

**INTER AMERICAN UNIVERSITY OF PUERTO RICO
METROPOLITAN CAMPUS
BUSINESS SCHOOL
GRADUATE DEPARTMENT**

SYLLABUS

I. GENERAL INFORMATION

Course Title: Organizational Theory & Behavior

Course Code: BADM 5100

Credits: 3

Requisites: None

Professor:

Office telephone:

E-mail:

II. COURSE DESCRIPTION

Analysis of the dynamics of human interactions within the organizational culture. Integration of innovative and creative practices for motivation and development of human resources. Emphasis on the ethical and legal aspects of decision making.

III. COURSE 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 leadership and power

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

The course content and application exercises provide coverage for the following competencies:

1. Communication abilities.
2. Ethical understanding and reasoning abilities.
3. Analytic skills.
4. Use of information technology.
5. Dynamics of the global economy.
6. Multicultural and diversity understanding.
7. Reflective thinking skills.

V. LEARNING ACTIVITIES

A. 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.

B. Discussions-Forums

Students must participate in the discussion of cases 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.**

It is necessary that the cases be thoroughly discussed by all students, providing for different sides of the issues. Diverse ideas and points of view must be integrated. Quality of participations will be considered to determine the grade. Students must first post their standpoints on the topic under discussion and then read at least 5 of their classmates’ standpoints. Each student should post only one comprehensive reaction including specific references to those classmates’ standpoints he/she read. That is, in each forum discussion each student should have two postings: one with his/her standpoints and one with the comprehensive reaction.

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:

Students must complete all the study sessions included in the Table of Contents icon by the due dates posted on the Calendar. Students must submit all the learning activities according to the detailed instructions included in each study session.

The student is expected to perform additional readings, as needed, to expand and clarify his/her knowledge of the course topics.

As part of the grading process for class participation, discussion sessions and group exercises will be scheduled and posted on the Discussions 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
Papers	200	15%
Case Analyses and Discussions	300	25%
Self Analysis	500	15%
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 or other courses. Exceeds the minimum requirements of this 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. Auxiliary services or special needs

All students who require auxiliary services or special assistance must request them at the beginning of the course or as soon as they become aware that they need them, through the corresponding registry, in the Office of the Coordinator of services for students with disabilities, Dr. María de los Ángeles Cabello. She is located in the Counseling and Counseling Program, office 111, on the first floor of the John Will Harris building, extension 2306

B. Honesty, fraud, and plagiarism

Dishonesty, fraud, plagiarism and any other inappropriate behavior in relation to academic work constitutes major infractions sanctioned by the General Student Regulations. The major infractions, as stated in the General Student Regulations, may have as a consequence, suspension from the University for a definite period greater than one year or the permanent expulsion from the University, among others sanctions.

C. Use of electronic devices

Cellular telephones and any other electronic device that could interrupt the teaching and learning processes or alter the environment leading to academic excellence will be deactivated. Any urgent situation will be dealt with, as appropriate. The handling of electronic devices that allow students to access, store or send data during evaluations or examinations is prohibited

D. Compliance with the Provisions of Title IX

The Federal Higher Education Act, as amended, prohibits discrimination because of sex in any academic, educational, extracurricular, and athletic activity or in any other program or function, sponsored or controlled by a higher education institution, whether or not it is conducted within or outside the property of the institution, if the institution receives federal funds.

In harmony with the current federal regulation, in our academic unit an Assistant Coordinator of Title IX has been designated to offer assistance and orientation in relation to any alleged incident constituting discrimination because of sex or gender, sexual harassment or sexual aggression. The Assistant Coordinator Sr. George Rivera can be reached by phone at extension 2262 o 2147, or by e-mail griverar@metro.inter.edu.

The Normative Document titled **Norms and Procedures to Deal with Alleged Violations of the Provisions of Title IX** is the document that contains the institutional rules to direct any complaint that appears to be this type of allegation. This document is available in the Web site of Inter American University of Puerto Rico (www.inter.edu).

VIII. LEARNING RESOURCES

1. Textbook:

- **Organizational Behavior**, 18th Ed. Robbins, S, & Judge, T. (2019) Pearson Education ,inc. New York ,United states.

2. Audiovisual and Electronic Resources:

- **“My Management Lab”**—Access card included in the textbook or purchased separately—Self Assessments.
- **Ebook and Self Assessment Library** available from the publishers at:
www.coursesmart.com
 - Student power points and chapter quizzes available at:
www.prenhall/robbins

BIBLIOGRAPHY

Books:

The Oxford Handbook of Organizational Psychology , edited by S.Kozlowski.Oxford University Press,2012.

S.D.Jamieson and M.R.Tuckey,”Mindfulness Interventions in the workplace: A critique of the current state of the literature” Journal of Occupational Health Psychology 22.no.2 (2017) :180-93

T.D.Allen,L.T.Eby,G.T.Chao and T.Bauer ,”Taking stock of two relational Aspect of Organizational Life: Tracing the history and Shaping the future of socialization and Mentoring Research,”Journal of Applied Psychology 102,no.3,(2017):324-37

L.Zhadanova ,S.Y. Pui , and B.B. Baltes,”All work andno play ? A meta-Analytic Examination of the correlates and Outcomesof Workaholism.”Journal of Management42,no.7 (2016)1836-73

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/ -- Organizational Behavior Division of the Academy of Management
www.shrm.org – Society for Human Resources Management
www.workforce.com – diverse articles
www.humanlinks.com/orgsn/job_satisfaction.htm -- job satisfaction quiz
www.hr-survey.com/Employee Attitude.htm – employee attitude surveys
www.2h.com/personality-tests.html -- personality tests
www.mapnp.org/library/ethics/ethxgde.htm -- ethics in the workplace
www.web-miner.com/busethics.htm -- business ethics
www.brainstorming.co.uk/contents.html --creativity exercises
www.stanford.edu/class/e140/e140/effective.html -- effective teams
www.nwlink.com/~donclark/leader/survlead.html -- group leadership
www.objs.com/survey/groupwar.htm -- tools for virtual teams
www.nwrel.org/cnorse/booklets/ccc -- effective cross-cultural communication
www.de.psu.edu/harassment/cases -- sexual harassment
www.colorado.edu/conflict/transform -- conflict management
www.oise.utoronto.ca/~vsvede/culture.htm -- organizational culture
www.focusedperformance.com/articles/resistance.html -- resistance to change
www.shpm.com/articles/stress/stress2.html -- stress management

Revised by Rafael colon cora
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