

INTER AMERICAN UNIVERSITY OF PUERTO RICO  
METROPOLITAN CAMPUS  
ECONOMIC AND ADMINISTRATIVE SCIENCES DIVISION  
MBA PROGRAM

SYLLABUS – INTERNET COURSE

**I. GENERAL INFORMATION**

Course Title: ORGANIZATIONAL THEORY AND BEHAVIOR  
Course Code: BADM 5100  
Credits: 3  
Requisites: None  
Term:  
Instructor: Dr. Olga Maldonado Moll  
Office Hours:  
Phone Number:  
E-Mail

**I. DESCRIPTION**

Review of the major approaches to the study of organizations from a psychosocial point of view. Topics include small group behavior, system of power and influence, interpersonal conflict, individual motivation, organizational structure, dynamics and change and their implications for management, social welfare systems and the social and personal needs of the group and the individual.

**II. OBJECTIVES**

At the end of the course, the student will be able to:

1. Explain the foundations of organizational behavior
  - 1.1 Define organizational behavior
  - 1.2 Identify the main behavioral science disciplines associated with organizational behavior
  - 1.3 Explain the value of systematic study of organizational behavior
  - 1.4 List the major challenges and opportunities for managers to use organizational behavior concepts
  
2. Define the theories and concepts necessary for successfully managing human resources within an organization
  - 2.1 Explain the importance of appropriate work analysis and design
  - 2.2 Assess the effectiveness of different selection tools
  - 2.3 Identify different types of employee training
  - 2.4 Explain the purpose and process of performance evaluation

- 2.5 Discuss the effect of compensation on employee performance
3. Describe the individual characteristics that influence work behavior and organizational effectiveness
  - 3.1 Define different types of abilities
  - 3.2 List the components of attitude
  - 3.3 Explain the relationship between attitudes and behavior
  - 3.4 Define the determinants of personality
  - 3.5 Explain how personality attributes can predict work behavior
  - 3.6 Identify dominant values in today's workforce
4. Explain the important interrelationships between the individual and the organization.
  - 4.1 Define perception and interpretation
  - 4.2 Explain how perception affects the decision-making process
  - 4.3 List the steps in the rational decision-making process
  - 4.4 Explain common decision errors
  - 4.5 Differentiate the three ethical decision criteria
  - 4.6 Describe the motivation process
  - 4.7 Explain how the diverse theories of motivation complement each other
  - 4.8 Explain how changes in the work environment can motivate employees
5. Explain the challenges faced by organizations in dealing with work groups
  - 5.1 Explain the stages in the development of groups
  - 5.2 Identify the strengths and weaknesses of group decisions
  - 5.3 Compare work groups and work teams
  - 5.4 State the characteristics of effective teams
  - 5.5 Describe how to shape team players
6. Describe creative solutions to organizational challenges.
  - 6.1 Explain the communication process
  - 6.2 Compare the different communication networks
  - 6.3 Describe the impact of communication barriers on organizational communication
  - 6.4 Describe the complexities of intercultural communication
  - 6.5 State the difference between managers and leaders
  - 6.6 Differentiate between the contingency and situational leadership models
  - 6.7 List the characteristics of a charismatic leader
  - 6.8 Compare transformational and transactional leadership
  - 6.9 Explain how to promote effective leadership
  - 6.10 Differentiate between power and leadership
  - 6.11 Explain the bases of power
  - 6.12 Describe different influence tactics
  - 6.13 Explain the conflict process

- 6.14 Explain the steps in the negotiation process
  - 6.15 Define organizational change
  - 6.16 Describe the sources of the resistance to change
  - 6.17 Define organizational development
  - 6.18 Explain different organizational development techniques
  - 6.19 Define stress and the sources of stress
  - 6.20 Explain individual and organizational factors present in stress management processes
7. Explain the dynamics of organizational culture and organizational structure and their relationship with organizational behavior.
- 7.1 Define the characteristics of organizational culture
  - 7.2 Explain the effect of organizational culture on people and organizations
  - 7.3 Identify the key elements that define an organization's structure
  - 7.4 Explain the impact of organizational structure on organizational behavior
8. Utilize critical thinking, research and writing skills on managerial issues.
- 8.1 Apply relevant theories and methods to real and/or hypothetical problems in the workplace environment.
  - 8.2 Appraise available literature on diverse organizational behavior issues
  - 8.3 Participate in class discussions on organizational issues providing for different perspectives of the issues

#### **IV. COURSE CONTENTS**

- A. Introduction
  - 1. Definition of Organizational Behavior
  - 2. Organizational Environment
    - a. The Manager's Job
    - b. Challenges and Opportunities
- B. The Individual
  - 1. Values and Attitudes
  - 2. Personality and Emotions
  - 3. Perception
  - 4. Individual Decision Making
  - 5. Motivation
- C. The Group
  - 1. Group Behavior
  - 2. Teamwork
    - a. Team Development
    - b. Team Management
  - 3. Group Decisions
  - 4. Leadership

5. Power
  6. Communication
- D. The Organization
1. Organizational Structure
  2. Organizational Culture
  3. Organizational Change
  4. Organizational Conflicts

## V. LEARNING ACTIVITIES

### A. Forum Discussions

Students must participate in the discussion of topics presented by the professor as stated on the Time Schedule. As groups are too big, it will be very difficult to carry out a “chat”; thus, students may post their comments on the Discussion section as soon as they are ready, and the discussion will be open until the due date. NO PARTICIPATIONS WILL BE ACCEPTED AFTER THE DUE DATE.

Students can initiate a discussion as well as react to his/her peers’ comments in order to add to the discussion. It is necessary that the topic be thoroughly discussed by all students, providing for different sides of the issues. Diverse ideas and points of view must be integrated. Quantity and quality of participations will be considered to determine the grade.

### B. Case Analyses

Case problems are designed to give the student an opportunity to apply theoretical concepts and principles to a true-life situation. When reading a case, follow these steps to help you think through the problem and prepare a logical analysis:

1. Recognize the real problem:  
Read the entire case to understand what it is about. List the key facts. Examine those facts and try to isolate the symptoms and define the causes.
2. Determine what organizational concepts and issues are involved:  
Define the issues and the theories that may be applied to the specific situation.
3. After evaluating the causes and the principles, decide on

possible courses of action to correct the situation:  
List all possible actions and analyze each one in terms of its chance of correcting the situation, how it may solve the problem; how feasible is the action; what problems may arise in implementing the action; what happens if it fails, what problems may arise even if the action corrects the situation.

The written report to be submitted should be prepared according to the following outline:

Background & Summary of Relevant Facts

Problem Identification

Suggested Course of Action

Justification for Recommended Action Plan

The solution provided for the case studies should be supported by bibliography on organizational behavior issues, theories, and models.

#### C. Self Analysis

This learning activity consists of self tests that will help the student determine and/or confirm personality traits, values and attitudes. This knowledge will enable them to better understand themselves and their own behavior within groups and organizations.

#### D. Group Exercises

Group exercises provide the students an opportunity to understand and apply organizational behavior concepts and principles by experiencing group dynamics.

#### E. Peer Evaluations

An evaluation form is provided so that each student will inform about the collaboration/contribution provided by each classmate in the group dynamics. These evaluations are important and strictly confidential between each student and the professor.

#### Course Requirements:

The lessons must be completed by the deadlines. Student must work on each lesson within the time frame provided for it. Students must complete all the study sessions included in the Table of Contents icon and posted on the Calendar. Students must report each study session learning activities according to the detailed instructions included in each study session.

The student will augment the lesson plan with additional readings, as needed, to expand and clarify his/her knowledge of the topics.

As part of the grading process for class participation, discussion forum topic sessions and group exercises will be scheduled and posted on the Discussion section. They will be based on the application of Organizational Behavior theories and concepts to the general organizational environment. Participation in interactive discussions among students and group exercises is required to earn full credit.

## VI. EVALUATION

Evaluation Criteria	Punctuation	% of Final Grade
Forum Discussion	100	10%
Case Analyses	300	25%
Self Analysis	300	20%
Group Exercises	200	20%
Peer Evaluation	100	10%
Final Test	100	15%

### Grade Definitions

A = An excellent performer who actively participates in class discussions. Has sharp insight into the material and presents thoughtful ideas and questions. Writes logically and clearly. Integrates concepts and information learned at this and other courses. Exceeds the minimum requirements of the course.

B = Grasps subject matter at a level considered to be good or very good. Actively participates in class discussions. Writes well and produces high quality work. Demonstrates a relatively high level of knowledge and understanding of class material.

C = Demonstrates some comprehension of the subject matter but accomplishes only the minimum requirements. Displays little or no initiative. Communicates at a barely acceptable level.

F = Quantity and quality of work is below average and not acceptable.

## **VII. SPECIAL NOTES**

### **A. Special Accommodations**

Students who require special accommodations must request these services at the beginning of the course as soon as they notice that they need help. Students can access this service with Professor Jose Rodriguez, Coordinator of Students with Special Needs at the Guidance and Counseling Office on the first floor at Metro's Student Center.

### **B. Plagiarism**

Plagiarism, dishonesty, fraud and any other type of manipulation or inappropriate behavior related with academic performance are unacceptable in our institution. Disciplinary actions will be taken on students found guilty of such practice as established in Chapter V, Article 1, Section B.2 of the Student's Rules and Regulations handbook.

<http://metro.inter.edu/servicios/documentos/reglamentosestudiantes2006.pdf>

Inter American University has very strict regulations regarding plagiarism (using the ideas or words of others without giving proper credit), so it is important that you specifically read Chapter 5, Article 1, Section B.2c of the Student' Rules and Regulations Handbook. This section clearly explains what plagiarism is. In addition, it explains the types of sanctions students are exposed to when they commit it.

### **C. Use of Electronic Devices**

Cellular (mobile) telephones and any other electronic device that could interrupt the teaching-learning process or disrupt a milieu favorable for academic excellence will be deactivated. Critical situations will be dealt with in an appropriate manner. The use of electronic devices that permit the accessing, storing or sending of data during tests or examinations is prohibited.

## VIII. LEARNING RESOURCES

### 1. Textbook:

Organizational Behavior, 13th Ed. Robbins, S, & Judge, T. (2009). NJ: Upper Saddle River: Prentice Hall. | SBN: 13: 9780136007173

### 2. Audiovisual and Electronic Resources:

EBook and Self Assessment Library available from the publishers at:  
[www.coursesmart.com](http://www.coursesmart.com)

Student power points and chapter quizzes available at:  
[www.prenhall/robbins](http://www.prenhall/robbins)

## IX. BIBLIOGRAPHY

### Books:

Organizational Behavior: Key Concepts, Skills and Best Practices. (2008). Kreitner, R. & Kinicky, A. NY: McGraw-Hill/Irwin.

Organizational Behavior. (2008). Schermerhorn, J.R., Hunt, J.G. & Osborn, R.N. NJ: Hoboken: John Wiley & Sons.

Organizational Behavior: An Experiential Approach, 8<sup>th</sup> Ed. (2006). Osland, J.S., Kolb, D.A., Rubin, I.M. & Turner, M.E. NJ: Englewood Cliffs: Prentice Hall.

Management, 10<sup>th</sup> Ed. (2009). Schermerhorn, J.R. NJ: Hoboken: John Wiley & Sons.

Management: Leading and Collaborating in the Competitive World. (2008). Bateman, T. & Snell, S. NY: McGraw-Hill/Irwin.

Developing Management Skills. (2006). Whetten, D.A. & Cameron, K.S. NY: Harper Collins College Publication

Fundamentals of Human Resources Management, 9<sup>th</sup> Ed. (2006). DeCenzo, D.A. & Robbins, S.P. NJ: Hoboken: John Wiley & Sons.

Managing Human Resources, 14<sup>th</sup> Ed. (2006). Bohlander, G.W. & Snell, S.A. OH: Mason: Thomson Higher Education

The Future of Human Resources Management: 64 Thought Leaders Explore the Critical HR Issues of Today and Tomorrow. (2005). Losey, M., Meisinger, S. &



Ulrich, D. NJ: Hoboken: John Wiley & Sons.

### **Journals and Newspapers:**

Academy of Management Journal  
Academy of Management Review  
Harvard Business Review  
Human Resource Management  
Human Resource Management Review  
Journal of Applied Behavioral Science  
Journal of Applied Business Research  
Journal of Applied Management  
Journal of Applied Behavioral Science  
Journal of Applied Psychology  
Journal of Organizational Computing  
Journal of Social Psychology  
Organizational Behavior and Human Performance  
Personnel  
Personnel Administration  
Personnel Journal  
Personnel Management  
Personnel Psychology  
Psychological Bulletin  
Public Administration Review  
Sociological Methodology  
Sociological Methods and Research  
Training and Development (Journal)

### **Electronic Resources:**

[www.buec.udel.edu/OBWeb/](http://www.buec.udel.edu/OBWeb/) -- Organizational Behavior Division of the Academy of Management  
[www.shrm.org](http://www.shrm.org) – Society for Human Resources Management  
[www.workforce.com](http://www.workforce.com) – diverse articles  
[www.humanlinks.com/orgsn/job\\_satisfaction.htm](http://www.humanlinks.com/orgsn/job_satisfaction.htm) -- job satisfaction quiz  
[www.hr-survey.com/Employee Attitude.htm](http://www.hr-survey.com/Employee Attitude.htm) – employee attitude surveys  
[www.2h.com/personality-tests.html](http://www.2h.com/personality-tests.html) -- personality tests  
[www.mapnp.org/library/ethics/ethxqde.htm](http://www.mapnp.org/library/ethics/ethxqde.htm) -- ethics in the workplace  
[www.web-miner.com/busethics.htm](http://www.web-miner.com/busethics.htm) -- business ethics  
[www.brainstorming.co.uk/contents.html](http://www.brainstorming.co.uk/contents.html) --creativity exercises  
[www.stanford.edu/class/e140/e140/effective.html](http://www.stanford.edu/class/e140/e140/effective.html) -- effective teams  
[www.nwlink.com/~donclark/leader/survlead.html](http://www.nwlink.com/~donclark/leader/survlead.html) -- group leadership  
[www.objs.com/survey/groupwar.htm](http://www.objs.com/survey/groupwar.htm) -- tools for virtual teams  
[www.nwrel.org/cnorse/booklets/ccc](http://www.nwrel.org/cnorse/booklets/ccc) -- effective cross-cultural communication  
[www.de.psu.edu/harassment/cases](http://www.de.psu.edu/harassment/cases) -- sexual harassment

[www.colorado.edu/conflict/transform](http://www.colorado.edu/conflict/transform) -- conflict management  
[www.oise.utoronto.ca/~vsvede/culture.htm](http://www.oise.utoronto.ca/~vsvede/culture.htm) -- organizational culture  
[www.focusedperformance.com/articles/resistance.html](http://www.focusedperformance.com/articles/resistance.html) -- resistance to change  
[www.shpm.com/articles/stress/stress2.html](http://www.shpm.com/articles/stress/stress2.html) -- stress management

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