

DEPARTMENT OF MANAGEMENT, MARKETING & INFORMATION SYSTEMS
School of Business
Andrews University
Berrien Springs, MI 49104

S Y L L A B U S (obsy2007)

COURSE: BSAD 515--Organizational Behavior (bsad515)

PREREQUISITE: BSAD 355--Management and Organization

SEMESTER HOURS: Three

CLASS SCHEDULE: December 2-16, 2007
Sunday, 9:30 - 4:30p.m.
Monday - Thursday, 6:00 - 9:30p.m.

University of the Southern Caribbean
P.O.Box 175, Port of Spain
Trinidad, West Indies
(868) 662-2241 / 2242 / 2206

INSTRUCTOR: José R. Goris, Ph.D.
Phone Number: 269-471-3584
E-mail: gorisj@andrews.edu

LEARNING MATERIALS

Textbook:

Robbins, Stephen P. and Judge, Timothy A. (12th Edition, 2007). Organizational Behavior (including Self-Assessment Library). New Jersey: Prentice Hall. http://wps.prenhall.com/bp_robbins_ob_12

Reading Book:

Wheatley, Margaret J. (3rd Edition). Leadership and the New Science. San Francisco: Berrett-Koehler Publishers.
ISBN = 9781576753446.
<http://www.bkconnection.com/ProdDetails.asp?ID=9781576753446>

ABI/Inform:

<http://www.andrews.edu/library/RefDesk/services/full-text.html>

Course Electronic Reserves:

<http://eres.andrews.edu>

Articles:

Amason, Allen C. (1996). Distinguishing the effects of functional

and dysfunctional conflict on strategic decision making: Resolving a paradox for top management teams. The Academy of Management Journal, Vol. 39:1, 123-148. [pw=conflict]

Amis, John, Slack, Trevor, and Hinings, C. R. (2004). The pace, sequence, and linearity of radical change. Academy of Management Journal, Vol. 47:1, 15-39. [pw=radicalchange]

Ashkanasy, Neal M. and Daus, Catherine S. (2002). Emotion in the workplace: The new challenge for managers. Academy of Management Executive, Vol. 16:1, 76-86. [pw=emotion]

Barsade, Sigal G. and Gibson, Donald E. (February, 2007). Why does affect matter in organizations? Academy of Management Perspectives, 36-59. [pw=affect]

Bolino, Mark C., Turnley, William H., and Bloodgood, James. M. (2002). Citizenship behavior and the creation of social capital in organizations. Academy of Management Review, Vol. 27:4, 505-522. [pw=capital]

Byrne, John A. et al. (April 1, 1991). *CEO disease*. Business Week, 52-60. [pw=disease]

Detert, James R. and Burris, Ethan R. (2007). Leadership behavior and employee voice: Is the door really open? Academy of Management Journal, Vol. 50:4, 869-884. [pw=leadership]

Ford, Jeffrey D. and Ford, Laurie W. (July 1995). The role of conversations in producing change in organizations. The Academy of Management Review, Vol. 20:3, 541-558. [pw=conversations]

Goodman, Paul S. and Rousseau, Denise M. (2004). Organizational change that produces results: The linkage approach. The Academy of Management Executive, Vol. 18:3, 7-19. [pw=change]

Goris, José R. (2007). Effects of satisfaction with communication on the relationship between individual-job congruence and job performance/satisfaction. Journal of Management Development, Vol. 26:8, 737-752. [pw=communication]

Harrison, David A. and others. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and times sequences. Academy of Management Journal, Vol. 49:2, 305-325. [pw=attitudes]

Kark, Ronit and Dijk, Dina V. (2007). Motivation to lead, motivation to follow: The role of the self-regulatory focus in leadership processes. Academy of Management Review, Vol. 32:2, 500-528. [pw=motivation]

Kirkman, Bradley L. and others. (2002). Five challenges to virtual team success: Lessons from Sabre, Inc. Academy of Management Executive, Vol. 16:3, 67-79. [pw=team]

Leana, Carrie R. and Barry, Bruce. (2000). Stability and change as simultaneous experiences in organizational life. Academy of Management Review, Vol. 25:4, 753-759. [pw=stability]

Lunsford, J. Lynn and Squeo anne Marie. (August 27, 2003). Shuttle Probe Faults NASA For Relying on Contractors. The Wall Street Journal.* [pw=culture]

Malhotra, Arvind; Majchrzak, Ann; and Rosen, Benson. (February 2007). Leading virtual teams. Academy of Management Perspectives, 60-70. [pw=virtual]

Masterson, Suzanne S. and others. (2000). Integrating justice and social exchange: The differing effects of fair procedures and treatment on work relationships. Academy of Management Journal, Vol. 43:4, 738-748. [pw=justice]

Mayer, Roger C., Davis, James H., and Schoorman, F. David. (1995). An integrative model of organizational trust. Academy of Management Review, Vol. 20:3, 709-734. [pw=trust]

Oh, Hongseok; Chung, Myung-Ho; and Labianca, Giuseppe. (2004). Group social capital and group effectiveness: The role of informal socializing ties. The Academy of Management Journal, Vol.47:6, 860-875. [pw=group]

Perrewé, Pamela L. and others. (2004). Neutralizing job stressors: Political skill as an antidote to the dysfunctional consequences of role conflict stressors. Academy of Management Journal, Vol. 47:1, 141-152. [pw=stressors]

Reay, Trish; Golden-Biddle, Karen; and Germann, Kathy. (2006). Legitimizing a new role: Small wins and microprocesses of change. Academy of Management Journal, Vol. 49:5, 977-998. [pw=smallwins]

Schwartz, John and Wald, Matthew L. (August 26, 2003). Final Shuttle Report Cites 'Broken Safety Culture' at NASA. New York Times.* [pw=culture]

Shalley, Christina. E., Gilson, Lucy L., and Blum, Terry C. (2000). Matching creativity requirements and the work environment: Effects on satisfaction and intentions to leave. Academy of Management Journal, Vol. 43:2, 215-223. [pw=matching]

Seo, Myeong-Gu and Barrett, Lisa F. (2007). Being emotional during decision making—good or bad? An empirical investigation. Academy of Management Journal, Vol. 50:4, 923-940. [pw=emotional]

Simpson, Ruth. (2006). Masculinity and management education: Feminizing the MBA. Academy of Management Learning & Education, Vol. 5:2, 182-193. [pw=mascularity]

Tan Hwee H. and Tan, Christy S. (2000). *Toward the differentiation of trust in supervisor and trust in organization. Genetic, Social, and General Psychology Monographs*, Vol. 126:2, 241-260. [pw=trust]

Tepper, Bennett J. and Taylor, Edward C. (2003). Relationships among supervisors' and subordinates' procedural justice perceptions and organizational citizenship behaviors. Academy of Management Journal, Vol. 46:1, 97-105. [pw=justice]

Thompson, Leigh. (2003). Improving the creativity of organizational work groups. Academy of Management Executive, Vol. 17:1, 96-109. [pw=creativity]

Tyler, Tom R. and Blader, Steven L. (2005). Can businesses effectively regulate employee conduct? The antecedents of rule following in work settings. Academy of Management Journal, Vol. 48:6, 1143-1158. [pw=conduct]

Whitener, Ellen M.; Brodt, Susan E.; Korsgaard, M. Audrey; Werner, Jon M. (1998). Managers as initiators of trust: An exchange relationship framework for understanding managerial trustworthy behavior. Academy of Management Review, Vol. 23:3, 513-530. [pw=initiators]

Williams, Michelle. (2007). Building genuine trust through interpersonal emotion management: A threat regulation model of trust and collaboration across boundaries. Academy of Management Review, Vol. 32:2, 595-621. [pw=genuine]

Wilson, Neal C. (January 1, 1987). The loss of Harris Pine Mills. Adventist Review, 6-8. [pw=loss]

Zhou, Jing and George, Jennifer M. (August 2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. Academy of Management Journal, Vol. 44:4, 682-696. [pw=dissatisfaction]

COURSE DESCRIPTION

Application of behavioral sciences to management. The examination of contemporary theories and principles of human behavior. Topics include perception, personality, attitudes, emotions, motivation, leadership, decision making, communication, group processes, diversity, organization change, self-awareness, and stress management. A research paper and cases analyses are required. Prerequisite: BSAD355

GENERAL OBJECTIVE

This course helps students understand and manage human behavior in organizations.

SPECIFIC OBJECTIVES

Course activities will provide for students to be able:

1. To weight the relevance of OB in management practice.
2. To identify and explore individual factors, including perception, personality, motivation, emotions, attitudes, self-awareness, values, and diversity, which may influence individual and group behavior in organizations.
3. To point out and discuss how certain organizational processes, including leadership, decision-making, communication, conflict, organizational culture, and change, may influence individual and group behavior.
4. To identify and analyze personal biases and how they may influence individual and group behavior in organizations.
5. To apply analytical and problem-solving skills in the utilization of organizational behavior knowledge to work-related conflicts, opportunities, and challenges.
6. To identify and apply managerial principles and concepts that may favorably influence individual motivation, organizational commitment, job performance, job satisfaction, and other desirable individual, group, and organizational outcomes.
7. To associate current OB body of knowledge with historical, biblical literature.

PROCEDURES AND REQUIREMENTS

1. **Class Participation**—Students should come to class well prepared, having read the material assigned. They are encouraged to ask their questions, make comments, and participate in discussions. When you are absent, late or leave the classroom during class sessions, you are not participating properly, regardless of how involved you may be when present.
2. **Attendance**—Class attendance is required. *Two tardies are equal to one absence.* Students arriving to class 15 or more minutes late are counted absent. University policy will be followed when students miss more than 10% of their class appointments. They may be awarded a failing grade for their absences. For more information, please see page 28 of the *2007-2008 Andrews University*

Bulletin.

3. **Appendix A: Research in Organizational Behavior**—Students are to read Appendix A of the textbook, pp. 686-592, and write a two-page, double-spaced, summary highlighting the main issues presented and discussed (Margin: top, bottom, left, right = 1"; Font Size = 12). **This summary is due on Monday, December 3, 2007,** at the beginning of the class period (6:00-6:10pm). *This is an individual assignment, not a group project.*

4. **Article Assignment**—In consultation with the instructor, groups of two/three students will select, study, and present one of the articles listed in this syllabus (see pages 2-4). The guidelines for oral presentation and discussion are exhibited below.
 - a. Use 30-35 minutes.
 - b. All relevant OB issues introduced and presented in the article read should be identified & described and their practical implications explained. *See evaluation sheet—last page of this syllabus—for additional information.*
 - c. A one page, double-spaced, summary of the article should be prepared and distributed to classmates.
 - d. Students should avoid reading their article during presentation; however, portions of it may be read only for emphasis purposes.
 - e. Presenters are required to engage classmates in the discussion of the article. They should proactively plan to accomplish this requirement. Be creative when preparing and making your presentation. Use of PowerPoint and/or any other appropriate technology is recommended.

5. **Book Review (Reading Book)**—Each student will read the book entitled *Leadership and the New Science* by Margaret Wheatley (see first page of this syllabus). A 4-to-5 page, double-spaced, summary-critique report is to be submitted to the instructor on Wednesday, December 12, 2007, at the beginning of the class period (6:00-6:10pm). This assignment is not accepted after this date and time.

The report should...

- a. identify and describe all of the main management & OB lessons you learned from the book read,
 - b. indicate, descriptively, how you plan to apply the lessons learned in your life, personally and/or professionally, and
 - c. be formatted using the following guidelines:
(Margin: top, bottom, left, right = 1"; Font Size = 12).
6. **Cases and Point/Counterpoint Situations**—Some of the

cases and point/counterpoint situations listed on page 10 of this syllabus will be introduced and discussed during regular class periods.

7. **Examination**—Two examinations will be administered. They will consist of a mix of objective and essay questions. The second examination will include the preparation and submission of a Course Portfolio on Sunday, December 16, 2007. The portfolio is a well organized folder in which the student has compiled OB documents that may assist and benefit her/him in the future, personally and professionally. **Also**, it should present the results of the self-assessment instruments listed in this syllabus (see page 10), including their interpretation and application. **A Table of Contents, at the beginning of the portfolio, is required.**
8. **Deadlines**—Deadlines **MUST BE MET!** This is part of a manager's responsibility. **Missed in-class activities** (cases, exercises, and point/counterpoint situations, etc.) **WILL NOT be made up.** Assignments are due at the beginning of the class time for which they have been scheduled.
9. **Honesty and Integrity**—Andrews University, as a Seventh-day Adventist institution, expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. The University and your instructor take breaches in academic integrity principles seriously. Acts of academic dishonesty as described in the University Bulletin (for more information, please see page 28) are subject to incremental disciplinary penalties with redemptive intent.

To escape involvement in academic dishonesty in this course, you should avoid, *among other things*, the following:

- f. Presenting another's work as your own;
- g. Falsifying attendance records (for example, signing the attendance sheet for another student;
- h. Copying from another student during a regular test;
- i. Using materials and equipment during an examination other than those specifically allowed by the instructor;
- j. Assisting another in acts of academic dishonesty;
- k. Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators;
- l. Reporting unsubstantiated information in class activities and assignments requiring substantiated information.

10. **Food and Drink**—No food or drink, other than water, is to be taken into the classroom. Classrooms are for academic pursuits and following this protocol not only benefits you but also your classmates.
11. **Electronic Devices**—Cell phones and Walkman-like units are to be turned off during class time.
12. **American Disabilities Act**—If you qualify for accommodations under the **American Disabilities Act**, please see your instructor as soon as possible for referral and assistance in arranging such accommodations.
13. **Challenging Final Course Grades**—Students will have until *Friday, April 25, 2008* to notify errors in reported class grades to the instructor. After this date, all rights are forfeited. *The grades are final!*

EVALUATION

The course grade will be based upon the following criteria:

Class activities & participation*	. . . . .	25%
Book Review	. . . . .	15%
Examination No. 1	. . . . .	30%
Examination No. 2 (Including Portfolio)	. . . . .	<u>30%</u>
TOTAL	.....	<u>100%</u>

***Class activities and participation** = Attendance** + Appendix A Summary + Article Presentation + Cases + Exercises + Questions + Comments + Suggestions + Etc.

**Attendance: 2% per absence is lost. After 2 absences, a student may receive an F in this course.

Grading Scale:

A	= 93 - 100	C+	= 73 - 76
A-	= 89 - 92	C	= 69 - 72
B+	= 85 - 88	C-	= 65 - 68
B	= 81 - 84	D	= 56 - 64
B-	= 77 - 80	F	= Below 56

COURSE TOPICS

1. What is organizational behavior? (1)*
2. Foundations of individual behavior (2)
3. Attitudes and job satisfaction (3)
4. Personality and values (4)
5. Perception and individual decision making (5)
6. Motivation (6 & 7)
7. Emotions and moods (8)
8. Foundations of group behavior (9)
9. Understanding work teams (10)
10. Communication (11)
11. Leadership (12 & 13)
12. Power and politics (14)
13. Conflict and negotiation (15)
14. Organizational culture (17)
15. Organizational change and stress management (19)

***Number in parenthesis is chapter in text by Robbins & Judge**

CASES*

1. Is OB MOD a form of manipulation? 2:67*
2. Albertsons Works on Employee Attitudes. 3:97
3. The rise and fall of Carly Fiorina. 4:137
4. Is motivation manipulation? 6:217
5. Frustrated at age 30. 6:217
6. The Memo. 7:212 (9th edition)
7. When the perks fade. 7:252
8. Abusive customers cause emotions to run high. 8:291
9. A virtual team. 10:360
10. Do We Have a Communication Problem Here? 10:309 (10th edition)
11. Moving from colleague to supervisor. 12:422
12. Damned if You Do; Damned if You Don't. 13:389 (10th edition)
13. Ethical leadership or would you work here? 13:461

**Number before colon is chapter in textbook by Robbins & Judge, and number after colon is page number where case is found.*

POINT→←COUNTERPOINT SITUATIONS = [P/C]

1. Money motivates! 6:215
2. Leadership Is Culturally Bound. 13:459
3. Conflicts Benefit Organizations. 15:529
4. Managing Change Is an Episodic Activity. 19:678

SELF-ASSESSMENT INSTRUMENTS

1. My Jungian 16-type personality.
2. How well do I handle ambiguity?
3. What do I value?
4. How confident am I in my abilities to succeed?
5. How sensitive am I to equity differences?
6. What's my decision-making style?
7. What's my emotional intelligence score?
8. How good are my listening skills?
9. What's my leadership style?
10. What's my preferred type of power?
11. How good am I at playing politics?
12. What's my preferred conflict-handling style?
13. How motivated am I to manage?
14. How well do I respond to turbulent change?

OB--Course Outline*

Trinidad, December 2007

Date	Chapter**/Topic	Articles/Cases/Etc.
	<i>Introduction:</i> Who? Why? What? How? Where?	Communication issues Group issues

Sunday Dec. 2	1: What is organizational behavior? 2: Foundations of individual...	Article: <i>Masculinity and management education...</i> by Simpson (ALL!)
Monday Dec. 3	3: Attitudes and job satisfaction 4: Personality and values	Appendix A (summary is due) Article: <i>Matching creativity requirements and the work environment...</i> by Shalley Article: <i>How important are job attitudes?...</i> by Harrison _____ Case: Albertsons Works on Employee Attitudes
Tuesday Dec. 4	5: Perception and individual decision making 8: Emotions and moods	Article: <i>Emotion in the workplace...</i> by Ashkanasy & Daus Article: <i>Being emotional during decision making</i> by Seo & Barrett Haney's exercise
Wednesday Dec. 5	6 & 7: Motivation	Article: <i>When job dissatisfaction leads to creativity</i> by Zhou & George Article: <i>Motivation to lead...</i> by Kark & Dijk _____ Case: The Memo
Thursday Dec. 6	9 & 10: Groups & teams	Article: <i>Five challenges to virtual team success</i> by Kirkman Article: <i>Improving the creativity of organizational work groups</i> by Thompson _____ Case: A virtual team
Sunday Dec. 9	Examination No. 1 11: Communication	Article: <i>Effects of satisfaction with communication...</i> by Goris Case: Do we have...
Monday Dec. 10	12 & 13: Leadership	Article: <i>Toward the differentiation of trust...</i> by Tan & Tan _____ Article: <i>Leadership behavior...</i> by Detert & Burris _____ P/C p. 381
Tuesday Dec. 11	14: Power and politics 15: Conflict and negotiation	Article: <i>CEO disease</i> by Byrne Article: <i>Distinguishing the effects of functional and dysfunctional conflict...</i> by Amason _____ Case: Damned if you do...
Wednesday Dec. 12	15: (Cont.)	Article: <i>Neutralizing job stressors...</i> by Perrewé and others Article: <i>-Shuttle Probe Faults NASA For Relying on Contractors - Final Shuttle Report Cites 'Broken Safety Culture' at NASA</i> by Schwartz and others
Wednesday Dec. 12	17: Organizational culture	P/C p. 444 Book Review is due
Thursday		Article: <i>The role of conversations in producing change in organizations</i> by Ford & Ford _____ Article: <i>Organizational change that produces results...</i> by

Dec. 13	19: Change and stress management	Goodman & Rousseau _____ P/C p. 580
Sunday	Review and Examination No. 2	
Dec. 16	Course Portfolio due	

***Course outline may be adjusted as deemed necessary by the instructor**
****Chapters listed in second column above are from text by Robbins & Judge**

ANDREWS UNIVERSITY
School of Business

BSAD515—Organizational Behavior

Instructions to retrieve and print documents from course Web site (Electronic Reserves = Eres)

Go to <http://eres.andrews.edu/>

Click on [Electronic Reserves and Course Materials](#)

Select name of instructor: Goris, José and click [Go](#)

Click on [BSAD515](#)

Enter password, which is: bsad515

And click [Enter](#)

Click on [document you want to retrieve](#)

Enter password for document you want to retrieve and click [Enter](#) to get your document

BSAD515—Organizational Behavior

Article Passwords

Title	Article Passwords
1. Being emotional during decision making	emotional
2. CEO disease	disease
3. Course syllabus	obsy2007
4. Distinguishing the effects of functional and dysfunctional conflict on strategic decision making	conflict
5. Effects of satisfaction with communication	communication
6. Emotion in the workplace: The new challenge for managers	emotion
7. Five challenges to virtual team success	team
8. How important are job attitudes?	attitudes
9. Improving creativity of organizational work groups	creativity
10. Leadership behavior	leadership
11. Masculinity and management education	masculinity
12. Matching creativity requirements	matching
13. Motivation to lead	motivation
14. Neutralizing job stressors	stressors
15. Organizational change that produces results: The linkage approach	change
16. -Shuttle Probe Faults NASA For Relying on Contractors - Final Shuttle Report Cites 'Broken Safety Culture' at NASA	culture
17. The role of conversations in producing change in organizations	conversations
18. Toward the differentiation of trust in supervisor and trust in organization	trust
19. When job dissatisfaction leads to creativity	dissatisfaction

BSAD515—Organizational Behavior
Article Presentation & Discussion

Evaluation Criteria

Group Members: _____

Article: _____

Date: _____

Item	All	Mos t	Some	Few	Very Few	Comments
	5	4	3	2	1	
1. All Management/OB issues highlighted by article were clearly identified, described, and associated with topic assigned (see course schedule)						
2. All possible OB practical applications of the issues highlighted by the article were clearly identified, described, and illustrated						
3. All group members avoided reading their article during presentation						
4. All classmates were effectively engaged in the presentation & discussion of the article						
5. All PP presentation slides (or similar technology) were properly prepared and used (readability—font size, amount of text, colors, etc.)						
6. All minutes available (30-35 minutes) were properly used						