

SCHOOL OF BUSINESS

Course Syllabus

MANAGING AND LEADING ORGANIZATIONS

BUSB 330 (4 Units)

INSTRUCTOR: Elijah Levy, Ph.D.

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I have been an adjunct at UOR for 24 years – teaching in the undergraduate and graduate business programs. The courses I teach include business ethics, capstone, management development, leadership, communication and conflict and organizational behavior. I also teach nursing and PA students at an integrative health school in Whittier called Southern California Univ. of Health Sciences. My training is in clinical psychology, and I run a small nonprofit providing psychiatric rehabilitation services to 90 mentally ill residents at a community residential program in Artesia. I enjoy writing books and forensic psychology; training law enforcement on how to manage the mentally ill effectively in the community. Students may be directed to my website for course material:

Website: www.thelevylaunch.com

CATALOG DESCRIPTION

BUSB 330 (4 units): Overview of organizational behavior and theory. Focus is on the behavior of individuals and groups within organizations. The study of organizational decision making, organizational design, culture, leadership, power and politics, and management of change. Ethics, diversity, and globalization are integrated throughout the course.

Prerequisite: BUSB 301 Critical Analysis

COURSE DESCRIPTION

This course provides an overview of organizational behavior and theory. The course aims to enhance knowledge about the behavior of people and the consequences of such behavior within the organization. There are three levels of analysis: (a) individual and interpersonal, (b) group, and (c) the whole organization. The course will be taught using a combination of learning methods. In addition to lectures, there will be group discussions, case analyses, experiential learning, and written assignments. The goal of the course is to deepen your understanding of organizational behavior and in part, to develop your managerial skills.

COURSE LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

1. understand the nature and consequences of individual, group, and organizational processes on organizational effectiveness
2. understand and critique key management and organizational behavior theories
3. apply management concepts to case examples and to an organization
4. propose interventions to improve the organization's functioning

5. use critical thinking to analyze scholarly literature in the field of management
6. write clear and persuasive college-level papers
7. make effective presentations

MAJOR TOPICS

- Foundations of individual behavior
- Perception and attribution
- Motivation
- Intra group dynamics
- Inter group dynamics
- Conflict and Negotiation
- Decision making
- Human resource management
- Leadership
- Power and Politics
- Organizational Culture
- Organizational Design
- Management of Change

LEARNING MATERIALS AND RESOURCES

Required:

Robbins, S. P. & Judge, T. A. (2015). Organizational behavior. (16th ed.). Pearson Education Inc. Upper Saddle River, NJ. ISBN-9780133507645

Citation Styles: The citation style for this course is APA. An abbreviated APA style booklet compiled by your instructor will be made available to students.

EVALUATION AND ASSESSMENT

| | Assignments | Points Possible |
|--|---------------------------------------------------|-----------------|
| | Participation (3 points per class) | 25 |
| | Quizzes (3) at 10 points each | 30 |
| | Learning Implication Papers (8) at 10 points each | 80 |
| | Final Paper – Organizational Analysis Paper | 65 |
| | | |
| | Presentation | |
| | TOTAL | 200 |

Evaluation:

90%: 180 – 200 --→ A

80%: 160 – 179 --→ B

70%: 140 – 159 ---→ C

60%: 120 – 139 ----> D

A score of 119 and below ---→ F

1. Participation

Participation is an important aspect of this course. Coming to class fully prepared and participating in class discussions is critical for you to maximize your learning. The instructor will give you a set of issues to think about for the subsequent class. Please note that there are points assigned to being actively engaged in class and expressing yourself in class. You can view participation points as being spread almost equally through the class periods.

2. Class Activities

Small group activities will be assigned during class – and will consist of cases in the book the instructor will assign. I will also distribute small group activity sheets for cases not in our text.

3. Organizational Analysis Paper

The final paper must be submitted the last day of class. If you submit this paper late, you will receive a reduction of 10% for not being on time.

In grading writing assignments, will review your ability to think critically and how well you understand and use theory and concepts presented in the class/assigned reading. You will receive feedback on grammar, how well the paper is organized and if it meets the assignment objectives.

Students will receive an outline created by the instructor to help structure the organizational analysis paper.

Pick an organization or an organizational situation that you will diagnose throughout this class. It is best if this is an organization that you are part of. If you can't do that, you might diagnose a religious, community, or school group of which you are part. You need to (1) analyze the organization from two different perspectives and (2) discuss a change in the organization. For (1), you can choose to study two from this list: leadership, organizational design, culture, inter-departmental relationships, performance management, or team management. If you wish to study a different aspect of the organization, please discuss it with the instructor. For (2), the prescription for change, imagine you are a consultant to the organization, present your analysis and prescription for change.

Your analysis should be as thorough and systematic as possible. You must demonstrate a good grasp of theory and concepts and go beyond just personal opinion. The instructor looks at how deeply you understand managerial and organizational dynamics and can use your knowledge to improve organizational functioning. When you assert something about the organization, (e.g., its goals were unclear), be sure to support your assertions with some evidence (e.g., I asked the members what the goals were and no one knew). Make sure to document interviews and other sources of data.

4. Quizzes

There will be three quizzes written by the instructor which will be taken at the beginning of class. I write the quizzes which include short answer, multiple choice and a few true false questions.

5. Learning Implication Papers

The learning implication papers will be written at the end of each class – which will take about 10 minutes to complete by hand. I will pass out a form asking you to comment on what important concept or theory you learned in the class and how it could potentially influence how you think about a situation at work. We will write a total of 8 learning implication papers.

University of Redlands Grading Criteria.

3.7, 4.0 A Outstanding

Student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

2.7, 3.0, 3.3 B Excellent

Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity, and with evidence of intellectual insight.

1.7, 2.0, 2.3 C Acceptable

The quality of the work was acceptable, meeting minimal course standards, but not exceptional. Performance on the examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

0.7, 1.0, 1.3 D Poor

The quality of the work was not always satisfactory, but overall was passing. Assigned work was not always done, and when done was inadequate. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulations of ideas, and thoroughness.

0.0 F Failing

A grade of "F" indicates that the student failed the course. The quality and quantity of work was not of college level. A failing grade may be assigned for a variety of reasons such as failure to complete course requirements as outlined in the syllabus, inability to comprehend course material or ineptitude in dealing with it, consistently unsatisfactory performance on examinations and/or assignments, or excessive absences.

Grade of "Incomplete"

An "incomplete" is not given for poor or neglected work. A grade of "incomplete" is to be granted only for very special reasons. The granting of an incomplete grade should occur only after a discussion between instructor and student, initiated by the student. The decision of whether or not to grant an incomplete is dependent on an emergency situation which prevents the student from completing (on time) the work necessary for the course. An incomplete grade will be converted to a permanent grade within eight weeks from the last night of the course. This means that the instructor must turn in the grade to the Registrar no later than the eighth week. Any incomplete work must be submitted to the instructor with enough lead time for the instructor to evaluate the work and issue a grade change.

COURSE POLICIES

Time Management

Each 4-credit (Carnegie Unit) undergraduate course is the equivalent of 160 hours. In an 8-week accelerated course, that is equivalent to 20 hours per week. Since students will spend 4 hours each week in class, the course has been designed with the expectation that homework will be approximately 16 hours per week. Although the amount of time spent studying may depend upon the subject matter, a student should expect to spend an average of 16 hours each week.

Disability Services

A student with a documented disability who wishes to request an accommodation should contact the School of Business Director of Student Services at (909) 748-8743 or SBStudentServices@redlands.edu for assistance.

Policy for Cell Phones and Laptops in the Classroom

Cell phones will be off or on vibrate during all class sessions (excluding the dinner break) to avoid distractions. Students should refrain from making or taking non-critical personal or business cell phone calls during class sessions. If a phone call must be taken, the student will exit the classroom.

If you are seen texting during class – I will take your phone away and return it to you at break – take it away again – and return it to you at the end of class. You will also lose your three (3) participation points for the evening.

Laptop use during class is limited to taking notes related to the lecture or class discussions and/or researching material directly requested by the instructor.

If you want to use your laptop to take notes during class, you must sit in the front row.

ACADEMIC HONESTY

The University of Redlands Policy on Academic Honesty will be strictly adhered to and applied. The Procedures for Addressing Academic Honesty are set forth in the University of Redlands Catalog. It is expected that all students read and understand the Policy and the provisions outlined in the Catalog.

The highest standards of academic conduct are required. This is particularly true for the proper citation of course and research material in all written assignments. If you did not actually collect the data or independently arrive at the idea presented, then a proper citation must be used. Citations (in the form of parenthetical notes, endnotes or footnotes) must be used for quoted or paraphrased text and any time you borrow an idea from an author, the instructor, or your peers. Using someone else's sentence or organizational structure, pattern of argument and word choice, even if not exactly similar in every respect, warrants citation. It is students' responsibility to make sure that their citations and quotation marks unambiguously highlight the ideas, words, sentences, and arguments that they borrow from other sources. Paraphrasing is not simply changing one or two words in a sentence; it completely reconstructs someone else's idea in your own words. For guidelines on appropriate citation, quotation, paraphrasing, and plagiarism, see the materials provided by the Indiana University's Writing Tutorial Center at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> and Harvard University's Expository Writing Program at <http://www.fas.harvard.edu/~wricntr/resources.html>.

Discussion with the instructor and your peers is encouraged before the composition of written work; however, all written work, unless specified by the instructor, is to reflect independent composition and revision. Students working on group or collaborative assignments are expected to contribute equally to all tasks necessary for completion of the assignment.

Students are expected to follow all written and verbal instructions provided by the instructor with regard to written assignments, quizzes and/or exams. In addition to plagiarism, other impermissible academic behavior includes, but is not limited to, collaboration without instructor consent, falsifying research data, illicit possession of exams, using study aids during exams, unauthorized communication about an assignment or exam, handing in others' work as your own, reusing assignments or papers from other courses, and impeding equal access to educational resources by other students.

Time constraints, the demands of work and family, failing to read the University's Policy on Academic Honesty, unintentional misuse of sources, or a lack of preparation do not excuse academic dishonesty or otherwise mitigate the appropriate penalty. Penalty for a first offense is at the discretion of the instructor.

If a student is uncertain about appropriate methods of citation or has a question about the academic honesty policy, it is his or her responsibility to seek guidance from the instructor, a University official, or another reputable source.

Armacost Library Services

Any time you see the word “research” or related concepts in your syllabus or on an assignment, there is a good chance that you will be required to locate, read, and incorporate information into your coursework from someplace other than Google. The University uses part of your tuition to pay for access to a wide variety of tools and resources located beyond firewalls on the web, undiscoverable or inaccessible to the casual searcher. Please visit library.redlands.edu/business in order to browse the many resources available to you. All links requesting a login can be accessed by entering your myRedlands ID (firstname_lastname) and the same, case-sensitive password you use for all other University applications.

Feel free to use the navigation on the webpage to explore the resources provided for many other disciplinary areas you may be interested in exploring. There are descriptions of which databases contain various types of information, and pictures and demos on how to most effectively use them. If you have a question regarding the research process or gaining access to or using a source, please contact your librarian, Janelle Julagay, by email at janelle_julagay@redlands.edu or by phone at 909.213.8736 anytime. Drop-in office hours are listed on the website, and she is generally in the library at the main campus Monday-Friday during normal business hours.

Code of Student Conduct

At the time of new-student orientation, all School of Business students were directed to read the University’s Code of Student Conduct on the University’s website. If you need access to the Code of Student Conduct at this time, please refer to the University’s website.

COURSE SCHEDULE

August 30: Foundations of Individual Behavior

- Review of Syllabus, Student Introductions
- Critical Thinking: Nourishing the Curious Mind
- The Disciplined Mind: Developing Habits of the Mind

Chapter 1: What is Organizational Behavior?

Chapter 2: Diversity in Organizations

Learning Implication #1 written at end of class

September 6: Understanding Individual Behavior

- Chapter 3: Attitudes and Job Satisfaction
- Chapter 4: Emotions and Moods
- Chapter 5: Personality and Values
- Quiz #1
- Learning Implication #2

September 13: Managing Individual Performance

- Chapter 6: Perception and Individual Decision Making
- Chapter 7: Motivation Concepts
- Learning Implication #3

September 20: Managing Group Performance

Chapter 8: Motivation: From Concepts to Applications
Chapter 9: Foundations of Group Behavior
Quiz #2
Learning Implication #4

September 27: Leadership and Empowerment

Chapter 10: Understanding Work Teams
Chapter 12: Leadership
Learning Implication #5
Appendix A: Research in Organizational Behavior p. 629

October 4: Managing Conflict and Improving Communication

Chapter 11: Communication
Chapter 14: Conflict and Negotiation
Quiz #3
Learning Implication #6

October 11: Designing and Managing Organizations

Chapter 13: Power and Politics
Chapter 15: Foundations of Organization Structure
Learning Implication #7

October 18: Course Review and Student Presentations

Chapter 16: Organizational Culture
Chapter 18: Organizational Change and Stress Management
Organizational Paper Due Tonight
Learning Implication #8