

Course name: ORGANIZATIONAL BEHAVIOR Number: HRPO 2307

COURSE MASTER SYLLABUS

MANAGEMENT DEPARTMENT

CIP CODE AREA: 52.1003

COURSE LEVEL: Organizational Behavior

COURSE NUMBER: Intermediate

COURSE TITLE: Organizational Behavior

CREDIT HOURS:

PREREQUISITE: None

METHOD OF PRESENTATION:

COURSE DISCRIPTION: The analysis and application of organizational theory, group dynamics, motivation theory, leadership concepts, and the integration of interdisciplinary concepts from the behavioral sciences.

REQUIRED TEXTBOOKS/ MATERIALS:

Title: Organizational Behavior

Author: Schermerhorn, Hunt & Osborn

Publisher: John Wiley & Sons Publishers, Inc. New York, Eighth Edition

ISBN: 047120367X

SCANS (SECRETARY’S COMMISSION ON ACHIEVING NECESSARY SKILLS):

Course SCANS Competencies for

Course name: **ORGANIZATIONAL BEHAVIOR** Course number: **HRPO 2307**

Please go to <http://phred.dcccd.edu/~ttg/syllabi/scans.htm> for a complete definition and explanation of SCANS. This list summarizes the SCANS competencies addressed in this particular course.

RESOURCES	INTERPERSONAL	INFORMATION	SYSTEMS
1.3 Manages material and facility resources 1.4 Manages Human resources	2.1 Participates as a member of a team 2.2 Teaches others 2.3 Serves clients/others 2.4 Exercises leadership 2.5 Negotiates to arrive at a decision 2.6 Works with cultural diversity	3.1 Acquires and evaluates information 3.2 Uses computers to process information	4.1 Understands systems
TECHNOLOGY	BASIC SKILLS	THINKING SKILLS	PERSONAL QUALITIES
	6.1 Reading 6.2 Writing 6.3 Listening 6.5 Listening 6.6 Speaking	7.1 Creative Thinking 7.2 Decision Making 7.3 Problem Solving 7.4 Mental visualization 7.5 Knowing how to learn 7.6 Reasoning	8.1 Responsibility 8.3 Socialbility 8.4 Self management 8.5 Integrity/Honesty

INSTRUCTIONAL METHODOLOGY: See specific instructor’s syllabus

COURSE RATIONALE:

COMMON COURSE LEARNING OBJECTIVES:

Chapter 1

- Describe organizational behavior and why it is important
- Explain how ethics influence human behavior in organizations
- Describe the nature of managerial work
- Discuss how people and work systems interact
- Describe research foundations/design in organizational behavior

Chapter 2

- Define high performance organization
- Discuss management challenges of high performance organizations
- Explain how high performance organizations are created
- Explain the relationship between total quality management, empowerment, continuous improvement, and process reengineering

Chapter 3

- Describe why globalization is significant to organizational behavior
- Define Culture
- Explain how globalization affects people at work
- Describe the global view on organizational learning
- Differentiate between low and high-context cultures

Chapter 4

- Define workforce diversity and explain its importance
- Describe demographic differences among individuals
- Differentiate between aptitude and ability
- Describe personality determinants and differences among individuals
- Explain value and attitude differences among individuals

Chapter 5

- Diagram and explain the perceptual process
- Describe the common perceptual distortions
- Explain how the perceptual process might be managed
- Describe the attribution theory

Chapter 6

- Define motivation
- Differentiate between content, process, and reinforcement theories
- Describe how motivational theories might influence job satisfaction
- Explain how job satisfaction, retention and performance are interrelated

Chapter 7

- Define human resource strategic planning
- Describe job analysis, job description, and job specification
- Explain the various steps in employee selection procedures
- Describe how training and career planning and development are important to both the individual and the organization
- Describe various methods of performance appraisal
- Explain rewards and various types of reward systems

Chapter 8

- Define alternative job design approaches
- Explain the keys to designing motivating jobs
- Describe how technology influences job design
- Explain how goal setting improves job performance
- Describe alternative work arrangements used today

Chapter 9

- Describe the nature of groups in organizations
- Diagram the stages of group development
- Describe the input foundations of group effectiveness
- Explain factors that influence group dynamics
- Describe how groups make decisions

Chapter 10

- Define teamwork and high performance work teams
- Describe team building
- Explain what can be done to improve team processes
- Describe how teams contribute to the high performance workplace

Chapter 11

- Describe the contributions that organizations make and the types of goals they adopt
- Explain the formal structure of the organization
- Describe vertical specialization and how it relates to formal authority
- Differentiate between personal and impersonal coordination techniques
- Define bureaucracy and describe the common types

Chapter 12

- Describe organizational design and how it differs between small and large organizations
- Explain how operations and information technology influence the design
- Explain the relationship between environmental conditions and organizational design
- Define strategy and explain how learning and information technology influence strategic competency

Chapter 13

- Define organizational culture
- Describe the observable aspects of culture
- Explain how values and assumptions influence culture
- Describe methods to manage or nurture organizational culture
- Describe the process of organizational development

Chapter 14

- Define leadership
- Describe the trait approach to leadership
- Explain the situational or contingency approaches to leadership
- Describe various styles of leadership
- Explain how attribution theory relates to leadership

Chapter 15

- Define power and its sources
- Define empowerment and describe how managers can empower others
- Describe organizational politics
- Explain how politics affects managers and organizations

Chapter 16

- Diagram the communication process
- Describe barrier to communication and the methods to overcome them
- Explain how listening skills can be improved
- Describe interaction patterns and communication networks in groups
- Differentiate between verbal and nonverbal methods of communication

Chapter 17

- Diagram the decision making process
- Differentiate among decision making environments
- Describe decision making models
- Explain the difference between programmed and nonprogrammed decision making
- Describe how intuition, judgment, and creativity affect decision making

Chapter 18

- Define conflict and negotiation
- Describe sources of conflict and methods for managing conflict
- Differentiate between direct and indirect conflict management approaches
- Describe various negotiation strategies
- List the criteria of an effective negotiation

Chapter 19

- Define organizational change
- Describe strategies for reducing resistance to organizational change
- Describe the process of organizational development
- Explain the innovation process
- Describe sources of stress and methods for managing stress on the job

COMMON COURSE LEARNING OUTCOMES: The student will explain organizational theory as it relates to management practices, employees relations, and structure of the organization to fits its environment and operation; analyze leadership styles and determine their effectiveness in employee situations; discuss experiences in managing and resolving organizational problems; describe the impact of corporate culture and atmosphere on employee behavior; and analyze and discuss team dynamics, team building strategies, and cultural diversity.

GRADING SYSTEM:

COURSE POLICIES: Departmental policies for Incompletes, Attendance, and Withdrawal are as follows:

Incomplete Policy: An incomplete (I) will be granted to a student in rare circumstances. Generally, to receive a grade of I, a student must have completed all examinations and assignments to date, be passing, and have personal circumstances that prevent course completion that occur after the deadline to withdraw with a grade of W.

Attendance Policy: All students are expected to attend classes. Non-attendance will have an impact on the student's grade.

Withdrawal Policy: It is the student's responsibility to withdraw from a course. Instructors are allowed to withdraw students but students must not rely on their instructor to withdraw them if they wish to withdraw.

Austin Community College policies for Academic Freedom, Scholastic Dishonesty, Student Discipline, and Students with Disabilities are as follows:

Academic Freedom Statement: Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

Scholastic Dishonesty Statement: Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework" (Student Handbook, 2002-2003, p. 32). Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an F in the course and/or expulsion from this institution.

Student Discipline Statement: Classroom behavior should support and enhance learning. Behavior that disrupts the learning process will be dealt with appropriately, which may include having the student leave class for the rest of that day. In serious cases, disruptive behavior may lead to a student being withdrawn from the class. ACC's policy on student discipline can be found in the Student Handbook, 2002-2003, p. 32.

Students with Disabilities Statement: Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester" (Student Handbook, 2002-2003, p. 14).