

University of La Verne
College of Business and Public Management
MGMT 459-CRN 2425
Organizational Behavior: Theory and Application
Spring 2018
On-line Course

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Office Hours: Tuesday 1-3PM, Thursday 1-3PM, or by an appointment.

I. TEXT

Greenberg, J. & Baron, R. (2011). Behavior in Organizations: Understanding and Managing the Human Side of Work (10th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN-13: 978-0205136971.

Older books' editions are acceptable

II. SOURCES OF OTHER READINGS (Journals and Periodicals)

Additional assigned readings/handouts from the instructor, Academy of Management Journal, Academy of Management Review, Administrative Science Quarterly, Advanced Management Journal, Business Horizons, Harvard Business Review, Journal of Applied Psychology, Sloan Management Review, Organizational Dynamics, Research in Organizational Behavior, Strategic Management Journal, The Wall Street Journal, Fortune, Business Week, Forbes, Inc., Baron's.

A library/ProQuest search of periodicals containing articles relating to selected topics should be used to illustrate your understanding of each topic and show how they can effectively assist the achievement of corporate/organizational goals.

III. COURSE DESCRIPTION

This course is intended to examine major perspectives in organizational behavior and its impact on organizations and management.

This introductory course to organization behavior will provide the opportunity to help you understand:

- A. Group and inter-group behavior through analysis of social and industrial psychology concepts.
- B. The influence of individual and group behavior on quality, productivity, and goal accomplishment.
- C. Theories of communication, leadership, motivation, group dynamics, change,

conflict management, organizational politics, organizational culture, and culture differences to create effective organizational functioning.

IV. OBJECTIVES

The objective of this course is to provide students with a strong conceptual and framework for the study, understanding, and application of organizational behavior approaches to organizations and its relevance to managerial practice.

More specifically, at the completion of this course the student will be able to:

- Define and describe the concepts of organization and organizational behavior (OB); and trace the historical developments and schools of thought leading up to the field of organizational behavior today.
- Describe how the global economy, increasing racial and ethnic diversity in the workforce, and advances in technology today are shaping the field of OB.
- Describe how principles of learning are involved in organizational training and innovative reward systems and compare the way organizations use reward in OB management programs.
- Identify the big five dimensions of personality and describe individuals' differences in personality and abilities.
- Describe the effects of emotions and moods on behavior and ways that people manage their emotions in organizations.
- Identify the major causes and consequences of stress and identify organizational resources for managing stress.
- Describe the concept of job satisfaction, its major theories, and explain the consequences of job dissatisfaction.
- Evaluate alternative ways to motivate and reward employees.
- Evaluate group and team behavior and assess its impact on performance.
- Communicate effectively at the individual, group, and the organizational level.
- Make effective decisions at the individual, group, and team levels.
- Describe the causes and effects of organizational conflict and identify ways in which cooperation can be promoted in the workplace.
- Identify the major types of individual power in organizations and describe when and where organizational politics occur, the forms such behavior takes, and identify the major ethical issues surrounding the use of political behavior in organizations.
- Identify leadership styles and traits and determine its effectiveness within the organization.
- Define organizational culture, identify the various functions it serves in organizations, and the factors responsible for creating and transmitting organizational culture including cultural change.
- Evaluate the basic elements involved in organizational structure and design and assess issues in organization design.

V. LEARNING METHODOLOGY

The learning methodology used in this course consists of reading the textbook, lectures, other articles and assigned readings, participation in weekly Online Discussions' Forum, weekly individual posting (exercises/cases); and a group term-paper/project and online presentation.

A. Weekly Online Participation

It is critical to the success of this class that all students read the material for each week and that each individual participate on our Blackboard's Discussions' Forum. Students will be evaluated on both their postings' substance on their contribution to the learning of others.

Our usual week starts on Monday March 26 at 12:01 AM and ends on Sunday at 12:00 noon with the exception of week 10 which ends at noon-time (12 noon) Friday May 25, 2018.

Students are encouraged to submit such assignments during the week. No late assignment will be accepted unless approved by the instructor. All assignments are to be posted on the "Discussion" section of the Blackboard.

B. Weekly Online Assignments for Concepts

To help you understand the subject, there will be weekly assignments and participation forum on Blackboard.

C. Leadership Interview, Group Paper, and On-Line Presentation

Paper should cover the concepts of: 1. Motivation, 2. Group Dynamics, 3. Organizational Structure

To do this project, please follow the following steps:

1. You will conduct an interview with an organizational leader to identify the key organizational issues and challenges he/she faces regularly.

Selecting the Person to be Interviewed:

Ideally the person you will select for to interview will have worked for several years. The more experienced at work and life the person is, the more relevant examples and information you will be able to elicit. *The person should not be in your immediate family (father, mother, etc.) nor be in a significant relationship with you.*

The interview should be more of a conversation than just Q&A. *Be sure to tell the person the purpose of the interview and assure him/her that you will not use his/her name anywhere in the paper.*

2. You will develop a specific list of interview questions that you will ask during the interview. The final list of interview questions will be developed by you and submitted to the instructor for approval. As you design the interview questions, keep them open ended by starting with words such as Who? What? When? Where? Why? How much? For example, *what positive ways have the leaders you have worked for*

over your career motivated you? Please give specific examples of what the people did and what made those actions “motivating” for you.

3. You will summarize the interview responses in an individual paper which includes:
 - an overview of the relevant theories and concepts from chapters 7, 8 and 15;
 - a summary of the interview responses; and
 - recommendations on what could be changed or improved based on the interview conducted.

The objective of conducting this interview and writing this paper is to learn (in detail) about the individual’s experience with each of the following important areas of Organizational Behavior:

- How people are motivated at work (and what demotivates them) **Chapter 7**
- Successful and unsuccessful groups and teams and how the teams’ effectiveness (or lack thereof) impact organizational performance and productivity **Chapter 8**
- Organizational structure (how people are arranged into teams/departments on the organization chart), specifically the impact of Hierarchy and centralization/Decentralization (and span of control, division of labor, etc.) on individual’s ability to solve problems and make decisions. **Chapter 15.**
- Don't be timid about asking. Companies are usually very receptive to students. Schedule a 20-30-minute interview with them. *Don't wait until the last minute for this* - interviews sometimes must be rearranged to accommodate travel schedules, emergencies and other priorities. Give yourself plenty of leeway!
- After you have written your paper, prepare an online presentation (PowerPoint slides) about your topic, explaining the pertinent parts of your research. You should focus on trying to make the online presentation interesting and informative to the class. Remember, you will be the "expert" on this subject after you've finished researching

All reports and online presentations are due at the start (i.e. Monday) of week 8 (teams 1 and 2) or 9 (teams 3 and 4).

All members of the team need to have an active part in this team activity, report, and on-line presentation. Everyone on the team will receive the same grade for the presentation (unless a team member suggests to me that a peer evaluation is needed. Accordingly, I will do so and individual grades will be granted instead). Any disputes within the team including a poor performance by any team member must be discussed with the instructor as soon as it arises. The instructor will arbitrate any dispute.

Organization of the Paper. Remember each section should be at least a 2-page long (What I wrote below is just an example)

Subheadings for each section of the paper.

Understanding Motivation: This section includes an overview of the 2 – 3 major theories discussed in chapter 7. Briefly summarize the theories that were covered during the interview (do not repeat the interview questions that you asked in this section)

Summary of Responses: This section includes a summary of the responses and examples given by the person you interviewed. Do not repeat the interview questions, instead write a summary of what the person said and then link it to one of the theories described in the first section. For example, *the leader indicated how important it was to ensure that people are paid appropriately for the work that they were assigned. Paying people appropriately was important since individuals in her organization became demotivated when they found out that other people working for their competitors made more. This is related to the theory of equity which states that people will adjust their performance (downward) if they believe that others are making more money for completing the same work.*

Recommendations to Improve Motivation: Based on the interview information, I recommend that this organization review its compensation and benefits to ensure that their pay is equitable. This will help to reduce the turnover since the leader indicated that her employees leave within a year and go work for competitors who are paying more per hour and offering even their part time workers benefits.

Repeat this same pattern of subheadings for the sections on teams and organization structure.

All reports and online presentations are due at the start (i.e. Monday) of week 8 (teams 1 and 2) or 9 (teams 3 and 4).

NOTE

This assignment must be treated as a primary research one. It should be in sufficient depth to exceed the extent to which the text covers the material. This is a research paper, not an opinion paper. Papers should be a minimum of 6-7 full pages long, a maximum of 6, concisely written in a font this size (12), grammatically correct and spell checked. You should have an additional page for bibliography. Use no fewer than five (5) outside resources, NOT including your text, which you may also cite. The Internet should NOT be your only resource. If you are unfamiliar with the APA guidelines on plagiarism, read them on the Internet or at the library, and be careful not to plagiarize.

A good starting point is to read the chapters first then, you will need to use the resources from the University of La Verne's Wilson library <http://library.laverne.edu/> to access the online library databases. A library/ProQuest or other library database search of periodicals containing articles relating to selected topics should be used to illustrate your understanding of each topic and show how they can effectively assist the achievement of corporate/organizational goals. Identification of operational impediments and behavioral constraints, and steps taken to resolve these issues will elevate the quality of the term paper. The group/term paper will be 34% of your final grade.

- **Application of the theory learned is a MUST!**

VI. EXPECTATIONS OF STUDENTS

Students will be required to:

- Participate on weekly online sessions.
- Read all assigned material.
- Complete all assignments by the deadline stated.

- Participate in online discussions, offer observations from the readings or personal experiences, express different point of view with reading material or comments made in the class.
- Prepare other required assignment(s) by the deadline, following the approved University of La Verne academic research paper format, and with correct grammar and spelling.

VII. PERFORMANCE REQUIREMENTS AND WEIGHT AS PERCENT OF FINAL GRADE

A. Homework Assignments	
Weekly (Blackboard) Assignment	33%
B. Participation	
Weekly Online (Blackboard) Participation	33%
C. Team Project “You are the HRM Expert”	34%

Approximate Grade Ranges/Grading scale: A = 94 - 100; A- = 90 - 93; B+ = 87 - 89; B = 84 - 86; B- = 80 - 83; C+ = 77 - 79; C = 74 - 76; C- = 70 - 73; D = 64-69, F = below 64.

VIII. ACADEMIC HONESTY

As specified in the University of La Verne CATALOG, “Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

- All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.
- Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a “quotation” format.
- Deliberately supplying material to a student for purposes of plagiarism is also culpable...”

Please see the section titled RESPONSIBILITIES in the University of La Verne 2017-2018 Catalogue.

IX. COURSE SCHEDULE

<u>WEEK/DATE</u>	<u>DESCRIPTION</u>
1. Week 1	The Field of Organizational Behavior (Chapter 1).
2. Week 2	Organizational Justice, Ethics, and Corporate Social Responsibility (Chapter 2).
3. Week 3	Perception and Learning: Understanding and Adapting to

- 4. Week 4 the Work Environment (Chapter 3).
Individual Differences: Personality, Skills, and Abilities (Chapter 4).
Organizational Design and Structure (Chapter 15 and Ghazzawi-Blackboard).
- 5. Week 5 Coping with Organizational Life: Emotions and Stress (Chapter 5).
Work-Related Attitudes: Prejudice, Job Satisfaction, and Organizational Commitment (Chapter 6).
- 6. Week 6 Motivation in Organizations (Chapter 7).
Group Dynamics and Work Teams (Chapter 8).
- 7. Week 7 Communication in Organizations (Chapter 9).
Decision Making in Organizations (Chapter 10).
- 8. Week 8 Conflict, Cooperation, Trust, and Deviance: Interpersonal Behavior at Work (Chapter 11).
- 9. Week 9 Power: Its Uses and Abuses in Organizations (Chapter Leadership in Organizations (Chapter 13).
- 10. Week 10 Organizational Culture, Creativity, and Innovation (Chapter 14).

X. THE MISSION OF THE University of La Verne

Through its academic and co-curricular programs, the University provides rich educational opportunities that relate to both the academic and personal development of its students. For its undergraduates the University offers a challenging general education program, as well as a strong knowledge base in a particular discipline. Graduate programs at ULV are offered in selected professional disciplines. These programs are aimed at the practicing professional, and seek to integrate theory and practice.

Philosophically, the University emphasizes four major concerns that affirm a positive and rewarding life for its students.

1. **A Values Orientation:** The University affirms a philosophy of life that actively supports the health of the planet and its people. The University, therefore, encourages students to become reflective about personal, professional, and societal values in the light of this affirmation.
2. **Community and Diversity:** The University promotes the goal of community within a context of diversity. The University, therefore, encourages students to understand and appreciate the diversity of cultures, which exists locally, nationally, and internationally. It also seeks to promote appreciation of biodiversity by helping students understand the impact/dependence of human beings on their environment.
3. **Lifelong Learning:** The University commits itself to an approach to education that is lifelong in nature. Therefore, it teaches students how to learn, how to think critically, how to do responsible research, and how to access and integrate information in order to prepare them for career growth and flexibility and continued personal growth.
4. **Community Service:** The University believes that service is a primary goal of the

educated person. The University therefore encourages its students to experience the responsibilities and rewards of serving the human and ecological community.

XI. GRADING POLICY

A/A- Demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication.

B+/B/B- Exhibits professional competence in the subject matter and in all written and oral communication.

C+/C/C- Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication.

D/F Course assignments and requirements do not meet minimum acceptable proficiency in written and oral communication.

XII. RECOMMENDED WRITING STANDARDS

The standards for an online writing will follow the below stated guidelines:

Content: 50%

Completed all parts of assignment

Developed thoughtfully with appropriate support for ideas

Synthesized/evaluated appropriate materials

Original/appropriate approach-clear thesis

Organization: 25%

Logical plan

Appropriate order of ideas

Appropriate beginning and conclusion

Appropriate cohesion/progression of ideas/transitions

Form/Mechanics/Surface: 25%

Correct language control

No grammatical or sentence errors

No spelling/punctuation/capitalization errors

Correct idiom/word usage

Followed assignment format standards (APA or other).

For Assistance, please read:

- Hacker, D. (2003). *A Writer's Reference* (Fifth Edition). Boston, MA: Bedford/ St. Martin's Prentice Hall.

XIII. DISCLAIMER

The professor reserves the right to make correction, changes, and other alterations to the syllabus, course requirements, and other elements contained herein. Such changes will be communicated to the students either in a regular class session or other appropriate

means (e.g., email; Blackboard; etc.). All matters pertaining to student rights and responsibilities as outlined in the University catalog are adopted herein.

WRITING RUBRIC: ORGANIZATION AND MECHANICS/LANGUAGE

4 (Excellent)	Very well organized; main ideas are clear and vivid; effective smooth sequencing. Displays consistent facility with language; variety of sentence structures (simple and complex); sophisticated/precise/clever word choice; appropriate use of idioms; no detectable grammatical or mechanical errors.
3 (Good)	Organized; clearly stated main ideas with only minor problems in cohesiveness; ideas appropriately sequenced. Displays facility with language; competence with most sentence structures; good word choice; occasional minor errors in grammar, mechanics, idiom usage, but meaning is not obscured.
2 (Fair)	Not clearly organized; may wander or lack appropriate transitions, but thought can be followed. Displays competence with simple sentence structure, although may have problems with complex sentences; lacks variety of sentences; occasional errors in grammar, mechanics, word choice or idiom usage, that may occasionally confuse meaning.
1 (Poor)	Disorganized with confusing, disconnected ideas; very difficult to understand analysis. Meaning is seriously or frequently obscured or confused due to major or frequent problems in sentence construction, grammar, mechanics or word choice/idiom usage.