

Course Last Updated 9/5/2024



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

Credits: 3

Course Fees: None

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, students will look at decision-making, motivation, and personality. At the interpersonal level, students concentrate on power, influence, and negotiations. At the group level, the class will 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.

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 (MGMT342XXX) as well as Psychology (PSY342XXX). 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: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: By appointment

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Quizzes - 10%

Midterm Exam – 25%

Group Presentation – 20%

Final Exam – 25%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Quizzes (10%): Periodic quizzes test the students' comprehension of the topics and concepts presented in the assigned readings and course lectures. The quizzes include short-answer and multiple-choice questions.

Group Presentation: (20%) – In groups, the students research the example of effective management at a company, utilizing concepts introduced in the course. Topics choice is to be consulted with and approved by the course instructor. The groups' research and analysis should answer three basic “why”, “what”, and “how” questions. Each group should clearly analyze and present why the selected management is effective, what changes they would recommend, and how the course concepts (individual, group, system) can be applied to improve organizational effectiveness. Each group is to deliver an oral presentation, with structured PowerPoint slides (10 slides maximum, limited text per slide).

Mid-term and Final Exam (25% each): The midterm and final exams are comprised of short-answer and multiple-choice questions that test the students' ability to apply concepts presented in the course readings, lectures, discussions, guest lectures, and course activities. Reviews will be held to aid the students' preparation for the exams.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned paper, projects, and presentations.

- A field study to an HR department of an international organization
- Guest speaker: Communication, Conflict & Negotiation

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Robbins, S., Judge, T. *Essentials of Organizational Behavior*, 19th Edition, Pearson, 2022

Recommended

Brett, J. M. *Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions across Cultures*. 4th Edition. San Francisco: Jossey-Bass, 2014

Drescher, M.A., et al. 'The dynamics of shared leadership: Building trust and enhancing performance', *Journal of Applied Psychology*, 2014, 99(5), pp. 771-783

Fischer, C.D. 'Mood and Emotions while Working: Missing Pieces of Job Satisfaction?', *Journal of Organizational Behavior*, 2000, 21(2), pp. 185-202

Hofstede, G., Hofstede, G.J., Minkov, M., *Culture and Organizations: Software of the Mind*. 3rd Edition. New York: McGraw-Hill, 2010

Iodice, E. *Profiles in Leadership: From Caesar to Modern Times*, North American Business Press, 2013

Latham, G.P. *Becoming an Evidence-Based Manager: How to Put the Science of Management to Work for You*. 2nd Edition. Boston: Davies-Black, 2018

Locke, E.A. *The Handbook of Organizational Behavior: Indispensable Knowledge for Evidence-Based Management*. 3rd Edition, New York: Wiley. 2023

Sinaceur, M., et.al. 'Hot or cold: Is communicating anger or threats more effective in negotiations?', *Journal of Applied Psychology*, 2011, pp. 1018-1032

Sinha, R. et al. "Skewed task conflicts in teams: What happens when a few members see more conflict than the rest?" *Journal of Applied Psychology*, 2016, 101(7), pp. 1045-1055

Sinek, S. *Start with why: how great leaders inspire everyone to take action*, New York, Penguin Books, 2011

Zhang, Q. et al. 'Fitting in a workgroup in unique ways: A latent profile analysis of perceived person-group fit characteristics,' *Journal of Applied Psychology*, 2023, 41 pp.

Journals:

Journal of Organizational Behavior

Journal of Applied Psychology

Organization Science

Organizational Behavior and Human Decision Processes

Course Calendar

Session 1	
Topics	Course Introduction What is Organizational Behavior?
Activity	Lecture & discussion
Readings & Assignments	Review syllabus & academic policies Reading: Robbins & Judge, Chapter 1

Session 2	
Topics	Diversity, Equity, and Inclusion in Organizations
Activity	Lecture & discussion
Readings & Assignments	Reading: Robbins & Judge, Chapter 2

Session 3	
Topics	Emotions & Moods
Activity	Lecture & discussion
Readings & Assignments	Reading: Robbins & Judge, Chapter 4

Session 4	
Topics	Perception & Decision-Making
Activity	Lecture & discussion
Readings & Assignments	Reading: Robbins & Judge, Chapter 6

Session 5	
Topics	Motivation: Concepts & Application
Activity	Lecture & discussion
Readings & Assignments	Reading: Robbins & Judge, Chapter 7 & 8 Prepare for Quiz I

Session 6	
Topics	Foundations of Group Behavior & Understanding Work Teams
Activity	Quiz I, Lecture & discussion
Readings & Assignments	Reading: Robbins & Judge, Chapter 9 & 10

Session 7	
Topics	Communication: Styles, Barriers, Persuasion, Facilitation, Negotiation
Activity	Lecture & discussion, Midterm exam review
Readings & Assignments	Reading: Robbins & Judge, Chapter 11 Prepare for midterm exam

Session 8	
Topics	Midterm Exam, Leadership: Trust, Traits, Inspiration
Activity	Midterm exam, Lecture & discussion
Readings & Assignments	Reading: Robbins & Judge, Chapter 12

Session 9	
Topics	Power & Politics
Activity	Lecture & discussion
Readings & Assignments	Reading: Robbins & Judge, Chapter 13

Session 10	
Topics	Conflict & Negotiation
Activity	Lecture & discussion, Guest Speaker
Readings & Assignments	Reading: Robbins & Judge, Chapter 14

Session 11	
Topics	Foundations of Organization Structure
Activity	Lecture & discussion
Readings & Assignments	Reading: Robbins & Judge, Chapter 15

Session 12	
Topics	Organizational Culture & Change
Activity	Lecture & discussion
Readings & Assignments	Reading: Robbins & Judge, Chapter 16 Prepare for Quiz II

Session 13	
Topics	Human Resource Systems & Practices
Activity	Quiz II, Lecture & discussion, Field study
Readings & Assignments	Reading: Robbins & Judge, Chapter 17 Finalize group presentations

Session 14	
Topics	Group Presentations
Activity	Student presentations delivered
Readings & Assignments	No new reading Review for final exam

Session 15	
Final Exam & Course Wrap-up	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.