>Organizations as Systems</i></b>			
11	24.11.	<b>Organizational Structure and Design</b> <i>Types of organizations</i> <i>Organizational structure</i> <i>Designing organizations</i>	<b><i>Readings:</i></b> <i>Rob , Chap 14-15</i>

12	01.12.	<b>Organizational Culture and Change</b> <i>Organizational culture</i> <i>Creating a positive organizational culture</i> <i>Change management</i> <i>Creating a culture for change</i>	<b>Readings:</b> <i>Rob , Chap 16</i>
13	08.12.	<b>Presentation of group assignment</b>	
14	15.12.	<b>Presentation of group assignment</b> <b>Wrap up session. Exam review</b>	

17 – 24 December      **End-Term Exam**

## **Reading Materials**

### Core Textbook

Students are to regard this as a required reading material ahead of the respective lectures. Please, at least look through the main ideas and concepts mentioned in the text book to save time during the lectures for more in-depth exploration of the topics.

*Rob: Robbins, S. P. and Judge, T. A., (2012). Essentials of Organizational Behavior: Eleventh Edition. Pearson/Prentice Hall. Harlow. ISBN 978-02737-5266-0.*

### Supplementary Readings

Additional readings, such as journal articles, extracts from magazines, and guidebooks will be assigned as needed. These readings are intended to expand the students understanding of more contemporary issues in organizational behavior beyond those covered in the textbook. Students are to treat these additional readings as strongly encouraged readings.

#### *Lecture 1:*

Gelfand, M. J., Erez, M. and Aycan, Z., (2007). Cross-Cultural Organizational Behavior. Annual Review of Psychology, 58, pp. 479–514.

#### *Lecture 2:*

Oldham, Oldham, G. R., & Cummings, A. (1996). Employee creativity: Personal and contextual factors at work. Academy of management journal, 39(3), 607-634.

#### *Lecture 3:*

Tan, Y., (2012). Process of Chinese Career Starters Adapting to Their Work: The Differentiated Roles of Proactive and Reactive Organizational Socialization. European Journal of Business and Management, 4 (7), 108- 121.

Frederick, S., (2005). Cognitive Reflection and Decision Making. Journal of Economic Perspectives, 19 (4), pp. 25–42

Busenitz, L. W., & Barney, J. B. (1997). Differences between entrepreneurs and managers in large organizations: Biases and heuristics in strategic decision- making. Journal of business venturing, 12(1), 9-30.

#### *Lecture 4:*

Boudreau, J. W., Boswell, W. R., & Judge, T. A. (2001). Effects of personality on executive career success in the United States and Europe. *Journal of Vocational Behavior*, 58(1), 53-81.

Kelley, H. H. and Michela, J. L., (1980). Attribution Theory and Research. *Ann. Rev. Psychology*, 31, pp. 457-501.

Ryan, R. M. and Deci, E. L., (2000). Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55 (1), pp. 68-78.  
(Google it).

Greenberg, J., (1987). A Taxonomy of Organizational Justice Theories. *Academy of Management Review*, 12 (1), pp. 9-22.

Reinhardt, L. and Wahba, M. A., (1975). Expectancy Theory as a Predictor of Work Motivation, Effort Expenditure, and Job Performance. *Academy of Management Journal*, 18, pp. 520-537.

#### *Lecture 5:*

Morgan, D. E. and Zeffane, E., (2003). Employee Involvement, Organizational Change and Trust in Management. *International Journal of Human Resource Management*, 14 (1), pp. 55-75

Ashkanasy, N. M., & Daus, C. S. (2002). Emotion in the workplace: The new challenge for managers. *The Academy of Management Executive*, 16(1), 76-86.

Schutte, N. S., Malouf, J. M., Simunek, M., McKenley, J. & Hollander, S., (2002). Characteristic emotional intelligence and emotional well being. *Cognition & Emotion*, 16 (6), pp. 769-785.

#### *Lecture 6:*

Wickström G. and Bendix, T., (2000). The "Hawthorne effect" - What Did the Original Hawthorne Studies Actually Show? *Scandinavian Journal of Work, Environ and Health*, 26(4), pp. 363-367.

Driskell, J. E. and Salas, E., (1991). Group Decision Making Under Stress. *Journal of Applied Psychology*, 76 (3), pp. 473-478.

Goodman, P. S., Ravlin, E. C., & Schminke, M. (1987). Understanding groups in organizations. *Carnegie Mellon University Research Showcase*

#### *Lecture 7:*

Driskell, J. E., Salas, E., Goodwin, G. F. and O'Shea, P. G., (2006). What Makes a Good Team Player? Personality and Team Effectiveness *Group Dynamics: Theory, Research, and Practice*, 10 (4), pp. 249-271.

Stevens, M. J., & Campion, M. A. (1994). The knowledge, skill, and ability requirements for teamwork: Implications for human resource management. *Journal of management*, 20(2), 503-530.

#### *Lecture 8:*

Jones, E., Watson, B., Gardner, J. and Gallois, C., (2004). Organizational communication: Challenges for the new century. *Journal of Communication*, 54, 722-750.

Lammers, J. C. and Barbour, J. B., (2006). An Institutional Theory of Organizational Communication. *Communication Theory*, 16, 356-377.



Yates, J. and Orlikowski, W. J., (1992). Genres of Organizational Communication: A Structural Approach to Studying Communication and Media. *Academy of Management Review*, 17(2), pp. 299–326.

*Lecture 9:*

Bass, B. M., (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18, pp. 19–31.

Hogg, M. A., (2001). A social Identity Theory of Leadership. *Personality and Social Psychology Review*, 5, pp. 184 – 200.

Krackhardt, D. 1990. Assessing the political landscape: Structure, cognition, and power in organizations. *Administrative Science Quarterly*, 35, pp. 342-369.

Coopey, J. (1995). The learning organization, power, politics and ideology introduction. *Management Learning*, 26(2), 193-213.

*Lecture 10:*

Levy, D. L. and Egan, D. A Neo-Gramscian Approach to Corporate Political Strategy: Conflict and Accommodation in the Climate Change Negotiations. *Journal of Management Studies*, 40 (4), pp. 803-829.

Caputo, A., (2012). Integrative Agreements in Multilateral Negotiations: The Case of Fiat and Chrysler International. *Journal of Business and Social Science*, 3 (12), pp. 167- 180.

*Lecture 11:*

Child, J., (1972). Organizational Structure, Environment and Performance: The Role of Strategic Choice. *Sociology*, 6 (1), pp.1-22.

Ivan I., Ciurea, C. and Doinea, M., (2012). Collaborative Virtual Organizations in Knowledge-based Economy. *Informatica Economica*, 16 (1) pp. 143-154.

*Lecture 12:*

Schein, E. H., (1990). Organizational Culture. *American Psychologist*, 45, pp. 109-119.

Ashworth, R., Boyne, G. and Delbridge, R., (2009). Escape from the Iron Cage? Organizational Change and Isomorphic Pressures in the Public Sector. *Journal of Public Administration Research and Theory*, 19, pp. 165-187.