



University of
New Haven

Organizational Behavior: An Evidence Based Approach

SECTION I: Course Overview

Course Code: MGMT342FCO/PSY342FCO

Subject Area(s): Management/Psychology

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This course introduces students to the concepts and topics in Organizational Behavior, using an evidence-based approach on three levels: the individual, the interpersonal, and the group. At the individual level, we look at decision-making, motivation, and personality. At the interpersonal level, we concentrate on power, influence, and negotiations. At the group level, we explore the leadership and organizational context, while looking at the intricate set of cultural assumptions and prejudices about human behavior that we unknowingly bring with us to the workplace. Emphasis is placed on the role of the first line supervisor in balancing, coordinating, and integrating individual and organizational needs. It is intended that students gain a better basis for understanding, evaluating, and managing complex organizations.

Effectively using concepts of Organizational Behavior means being able to diagnose problems, communicate clearly, and make evidence based decisions, while applying the intercultural tools necessary to work effectively in organizations on a worldwide level. Among these skills are the ability to analyze, develop, and implement appropriate solutions. It is intended that students become: 1) more perceptive and knowledgeable about the way in which organizational systems work (and why they may not work); 2) more aware of the consequences of choices made as a manager; 3) more confident in possessing the necessary skills to succeed in a corporate setting. Other subjects covered include the development of management thought, the role of the supervisor as a decision maker and the processes of planning, organizing, leading and controlling organizational activities. The intention is to motivate and influence others to drive organizational change. In this sense, this course will help students gain leadership skills within a structured classroom environment, additionally providing them with a direct experiential knowledge of working with local companies.

LEARNING OBJECTIVES

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

- Identify the psychological and social foundations of individual behavior in organizational settings.
- Appraise the impact of organizational systems in shaping its members' behavior.
- Apply group psychology to unite individuals with complementary skills and work chemistry, to motivate those without it and improve the functioning of groups/teams you manage or belong to.
- Utilize strengthened intercultural communication skills (e.g., leadership, negotiation, etc.) in a foreign setting to inspire colleagues and subordinates.
- Develop better business judgment and more persuasive arguments for effective negotiation and conflict resolution.

CROSS-LISTED COURSE

Due to the interdisciplinary nature of the content, this course is cross-listed with Management (MGMT342FCO) as well as Psychology (PSY342FCO). The instructor will provide directions during the first week of class regarding how to choose your desired course code.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th absence
Courses meeting 1 day(s) per week	1 Absence	4 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 st	2 nd	3 rd	4 th
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Pop Quizzes	10%
Midterm Exam	30%
Presentations	20%
Final Exam	30%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00

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W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Pop Quizzes (10%): Periodic quizzes will test your comprehension of the reading assignment – generally in short answer or multiple-choice format.

Midterm & Final Exams (60%): Exams will be comprised of multiple choice and short answer questions that test your ability to apply concepts discussed through the exam date.

Presentations (20%): Student groups will research the effective management at a company, utilizing course concepts. Present why it is effective, what changes you would recommend, the way in which course concepts could be applied to improve organizational effectiveness. PowerPoint slides no longer than 10 slides; limited text per slide.

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Robbins, Judge, *Essentials of Organizational Behavior*, 15th Edition, Pearson, 2013

- II. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Corey, Gerald *Student Manual For Theory and Practice of Counseling and Psychotherapy*, 6th Edition, Thomson, 2001.

Iodice, *Profiles in Leadership*, North American Business Press, 2013.

Lewicki, Roy, Litterer, Joseph. *Negotiation*, Irwin, 1993.

Robbins, Stephen, DeCenzo, David. *Fundamentals of Management*, 5th Edition, Prentice Hall, 2005.

Rodrigues, Carl. *International Management*, 3rd Edition, Sage, 2009.

Stralser, Steven. Holt, *MBA in a Day: What You Would Learn at Top-Tier Business Schools*, Wiley, 2004.

Yalom, Irvin. *The Theory and Practice of Group Psychotherapy*, Basic Books, 2005.

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Brett, J. M. (2001), *Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions across Cultures*. San Francisco: Jossey-Bass.

Gannon, M. J. (2008), *Paradoxes of Culture and Globalization*. San Francisco, CA: Sage.

Hofstede, G. (1997), *Culture and Organizations: Software of the Mind*. New York: McGraw-Hill.

Latham, G.P. (2009), *Becoming an Evidence-Based Manager: How to Put the Science of Management to Work for You*. Boston: Davies-Black.

Locke, E.A. (2009), *The Handbook of Organizational Behavior: Indispensable Knowledge for Evidence-Based Management*. New York: Wiley. 2nd ed.

Sinek, Simon. (2011), *Start with why: how great leaders inspire everyone to take action*, New York, NY: Portfolio.

Walker, D., Walker, T., & Schmitz, J. (2003), *Doing Business Internationally: The Guide to Cross-Cultural Success*, 2nd ed. New York: McGraw-Hill.

ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group

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work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

COURSE CALENDAR
Organizational Behavior: An Evidence Based Approach

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p style="text-align: center;">Course Introduction: Review Syllabus, Classroom Policies</p> <p style="text-align: center;">Diversity in Organizations: age, sex, ethnicity, race, ability, diversity training</p>	Course Overview Lecture	Robbins, Judge, <i>Essentials of Organizational Behavior</i> . Ch. 1 p4-8 (mid), Ch2. p. 40-52, 52-60
MANAGING INDIVIDUALS			
Individual Behavior			
2	<p style="text-align: center;">Attitude & Job Satisfaction</p> <p style="text-align: center;">Views of Human Nature: Freud, Adler, Person Centered, Gestalt, Behaviorists, Cognitive Behaviorists</p> <p style="text-align: center;">Major Psychological Theories Summary optional readings</p>	Lecture	<p>Robbins, Judge, <i>Essentials of Organizational Behavior</i>. Ch. 3. p. 70-78</p> <p>Corey, <i>Theory and Practice of Counseling and Psychotherapy</i> p.67-85, 107-113, 172-174, 195-196, 259-261- 299-301</p> <p><u>Optional Reading:</u> Corey <i>Theory and Practice of Counseling and Psychotherapy</i> Summaries: Sec 1-1, 14-1, 14-2</p>
3	<p style="text-align: center;">Emotions & Moods</p> <p style="text-align: center;">Emotional Intelligence http://en.wikipedia.org/wiki/Emotional_intelligence</p> <p style="text-align: center;">Personality & Values</p>	Lecture	<p>Robbins, Judge, <i>Essentials of Organizational Behavior</i>. Ch. 4. p.98-105, 112-115 (top), Ch. 5. p. 113-139 (mid), 148-154</p> <p>Additional handout on Emotional Intelligence</p>
4	<p style="text-align: center;">Decision Making</p> <p style="text-align: center;">Case Study: Martha McCaskey</p>	Lecture & Case Study	<p>Robbins, Judge, <i>Essentials of Organizational Behavior</i>. Ch. 6 p. 166-172, 175-186 (mid)</p> <p>Case study handout p. 6-10</p>

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Motivation & Planning			
5	<p>Management & Motivation</p> <p>Case Study: JetBlue Airways: Starting from Scratch Netflix</p>	Lecture & Case Study	<p>Robbins, Judge, <i>Essentials of Organizational Behavior</i>. Ch. 7 (skim), Ch. 8 p. 250(bot) - 259 (mid)</p> <p>Case study handout p. 8(bot)-13, 5-10 (focus on p. 9-10)</p>
MANAGING GROUPS			
6	<p>Foundations of Group Behavior & Group Psychology</p> <p>Group Dynamics & Chemistry</p> <p>Problem Group Members</p> <p>Teamwork</p>	Lecture	<p>Robbins, Judge, <i>Essentials of Organizational Behavior</i>. Ch. 9 p.277-292. Ch. 10</p> <p>Yalom, <i>The Theory and Practice of Group Psychotherapy</i>. Ch. 13</p> <p>Additional handouts will be provided</p>
7	MIDTERM EXAM		
Leadership			
8	<p>Characteristics, Staffing, & Trust</p> <p>Leadership traits & Inspiration</p> <p>Working with Demanding Superiors</p> <p>Joe Torre: A Manager for all Seasons optional readings</p>	Lecture	<p>Robbins, Judge, <i>Essentials of Organizational Behavior</i>. Ch. 12 p.368-390</p> <p>Iodice, <i>Profiles in Leadership</i>. “On leadership”</p> <p><u>Optional Reading</u> Stralser, Holt, MBA in a Day: p.38-48</p> <p>Article handouts will be provided</p>
Communication			
9	<p>Effective written communication: Analytical vs. sales</p> <p>Cultural Barriers, Lying</p> <p>Persuasion</p>	Lecture	<p>Robbins, Judge, <i>Essentials of Organizational Behavior</i>. Ch. 11 p.345(mid)-347(top), 355(mid)-358</p> <p>Additional handouts on Persuasion</p>
Public Speaking & Debate			

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10	<p>Public Speaking & Lecturing Persuasive Communication Techniques to Engage the Audience</p> <p>Meeting Facilitation & Conference Facilitation</p> <p>Debate Appreciate other sides view State position in terms of interest to others</p> <p>Inspiration in Public Speaking</p>	<p>Lecture See re meeting facilitation: https://www.trainingforchange.org/tools/meeting-facilitation-no-magic-method-0</p> <p>Video</p>	<p>Additional handouts will be provided</p> <p><u>Video:</u> Steve Jobs Stanford graduation 2005</p>
HUMAN RESOURCE MANAGEMENT			
Power, Politics, & Change			
11	<p>Power & Politics</p> <p>Change management</p> <p>HR Policies & Procedures: Laws & regulations Internal procedures Appraisal & feedback Goal setting</p> <p>Sexual Harassment Laws Worldwide</p> <p>The End of Performance Appraisal</p> <p>eBay's Secret: Meg Whitman</p>	<p>Lecture & Case Study</p>	<p>Robbins, Judge, <i>Essentials of Organizational Behavior</i>. Ch. 13 p.416(bot)-418(mid), Ch. 18 p.580(bot)-584(bot), Ch. 17 p. 554-560(bot)</p> <p>Robbins, DeCenzo, <i>Fundamentals of Management</i>. Ch. 6 p.193-195, 211-217, constructive criticism</p> <p><u>Case study:</u> Robbins, Judge, <i>Essentials of Organizational Behavior</i>. p. 569</p> <p>Additional article & handouts will be provided</p> <p><u>Optional Readings:</u> Stralser, Holt, <i>MBA in a Day</i>:. Ch. 1 p.6-15</p>
ORGANIZATIONAL STRUCTURE			
12	<p>Foundations of Organizational Structure & Organizational Culture</p> <p>P&G Organization 2005</p> <p>Zuckerberg (Facebook) at Luiss</p>	<p>Lecture & Case Study</p> <p>Video</p>	<p>Robbins, Judge, <i>Essentials of Organizational Behavior</i>. Ch. 15 p.486(mid)-492(mid), Ch. 16 p.527-529(mid)</p> <p>Stralser, Holt, <i>MBA in a Day</i>:. Ch. 2 p.29-34</p>

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			Case Study handout p 3-9 <u>Optional Readings:</u> Rodrigues, <i>International Management</i> . Ch. 6 p.209-2013, 216-2174 on international corporate structure
NEGOTTATION / CONSULTING / CAREER			
13	<p style="text-align: center;">Conflict & Negotiation: Behavior of successful negotiators</p> <p style="text-align: center;">Consulting/Advising Clients</p> <p style="text-align: center;">What Makes an Effective Consultant?</p> <p style="text-align: center;">Career Planning, Interviewing, Networking</p>	Lecture	<p>Robbins, Judge, <i>Essentials of Organizational Behavior</i>. Ch. 14 p.458-466</p> <p>Lewicki, Litterer, <i>Negotiation</i>. ‘Successful negotiations’ ‘why negotiations go wrong’</p> <p>Additional handouts & readings will be provided</p> <p>Interviewing guide WFP networking guide</p>
14	FINAL PRESENTATIONS		
15	FINAL EXAM		

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SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)