|  |  |
| --- | --- |
| **NEWBOLD COLLEGE OF HIGHER EDUCTION***SCHOOL OF BUSINESS STUDIES*Macintosh HD:Users:crissey:Desktop:Newbold College New Logo.png | **WASHINGTON ADVENTIST UNIVERSITY***DEPARTMENT OF BUSINESS***Macintosh HD:Users:crissey:Desktop:Newbold College Academic Work:Administration and Planning:Stationary and Logos:WAU Logo 4.png** |

|  |  |
| --- | --- |
| Programme | Newbold College, Washington Adventist University Credit |
| Module code | MGMT310  |
| **Module title** | Organisational Behaviour  |
| **Credit rating** | Level | 300 | Volume | 3 credits |
| **Module Convenor** | Robert C. Schwab | Phone: Office:  Home:  Mobile:Email: rschwab@newbold.ac.uk Skype: robert.schwab2015Office: Murdoch Hall 13 |
| **Term** | Spring Semester 2016 |
| **Description** | This course will focus on the application of behavioral science concepts to understanding individual and group behavior in organizations. Students will develop analytical skills necessary to interpret and apply basic research findings in organizational settings. Topics to be covered include attitude formation, perceptual processes, motivation, job design, reward systems, leadership, group processes, and the impact of organizational structure and design. |
| **Intended learning outcomes** | **(1) Knowledge and understanding** | * Identify the factors influencing individual and group behaviour in organizational settings.
* Explore the relevant models of attitude formation, personality, perception, decision-making, motivation, leadership, group dynamics, and structural design that impact managerial effectiveness.
* Critically evaluate the managerial implications of recent theory and research.
* Discover and analyse one’s personal biases in the way we relate to people and organizations.
* Develop and demonstrate problem-solving skills in the application of organizational behaviour knowledge to work-related situations.
 |
| **(2) Skills and other attributes** | **(i)** **Subject-specific** | How to diagnose a managerial problem, apply the correct behavioural theory, and achieve organizational effectiveness. |
| **(ii)** **Trans-ferable** | * Analytical and evaluation skills
* Comprehension and synthesis skills
* Presentation skills
* How to lead and influence others
 |
| **Teaching and learning methods** | The course will be based on class lectures, individual learning exercises, individual and group case discussions, personal reaction papers and examinations. |
| **Assessment** | **Summative** | In-class Examination [9 May]Personal Styles Paper [Due 21 Apr noon] | (70% of marks)(30% of marks) |
| **Formative** | * Case analyses, discussions and presentations
* Individual learning exercises
* Reaction papers
* Class participation, suggested readings, question and answer sessions after lectures and individual tutorials as requested by the student.
 |
| **Required text** | Robbins, Stephen P. and Judge, Timothy A. Organizational Behavior: Pearson International Version, 13th Edition. Upper Saddle River, New Jersey: Pearson Prentice-Hall, Inc. 2009, paperback. |
| **Suggested reading** | Billsberry J (1996) The effective Manager, Milton Keynes, Open University Buchanan, D. and Huczynski, A., (2010) Organisational Behaviour – An Introductory Text, 7th Edition, Harlow: FT Prentice HallBurnes B (1996), Managing Change, 2nd ed. FT Pitman PublishingCooper J C & Robertson I (1995) Work Psychology, FT Pitman PublishingFincham R & Rhodes P, (2005), Organizational Behaviour, 4th ed. , OxfordKeirsey D. & Bates, M., (1984), Please Understand Me: Character & Temperament Types, or PUM II, (1998)Mullins, L. J., Management & Organisational Behaviour (2010), 9th Edition, FT Pittman PublishingSchwab, R., Study Guide for Organizational Behavior, (2005) 6th Edition, Andrews University Statt, D A (2004) Psychology and the World of Work, 2nd ed., Palgrave Mc MillanWren, D (1994) Evolution of Management Thought, 4nd edition, Wiley |
| **Indicative content / Weekly Schedule** | **Wk Topics Chapters**1. Introduction to Organizational Behavior and Research (1) Historical Evolution of OB and Management Thought 2. Personal Characteristics, Attitudes, Personality, & Values (2) p76-87, (3) (4) 3. Perception, Emotions & Decision Making (5), (8)4. Motivation and Learning (2) p88-100, (6)5. Applied Motivation and Reward Systems (7) 6. Groups and Group Decision Making (9), (10)7. Leadership, Power & Political Influence (12-14)8. Communication, Change and Conflict (11), (15), (19)9. Organizational Structure, Environment & Culture (16), (17)10. Selection, Socialization, Appraisal and Discipline (18)11. **EXAMINATION** --- |
| **Referencing, Style and Submission** | See the School of Business Programme Handbook for specific requirements for referencing, style and submission guidelines for all School of Business assignments. |
| **Policy Statement** | All attendance, formative, summative, late work and plagiarism policies are to be found in the Handbook of Academic Programmes and Policies.  |

Last Updated 24 Jan 2016

**Examination Questions (as an example)**

Students will address FIVE of seven possible questions on the exam… here are two sample questions…

Sample Question 3.

Individual decision makers often resort to different decision "processes" when trying to make important decisions. Carefully and thoroughly describe three different decision processes that we explored in class (like how to purchase a car). In each case, how are decisions made? (Fully describe each process!) How would you characterize the end result of each decision method? Discuss the strengths or advantages, and problems or limitations you see with each approach.

Sample Question 5. Analyze the “Nigel” case printed on the back of this sheet.

 A) What is the "problem" with Nigel? Which theories of motivation and personality best describe his behavior? Justify your choices.

 B) What should we do with Nigel now? Clearly explain what actions you would take and justify your recommendations. Be sure your recommendations logically "fit" the theory(s) selected in a) above. To implement your recommendation, who should do what by when? Be specific!

**Styles Paper Assignment (as an example)**

IF the assigned personal styles topic is **LEADERSHIP & POLITICAL INFLUENCE**… address all of the concerns listed below…

1. If other management scholars were to observe you at work; which theories, models, or "styles" would they use to describe you or your behaviour? Explain why you believe you would be labelled or classified this way. (IDENTIFY several theories or models, REVEAL the classifications that seem to best "fit" you in each case, and EXPLAIN why you think others would put you into those categories.)

2. Intellectually, which theoretical approach (or combination of theories, situations, models, or styles) do you feel are most valid? Which theories would you use in the workplace? Describe these theories and justify why you would use them. (IDENTIFY your preferred theories or style(s), DESCRIBE how each theory works, and EXPLAIN WHY you perceive it to be valid/useful.)

3. Intellectually, which theoretical approach (or combination of theories, situations, models, or styles) makes you feel very uncomfortable? Describe the theory and explain why you find this approach so difficult or distasteful. (IDENTIFY the approaches or theories you do not like, and explain why you wouldn’t use them.)

4. What implications does your self-analysis (of 1-3 above) have for the way in which you would normally relate to your co-workers and associates at work (given that their “styles” and philosophies may differ from your own)? In which situations do you think it will be easy to function successfully, and under what conditions or circumstances do you anticipate you will encounter your greatest frustrations and difficulties? How will you adapt to cope with those “most difficult” work-related situations?

Your assignment should be ~750 words and must be underpinned by appropriate academic theories and models.

This assignment will form 30% of your overall module mark, and is due on 21 April, 2016 at 12:00a (noon).

**Marking criteria**

Evidence of background reading, research and application

of appropriate theories and models, etc. 30%

Quality of discussion, relevant examples, depth of analysis,

and evidence of critical thinking 50%

Conclusions 10%

Structure and presentation 10%

----------------