

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

S Y L L A B U S [obsy2005]

COURSE: BSAD 515--Organizational Behavior [bsad515]

PREREQUISITE: BSAD 355--Management and Organization

SEMESTER HOURS: Three

CLASS SCHEDULE: December 4-18, 2005
Sunday, 9:00 - 4:00p.m.
Monday - Thursday, 6:00 - 9:30p.m.
Caribbean Union College, Trinidad

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

LEARNING MATERIALS

Textbook:

Robbins, Stephen P. (11th Edition, 2005). Organizational Behavior.
New Jersey: Prentice Hall. www.prenhall.com/robbins

ABI/Inform:

<http://www.andrews.edu/library/screens/databases/dbctrlx.cgi?1001>

Course Web Site:

<http://eres.andrews.edu>

American Psychological Association (APA) Style:

<http://www.andrews.edu/GRAD/style.html>

<http://webster.comnet.edu/apa/index.htm>

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.

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.

Anand, Vikas; Ashforth, Blake E.; and Joshi, Mahendra. (2004). Business as usual: The acceptance and perpetuation of corruption in organizations. The Academy of Management Executive, Vol. 18:2, 39-53.

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.

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.

Byrne, John A. et al. [April 1, 1991]. CEO disease. Business Week, 52-60.

Chang, Artemis; Bordia, Prashant; and Duck, Julie. [2003]. Punctuated equilibrium and linear progression: Toward a new understanding of group development. Academy of Management Journal, Vol. 46:1, 106-117.

Daspin, Eileen and Keates, Nancy [January 16, 2004]. The CEO Diet. The Wall Street Journal.

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.

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.

Goris, José R.; Vaught, Bobby C.; Pettit Jr., John D. [October 2000]. Effects of Communication Direction on Job Performance and Satisfaction: A Moderated Regression Analysis. The Journal of Business Communication, Vol. 37:4, 348-368.

Goris, José R. The role of the mind in church restructuring efforts. Ministry. Accepted for publication in 2001.

Jehn, Karen A. and Mannix, Elizabeth A. [2001]. *The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance*. Academy of Management Journal, Vol. 44:2, 238-251.

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.

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.

Lubit, Roy. [2002]. The long-term organizational impact of destructively narcissistic managers. Academy of Management Executive, Vol. 16:1, 127-138.

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

Martins, Luis L., Eddleston, Kimberly A., and Veiga, John F. [2002]. Moderators of the relationship between work-family conflict and career satisfaction. Academy of Management Journal, Vol. 45:2, 399-409.

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.

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.

Nugent, Patrick S. [2002]. Managing conflict: Third-party interventions for managers. Academy of Management Executive, Vol. 16:1, 139-155.

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.

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.

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

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.

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.

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.

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

Tierney, Pamela and Farmer, Steven M. [2002]. Creative self-efficacy: Its potential antecedents and relationship to creative performance. Academy of Management Journal, Vol. 45:6, 1137-1148.

Van-Yperen, Nico W. and Hagedoorn Mariët. [2003]. Do high job demands increase intrinsic motivation or fatigue or both? The role of job control and job social support. Academy of Management Journal, Vol. 44:3, 339-348.

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.

COURSE DESCRIPTION

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

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. Students who are late or absent are not properly participating in class, regardless of how involved they are when present.
2. **Attendance**—Students are required to regularly attend classes. *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. Students may be awarded a failing grade for their absences. (For more information, please see *2005-2006 Andrews University Bulletin*, p. 28)
3. **Appendix A: Research in Organizational Behavior**—Students are to read Appendix A of the textbook, pp. 586-592, and write a two-page, double-spaced, summary (Margin: top, bottom, left, right = 1"; Font Size = 12). **This summary is due on Monday, December 5, 2005,** at the beginning of the class period (6:00-6:10p.m.).
4. **Article Assignment**—Each student 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. Prepare and distribute a one-page, double-spaced, summary of your article to classmates.
 - c. Communicate clearly the content of your article.
 - d. Complement your article presentation with at least another relevant, related article from the list of articles provided (pp. 2-4) or any other available academic or professional source (you may use ABI/Inform to accomplish this).
 - e. Avoid reading your article in class. **Concentrate on its main points and their applications.**
 - f. Use of PowerPoint and/or any other appropriate technology is recommended. Creativeness when preparing and making your presentation is expected.
 - g. Get your classmates interested and involved in your presentation and discussion. ***Proactively make plans to accomplish this.***
5. **Individual Research Project**—Every student will conduct a *library-based research*. The research topic, selected by Thursday, December 8, 2005, is to be chosen in consultation with the instructor. It is possible to fulfill this requirement by expanding the research on

the topic of the article selected and presented, as described in the previous section. Other suggested themes are as follows:

- a. Perception and its impact on communication.
- b. Power and politics in organizations: Behavioral and managerial implications.
- c. Creating Organizational citizenship and commitment.
- d. Managing organizational change: Challenges and strategies.
- e. Conflicts in organizational life: Challenges and strategies.
- f. The relationship between job satisfaction and job performance: Managerial implications.
- g. Culture and leadership.
- h. Workplace spirituality and performance.
- i. Emotional intelligence and managers' effectiveness.
- j. Perceived procedural justice and employee behavior.
- k. Effectiveness of servant-leadership.
- l. **Other?** _____

A written paper (4-to-5-page, double-spaced; 12-point font; and one inch margins: Top, bottom, left, and right) is to be submitted to the instructor reporting the findings. Each paper will be evaluated according to the following criteria:

- a. Quality of content (***including quality of source; you are required to use professional/academic literature***).
- b. Structure and organization of content.
- c. Use of language: Grammar, spelling, punctuation, and sentence structure.
- d. Bibliography: Need to have at least five academic and/or professional-based references or articles from management journals/periodicals.
- e. References: Need to give credit to the original sources using APA guidelines.

Date paper is due: Thursday, December 15, 2005
[beginning of class: 6:00-6:10p.m.]

6. **Cases and Point/Counterpoint Situations**-The cases and point/counterpoint situations listed on page 11 of this syllabus will be introduced and discussed following the course outline during regular class periods.
7. **Examination**-Two examinations will be administered during the academic term. They will consist of a mix of

objective and essay questions. The second examination will also include the preparation and submission of a Course Portfolio on Sunday, December 18, 2005. This is a logical, organized folder in which the student has compiled OB documents that might be beneficial to her/him in the future, personally and professionally. **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 and point/counterpoint exercises, classmate evaluations, 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 26) 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:

- a. Presenting another's work as your own;
 - b. Falsifying attendance records (for example, signing the attendance sheet for another student);
 - c. Copying from another student during a regular test;
 - d. Using materials and equipment during an examination other than those specifically allowed by the teacher;
 - e. Assisting another in acts of academic dishonesty;
 - f. Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators;
 - g. Reporting unsubstantiated information in class activities and assignments requiring substantiated information.
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10. **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.

11. **Challenging Final Course Grades**—Students will have until *Friday, April 28, 2006* 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*	. . . . .	20%
Article presentation . . . . .	. . . . .	10%
Individual research project .. . . .	. . . . .	15%
Examination No. 1 . . . . .	. . . . .	25%
Examination No. 2 . . . . .	. . . . .	30%
TOTAL		100%

***Class activities and participation** = Attendance** + Appendix A Summary + 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. Values, attitudes, and job satisfaction (3)
4. Personality and emotions (4)
5. Perception and individual decision making (5)
6. Motivation (6 & 7)
7. Foundations of group behavior (8)
8. Understanding work teams (9)
9. Communication (10)
10. Leadership (11 & 12)
11. Power and politics (13)
12. Conflict and negotiation (14)
13. Organizational culture (16)
14. Organizational change and stress management (18)

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

CASES & POINT→←COUNTERPOINT SITUATIONS = [P/C]*

1. Albertsons Works on Employee Attitudes. 3:93*
2. The Memo. 7:212 (9th edition)
3. A Virtual Team, 9:292
4. Do We Have a Communication Problem Here? 10:309 (10th edition)
5. Leadership Is Culturally Bound. 12:381 (P/C)
6. Damned if You Do. Damned if You Don't. 13:389 (10th edition)
7. Conflicts Benefits Organizations. 14:444 (P/C)
8. Managing Change Is an Episodic Activity. 18:580 (P/C)

**Number before colon is chapter in textbook by Robbins, and number after colon is page number where case or P/C is found.*

OB--Course Outline*
Trinidad, December 2005

Date	Chapter**/Topic	Articles/Cases/Etc.
Dec. 4	<p>Introduction: Who? Why? What? How? Where?</p> <p>1: What is organizational behavior?</p> <p>5: Perception and individual decision making</p>	Haney's exercise
Dec. 5	<p>2: Foundations of individual...</p> <p>3: Values, attitudes, diversity, and job satisfaction</p>	<p>Appendix A (summary is due)</p> <p>Article: Matching creativity requirements and the work environment: Effects on satisfaction and intentions to leave _____</p> <p>Case: Albertsons Works on Employee Attitudes</p>
Dec. 6	4: Personality and emotions	<p>Article: Emotion in the workplace: The new challenge for managers</p>
Dec. 7	<p>6: Motivation</p> <p>7: Motivation</p>	<p>Article: When job dissatisfaction leads to creativity _____</p> <p>Case: The Memo</p>
Dec. 8	<p>8: Foundations of group behavior</p> <p>9: Understanding work teams</p>	<p>Article: Five challenges to virtual team success _____</p> <p>Article: Group social capital and group effectiveness _____</p> <p>Case: A virtual team</p>
Dec. 11	<p>Examination No. 1</p> <p>10: Communication</p>	<p>Article: Effects of communication direction on job performance and satisfaction</p> <p>Case: Do we have...</p>
Dec. 12	11 & 12: Leadership	<p>Article: Toward the differentiation of trust in supervisor and trust in organization _____</p> <p>P/C p. 381</p>
Dec. 13	<p>13: Power and politics</p> <p>14: Conflict and negotiation</p>	<p>Article: CEO disease _____</p> <p>Article: Distinguishing the effects of functional and dysfunctional conflict _____</p> <p>Case: Damned if you do...</p>
Dec. 14	<p>14: (Cont.)</p> <p>16: Organizational culture</p>	<p>Article: Neutralizing job stressors: Political skill as an antidote to the dysfunctional consequences of role conflict stressors _____</p> <p>Article: -Shuttle Probe Faults NASA For Relying on Contractors - Final Shuttle Report Cites 'Broken Safety Culture' at NASA</p> <p>P/C p. 444</p>
		<p>Research paper is due</p> <p>Article: The role of conversations in producing change in organizations _____</p> <p>Article: Organizational change</p>

Dec. 15	18: Change and stress management	that produces results _____ P/C p. 580
Dec. 18	Review and Examination No. 2	

***Course outline may be adjusted as deemed necessary by the instructor**

****Chapters listed in second column above are from text by Robbins**