SAN IGNACIO UNIVERSITY
MIAMI, USA

Date		Credits	3 Credits
Course Title	Organizational Behavior	Course Number	MA 30510
Pre-requisite (s)	None	Co-requisite (s)	None
Hours	45 Hours		

Place and Time of Class Meeting

San Ignacio University
3905 NW 107 Avenue, Suite 301
Miami, FL 33178

Name and Contact Information of Instructor

Book required

(The Institution recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

Organizational Behavior, 10,e
Robert Kreitner, Angelo Kinicki
©2013 | McGraw-Hill | Published: n/a
ISBN-13:9780078029363 | ISBN-10:0078029368

Classroom expectations for students

Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** "free" absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.

Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 6 tardies, the instructor will contact the San Ignacio University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of "Failure" on their exam or assignment.

Course Description

The purpose of this course is to prepare students to face today's challenges in the business world by learning the ability to understand and manage people at work. Among the topics studied we have: Managing diversity, Ethical conduct, Attitudes, Job Satisfaction, counterproductive work behavior, Foundations of motivations, and Leadership.

Learning Objectives

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

- To describe the world of organization behavior and analyze its historical perspective
- To discuss and explain managing diversity and releasing every employee's potential
- To evaluate and examine organizational culture, socialization, and mentoring
- To analyze and describe international organizational behavior in managing across culture
- To summarize and describe the key individual differences and the road to success
- To examine the values, attitudes, job satisfaction, and counterproductive work behaviors
- To explore and describe the foundations of motivation and describe the improving job performance with goals, feedback, rewards, and positive reinforcement
- To describe and explain group and social processes and examine group dynamics
- To examine and describe developing and leading effective teams
- To discuss effective team work through cooperation, trust, and cohesiveness
- To evaluate individual and group decision making and describe managing conflict and negotiating

- To discuss and describe communicating in the digital age and identify influence, empowerment, and politics
- To describe leadership and what does leadership involve and discuss organizational design, effectiveness, and innovation
- To summarize and explain managing change and stress and illustrate the models and dynamics of planned change

Topical Outline and Schedule

DATE	WEEK 1
SPECIFIC OBJECTIVES	Describe the course. • Define the term organizational behavior, and contrast McGregor's Theory X and Theory Y assumptions about employees • Identify the four principles of total quality management (TQM) • Define the term e-business, and describe the Net Generation • Contrast human and social capital, and explain why we need to build both • Define the term e-business, and describe the Net Generation • Contrast human and social capital, and explain why we need to build both • Define the term management, and identify at least five of the eleven managerial skills in Wilson's profile of effective managers • Describe Carroll's global corporate social responsibility pyramid, and discuss the problem of moral erosion • Identify four of the seven general ethical principles, and explain how to improve an organization's ethical climate • Describe the sources of organizational behavior research evidence
TOPIC (S)	Syllabus Discuss Library Orientation Course, Instructor to verify completion • Examine why zaapos.com is so good at zapping the competition • Analyze and discuss real world//real people Lola Gonzalez laid herself off first! • Describe the world of organizational behavior and recognize the historical perspective of organizational behavior • Discuss the managerial context by getting things done with and through others • Analyze and discuss the ethics challenge and examine a model of global corporate social responsibility and ethics • Discuss real WORLD//real PEOPLE do billionaire businesspeople have an obligation to "Give Back" to Society? • Evaluate and describe learning about OB: Research and a Road Map

LEARNING ACTIVITIES	• Discussion of Syllabus • Instructor led group discussion • Web Resources
HOMEWORK & ASSIGNED READINGS	Review the Syllabus **Complete the Library Orientation Course**. Instructor to verify completion. **Homework**: Chapter 1 pp. 1-26 OB in Action Case Study p. 29 1-6 Legal/Ethical Challenge p. 31 1-5
DATE	**WEEK 2**
SPECIFIC OBJECTIVES	• Define diversity and review the four layers of diversity • Explain the difference and review the four layers of diversity • Explain why Alice Eagly and Linda Carlie believe that a woman's career is best viewed as traveling through a labyrinth • Review the demographic trends pertaining to racial groups, educational mismatches, and an aging workforce • Highlight the managerial implications of increasing diversity in the workforce • Describe the positive and negative effects of diversity by using social categorization theory and information/decision-making theory • Identify the barriers and challenges to managing diversity • Discuss the organizational practices used to effectively manage diversity as identified by R. Roosevelt Thomas Jr
TOPIC (S)	Discuss Final Class Project & Presentation, List of Topics • Explain why management ignore complaints of sexual harassment • Define Diversity and describe the layers of diversity and discuss affirmative action and managing diversity • Discuss and describe building the business case for managing diversity • Analyze and discuss Sodexo ranked best company for managing diversity • Examine and discuss CareFirst BlueCross BlueShield Helps Employees Move up the career ladder • Discuss and explain CVS Caremark implements programs to retain and transfer knowledge of older employees • Describe and analyze barriers and challenges to managing diversity • Evaluate organizational practices used to effectively manage diversity
LEARNING ACTIVITIES	Participate in a forum. • Instructor led group discussion • Study: Key Terms

	• Review: Chapter Summary
HOMEWORK & ASSIGNED READINGS	**Homework**: Chapter 2 pp. 32-56 OB in Action Case Study p. 57 1-5 Legal/Ethical Challenge p. 58 1-4
DATE	**WEEK 3**
SPECIFIC OBJECTIVES	• Define organizational culture and discuss its three layers • Discuss the difference between espoused and enacted values • Describe the four functions of organizational culture • Discuss the four types of organizational culture associated with the competing values framework • Summarize the five conclusions derived from research about the outcomes associated with organizational culture • Review the four caveats about culture change • Summarize the methods used by organizations to change organizational culture • Describe the three phases in Feldman's model of organizational socialization • Discuss the various socialization tactics used to socialize employees • Explain the four developmental networks associated with mentoring
TOPIC (S)	Discussion of student topic selection, library research, tentative bibliography • Examine and discuss would you like to work at Southwest Airlines • Describe Organizational Culture: Definition and Context and discuss the dynamics of organizational culture • Analyze and discuss Williams-Sonoma's espoused values focus on employees, customers, shareholders, and ethical behavior • Examine the four functions and list and name the types of organizational culture • Discuss and describe the process of culture change and evaluate the organizational socialization process • Summarize and explain a three-phase model of organizational socialization • Evaluate the developmental networks underlying mentoring and describe personal and organizational implications
LEARNING ACTIVITIES	• Analysis of reading • Group discussion • Participate in a forum
HOMEWORK & ASSIGNED READINGS	Investigate concepts and kinds of objectives. Library Research. Develop Tentative Bibliography **Due: Project Topic** **Due: Tentative Bibliography**

	Homework: Chapter 3 pp. 60-84 OB in Action Case Study p. 86 1-6 Legal/Ethical Challenge p. 87 1-4
DATE	**WEEK 4**
SPECIFIC OBJECTIVES	• Define the term culture, explain how societal culture and organizational culture combine to influence on the job behavior • Define ethnocentrism, and explain how to develop cultural intelligence • Distinguish between high-context and low-context cultures, and identify and describe the nine cultural dimensions from Project GLOBE • Distinguish between individualistic and collectivist cultures, and explain the difference between monochromic and polychromic cultures • Specify the practical lesson from the Hofstede cross-cultural study, and explain what Project GLOBE researchers discovered about leadership • Discuss the results and practical significance of the recent Bloom and Van Reenen study of national management styles • Explain why US managers have a comparatively high failure rate on foreign assignments • Identify four stages of the foreign assignment cycle and the OB trouble spot associated with each stage
TOPIC (S)	**Due: Project Topic** **Due: Tentative Bibliography** • Describe and explain how many of your assumptions about foreign cultures are wrong • Discuss and describe developing cultural intelligence and explain cultural paradoxes that require cultural intelligence • Examine and describe understanding cultural differences and assess high-context and low-context cultures • Assess the details count when doing business in Germany (realworld//realpeople) • Explain some practical insights from cross-cultural management research • Evaluate and discuss preparing employees for successful foreign assignments • Discuss Training needs to fit the local culture (real world//real people)
LEARNING ACTIVITIES	• Review: Chapter Summary • Study: Key Terms and Concepts • Group discussion
HOMEWORK & ASSIGNED	Continue research and work on final project

READINGS	**Homework**: **Homework**: Chapter 4 pp. 88-115
	OB in Action Case Study p. 116 1-4
	Legal/Ethical Challenge p. 117 1-6
DATE	**WEEK 5**
SPECIFIC OBJECTIVES	• Define self-esteem, and explain how it can be improved with Branden's six pillars of self-esteem • Define self-efficacy, and explain its sources • Contrast high and low self-monitoring individuals, and discuss the ethical implications of organizational identification • Identify and describe the Big Five personality dimensions, and specify which ones is correlated most strongly with job performance • Describe the proactive personality and an internal locus of control • Identify at least five of Gardner's eight multiple intelligences • Distinguish between positive and negative emotions, and explain how they can be judged • Identify the four key components of emotional intelligence, and discuss the practical significance of emotional contagion and emotional labor • Explain how psychological capital, deliberated practice, luck, and humility can pave your road to success
TOPIC (S)	• Describe and discuss can an introvert guide Facebook to long-term success • Evaluate and describe self-concept and explain self-esteem and self-efficacy • Discuss real world//real people military veterans bring high self-efficacy to MBA programs • Analyze personality and describe its concepts and controversies • Summarize real world//real people Julie Markham is making the world a better place • Assess the abilities (Intelligence) and performance and describe the abilities and the need for sleep • Discuss emotions in the workplace and evaluate the Americans with disabilities act falls short on employment • Describe practical research insights about emotional contagion and emotional labor
	• A review of literature • Check of the reading • Group discussions
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Chapter 5 pp. 120-147 OB in Action Case Study p. 148 1-5

	Legal/Ethical Challenge p. 149 1-4
DATE	**WEEK 6**
SPECIFIC OBJECTIVES	EXAM I • Explain Schwartz's value theory, and describe three types of conflict • Describe the values model of work-family conflict, and specify at least three practical lessons from work-family conflict research • Identify the three components of attitudes and discuss cognitive dissonance • Explain how attitudes affect behavior in terms of Ajzen's theory of planned behavior • Describe the model of organizational commitment • Define the work attitudes of employee engagement and job satisfaction • Identify and briefly describe five alternative causes of job satisfaction • Identify eight important correlates/consequences of job satisfaction, and summarize how each one relates to job satisfactions • Identify the causes of counterproductive work behaviors and the measures used to prevent them
TOPIC (S)	• Explain why does Jennifer Simonetti-Bryan love her work • Discuss and explain personal values and describe Schwartz's value theory and examine value conflicts • Analyze real world// real people Whistle-Blower at GlaxoSmithKline receives $96 million payout • Describe the nature of attitudes and explain what happens when attitudes and reality collide • Evaluate real world//real people the Physicians Committee for responsible medicine creates an ad to change people's attitude about eating at McDonald's • Assess Key work attitudes and discuss job satisfaction and the major correlates and consequences of job satisfaction • Explain and describe counterproductive work behaviors and analyze the causes and prevention of CWBs
LEARNING ACTIVITIES	• Participate in a forum • Instructor led group discussion • Analysis of reading
HOMEWORK & ASSIGNED READINGS	Chapter 6 pp. 150-176 OB in Action Case Study p. 176 1-5 Legal/Ethical Challenge p. 177 1-4
DATE	**WEEK 7**
SPECIFIC OBJECTIVES	• Describe perception in terms of the information-processing model • Summarize the key managerial implications of social perception

	• Discuss the process of stereotype formation • Summarize the managerial challenges and recommendations of sex role, age, racial, ethnic, and disability stereotypes • Describe and contrast the Pygmalion effect, the Galatea effect, and the Golem effect • Discuss how the model of the self-fulfilling prophecy is expected to work • Explain, according to Kelley's model, how external and internal causal attributions are formulated • Contrast the fundamental attribution bias and the self-serving bias
TOPIC (S)	• Describe and discuss is it good or bad to show vulnerability • Explain and describe an information –processing model of perception • Identify the four-stage sequence and describe a working example • Discuss real world//real people Nutrisystem and unilever use everyday people instead of celebrities in their ads • Examine and describe stereotypes and perceptions about groups of people • Discuss real world//real people Tiger Woods's experiences with racial bias • Discuss and describe self-fulfilling prophecy and the Pygmalion effect • Describe and explain casual attributions and examine Kelley's model of attribution
LEARNING ACTIVITIES	• Group discussion • Carry out a micro-class • Review: Key Terms and Concepts
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project **Homework**: Chapter 7 pp. 178-201 OB in Action Case Study p. 203 1-5 Legal/Ethical Challenge p. 203 1-4
DATE	**WEEK 8**
SPECIFIC OBJECTIVES	• Contrast Maslow's, Alderfer's, and McClelland's need theories • Explain the practical significance of Herzberg's distinction between motivations and hygiene factors • Discuss the role of perceived inequity in employee motivation • Explain the differences among distributive, procedural, and interactional justice • Describe the practical lessons derived from equity theory • Explain Vroom's expectancy theory

	• Explain how goal setting motivates an individual • Review the five practical lessons from goal-setting research • Discuss the three conceptually different approaches to job design
TOPIC (S)	• Discuss if teachers' pay should be tied to student achievement • Describe and explain the content theories of motivation • Evaluate real world//real people high achievement needs can lead to negative outcomes • Describe and evaluate process theories of motivation and discuss real world//real people Dixon Schawbl Increases employee satisfaction by improving hygiene factors • Identify and describe Adams's equity theory of motivation • Discuss real world//real people GM's Incentive system is consistent with expectancy theory • Assess and explain Vroom's expectancy theory and describe motivation through goal setting and discuss putting motivational theories to work
LEARNING ACTIVITIES	• Group discussion • Check of the reading • Analysis of reading
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project **Homework**: Chapter 8 pp. 204-232 OB in Action Case Study p. 234 1-5 Legal/Ethical Challenge p. 234 1-4
DATE	**WEEK 9**
SPECIFIC OBJECTIVES	• Define the term performance management, distinguish between learning goals and performance outcomes goals, and explain the three-step goal-setting process • Identify the two basic functions of feedback, and specify at least three practical lessons from feedback research • Define 360-degree feedback, and summarize how to give good feedback in a performance management program • Distinguish between extrinsic and intrinsic rewards, and explain the four building blocks of intrinsic rewards and motivation • Summarize the reason why extrinsic rewards often fail to motivate employees • Discuss how managers can generally improve extrinsic reward and pay-for-performance plans • State Thorndike's law of effect, and explain Skinner's distinction between respondent and operant behavior

	• Define positive reinforcement, negative reinforcement, punishment, and extinction, and distinguish between continuous and intermittent schedules of reinforcement • Demonstrate your knowledge of behavior shaping
TOPIC (S)	• Discus how NuStar do right by its employees by "Doing it wrong"? • Describe goal setting and discuss real world/real people Starwoods' CEO frits van Passchen runs on goals • Evaluate and describe the two functions of feedback and identify the practical lessons from feedback research • Describe and discuss how to give feedback for coaching purposes and organizational effectiveness • Identify organizational reward systems and list different types of rewards • Assess why do extrinsic rewards too often fail to motivate • Discuss positive reinforcement and describe Thorndike's law of effect
LEARNING ACTIVITIES	• Analysis of the examples raised in class • Instructor led group discussion • Review: Chapter Summary
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project **Homework**: Chapter 9 pp. 236-261 OB in Action Case Study pp. 262 1-5 Legal/Ethical Challenge p. 263 1-4
DATE	**WEEK 10**
SPECIFIC OBJECTIVES	• Identify the four sociological criteria of a group, and discuss the impact of social networking on group dynamics • Describe the five stages in Tuckman's theory of group development, and discuss the threat of group decay • Distinguish between role conflict and role ambiguity • Contrast roles and norms, and specify four reasons norms are enforced in organizations • Distinguish between task and maintenance roles in groups • Summarize the practical contingency management implications for group size • Discuss why managers need to carefully handle mixed-gender task groups • Describe groupthink, and identify at least four of its symptoms • Define social loafing, and explain how managers can prevent it
TOPIC (S)	• Describe how can managers reduce the pain of a layoff • Analyze and describe groups in the social media age

	- Evaluate real world//real people Russian culture embraces social media - Discuss and describe the group development process and analyze the group development process - Discuss the roles and norms of social building and describe the blocks for group and organizational behavior - Analyze real world//real people how founder Bill Witherspoon made helping others the norm at sky factory - Identify and assess group structure and composition and describe the functional roles performed by group members - Identify the threats to group effectiveness and discuss the Asch effect
LEARNING ACTIVITIES	- Discussion - Carry out a micro-class - Analysis of assigned reading
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project **Homework**: Chapter 10 pp. 266-295 OB in Action Case Study p. 296 1-4 Legal/Ethical Challenge p. 297 1-5
DATE	**WEEK 11**
SPECIFIC OBJECTIVES	- Explain how a work group becomes a team - Identify and describe four types of work teams - Explain the model of effective work teams, and specify the two criteria of team effectiveness - Identify five teamwork competencies team members need to possess - Discuss why teams fail and list at least four things managers can do to build trust - Distinguish two types of group cohesiveness, and summarize cohesiveness research findings - Define virtual teams and self-managed teams - Describe high-performance teams, and discuss team leadership
TOPIC (S)	- Describe why is great customer service like a team sport - Discuss and explain work teams and describe types, effectiveness, and stumbling blocks - Analyze and describe effective teamwork through cooperation, trust, and cohesiveness - Evaluate real world//real people surgeons and nurses learn life-and – death teamwork skills - Analyze real world//real people Internal Competition drives University hunks hauling junk - Assess the teams in action and discuss virtual teams and self-managed teams

	• Summarize and explain team building and team leadership
LEARNING ACTIVITIES	• Discussion • Participate in a forum • Instructor led group discussion
HOMEWORK & ASSIGNED READINGS	**Due: First Draft of Final Project** Chapter 11 pp. 298-325 OB in Action Case Study p. 326 1-5 Legal/Ethical Challenge p. 327 1-4
DATE	**WEEK 12**
SPECIFIC OBJECTIVES	MIDTERM EXAM II • Compare and contrast the rational model of decision making, Simons' normative model, and the garbage can model • Discuss eight decision-making biases • Discuss the thrust of evidence-based decision making and its implementation principles • Explain the model of decision-making styles • Define the term conflict, and put the three metaphors of conflict into proper perspective for the workplace • Distinguish between functional and dysfunctional conflict, and discuss why people avoid conflict • List six antecedents of conflict, and identify the desired outcomes of conflict • Define personality conflicts, and explain how mangers should handle them
TOPIC (S)	• Explain the model of intuition and the ethical decision tree • Summarize the pros and cons of involving groups in the decision-making process • Contrast brainstorming, the nominal group technique, the Delphi technique, and computer-aided decision making • Describe the stages of the creative process • Discuss the practical recommendations for increasing creativity • Discuss the role of in-group thinking in intergroup conflict, and explain what management can do about intergroup conflict • Discuss what can be done about cross-cultural conflict • Explain how managers can stimulate functional conflict, and identify the five conflict-handling styles • Explain the nature and practical significance of conflict triangles and alternative dispute resolution for third-party conflict intervention • Explain the difference between distributive an integrative negation, and discuss the concept of added –value negotiation

LEARNING ACTIVITIES	• Participate in a forum • A review of the literature • Group discussion
HOMEWORK & ASSIGNED READINGS	Chapter 12-13 pp. OB in Action Case Study p. 361 1-5, p. 391 1- 6 Legal/Ethical Challenges p. 362 1-4, p. 391 1-7
DATE	**WEEK 13**
SPECIFIC OBJECTIVES	• Explain the perceptual process model of communication, and describe the barriers to effective communication • Specify two major impacts of social media that are changing the general communication landscape • Contrast the communication styles of assertiveness, aggressiveness, and non-assertiveness • Discuss the primary sources of nonverbal communication • Review the five dominant listening styles and 10 keys to effective listening • Explain and discuss the concept of mutuality of interest • Name at least three "soft" and two "hard" influence tactics and summarize the practical lessons from influence research • Identify and briefly describe French and Raven's five bases of power, and discuss the responsible use of power • Define the term empowerment, and explain why it is a matter of degree
TOPIC (S)	• Describe how linguistics styles vary for women and men and what can be done to improve everyone's communication effectiveness • Discuss the formal and informal communication channels • Explain the contingency approach to media selection • Describe the internet generation, and discuss the pros and cons of teleworking • Specify practical tips for more effective e-mail and cell phone etiquette, and discuss policies for using social media Web sites in the workplace • Explain why delegation is the highest form of empowerment, and discuss the connections among delegation, trust, and personal initiative • Define organizational politics, and explain what triggers it • Distinguish between favorable and unfavorable impression management tactics • Explain how to manage organizational politics
LEARNING ACTIVITIES	• Instructor led group discussion • Study: Key Terms • Carry out a micro-class

HOMEWORK & ASSIGNED READINGS	Editing & Revision of Final Project Chapter 14-15 pp. 393-457 OB in Action Case Study p. 458 1-6, p. 491 1-6 Legal/Ethical Challenge p. 459 1-6, p. 492
DATE	**WEEK 14**
SPECIFIC OBJECTIVES	• Define the term leadership, and explain the difference between leading and managing • Review trait theory research and the takeaways from this theoretical perspective • Explain behavioral styles theory and its takeaways • Explain, according to Fiedler's contingency model, how leadership style interacts with situational control, and discuss the takeaways from this model • Discuss House's revised path-goal theory and it practical takeaways • Describe the four characteristics common to all organizations, and explain the difference between closed and open systems • Define the term learning organization • Review the factors that hinder an organization's ability to learn from success and failure • Describe seven basic ways organizations are structures • Discuss Burns and Stalker's finding regarding mechanistic and organic organizations
TOPIC (S)	• Describe the difference between laissez-faire, transactional, and transformational leadership • Discuss how transformational leadership transforms followers and work groups • Explain the leader-member exchange model of leadership • Review the concept of shared leadership and the principles of servant-leadership • Describe the follower's role in the leadership process • Identify when each of the seven organization structures is the right fit • Describe the four generic organizational effectiveness criteria • Discuss the difference between innovation, invention, creativity, and integration • Review the myths about innovation and explain the model of innovation
LEARNING ACTIVITIES	• Instructor led group discussion • Analysis of reading • Review: Chapter summary
HOMEWORK	Editing & Revision of Final Project

& ASSIGNED READINGS	Chapter 16-17 pp. 460-524 OB in Action Case Study p. 491 1-6, p. 525 1-6 Legal/Ethical Challenge p. 493 , p. 526 1-4
DATE	**WEEK 15**
SPECIFIC OBJECTIVES	Final Project Final Presentation Final Exam - Discuss the external and internal forces that create the need for organizational change - Describe Lewin's change model and the systems model of change - Discuss Kotter's eight steps for leading organizational change - Define organization development (OD), and explain the OD process - Explain the dynamic model of resistance to change - Discuss the key recipient and change agent characteristics that cause resistance to change - Identify alternative strategies for overcoming resistance to change - Define the term stress, and describe the model of occupational stress - Discuss the stress moderators of social support, hardiness, and Type A behavior - Review the four key stress-reduction techniques and the components of a holistic approach toward stress reduction
TOPIC (S)	- Assess if the metaphor of a burning platform a good way to initiate organizational change - Describe and explain forces of change and discuss external forces - Analyze real world//real people Telepresence enhances collaboration and reduces travel by linking people round the globe - Identify and describe models and dynamics of planned change - Describe the real world//real people application of Lewin's model: creating customer focus within a call center - List Kotter's eight steps for leading organizational change and describe creating change through organization development - Summarize and discuss understanding and managing resistance to change - List and name the dynamics of stress and moderators of occupational stress
LEARNING ACTIVITIES	- Analysis of reading - Review: Key Terms - Group discussion
HOMEWORK & ASSIGNED READINGS	Chapter 18 pp. 528-561 OB in Action Case Study p. 563 1-5 Legal/Ethical Challenge p. 564 1-5

Instructional Methods

In developing methodological strategies, it is best to discuss them between teachers and students in an environment of freedom and mutual agreement in order to ensure that the students make them their own and take responsibility for their execution and for attaining the goals of this course.

The following strategies may be used in this class:
1. A review of the literature.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

Additional Instructional Materials and References

- Organizational Behavior: Improving Performance and Commitment in the Workplace by Jason Colquitt, Jeffrey LePine, Michael Wesson (Hardcover-February 12, 2010)

- Organizational Behavior by Ricky W. Griffin, Gregory Moorhead (Hardcover-January 1, 2011)

- Organizational Behavior by Don Hellriegel, John W. Slocum (Hardcover-January 1, 2010)

Assessment Criteria and Methods of Evaluating Students

96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62 %	→ D-
< 59%	→ F

Do not count on a curve!

Generally, the grades "A" through "C-" are considered passing grades. Grades "W" and "I" indicate that no grades were earned for the course. A "W" grade indicates that the student withdrew from the course. An "I" grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an "I" grade instead of an "F", pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the "I" grade becomes an "F".

Distribution of Grade Elements

Homework: 15% (5% each)

Exams I, II, III: 30% (10% each)

Final Presentation: 30% (15% each)

Final Research Project: 25%

Total: 100 %

Date Syllabus Was Last Reviewed: <u>11-10-12</u>