MGMT 5301 Organizational Behavior
Spring Semester: Jan 16 – May 11, 2018

INSTRUCTOR and CONTACT INFORMATION

Instructor: Dr. David Geigle

Email: geigle@tamuct.edu

Office Hours: By appointment

Mode of Instruction and Course Access

This course meets face-to-face.　However, you will be using the A&M-Central Texas Canvas Learning Management System for accessing resource materials, taking exams, and submitting assignments. 　[https://tamuct.instructure.com].

Student - Instructor Interaction

I check emails daily during weekdays and will normally respond to your message within 24 hours.

911 Cellular

Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out.　By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Description: Learn behavioral theory in organizational context. Study individual and group dynamics in the business environment. Specific emphasis given to leadership, motivation, communication, employee supervision, and morale. Prerequisite(s): Management leveling.

Course Objectives: The purpose of this course is to demonstrate the importance of organizational behavior to your own personal and organizational life. You are or probably will be an employee of an organization—and in all likelihood of several organizations—during your

career. You may become a team leader, a manager, or an executive. Studying organizational behavior will help you attain the knowledge and competencies needed to perform effectively in all of these roles. These will help you diagnose, understand, explain, and act on what is happening around you in your job and develop the ability and skill to more effectively apply relevant models of organizational behavior in your everyday life. If you can do so, it will fundamentally change the way you view your world and positively influence your personal and organizational effectiveness.

Student Learning Outcomes: At the conclusion of the course the student should be able to:

1. Understand and apply concepts of organizational behavior.
2. Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.
3. Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
4. Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision making.
5. Understand and critically analyze individual employee characteristics (personality and cultural values and the different types of abilities- cognitive, emotional and physical).
6. Apply team mechanisms (communication, negotiation, leadership styles and behaviors) to work teams of all sorts.
7. Comprehend and analyze the importance of organizational structure and organizational culture within an organization.
8. Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.
9. Ability to use organizational behavior concepts to alleviate real world organizational issues and recommend solutions to those issues to the satisfaction of organizational stakeholders.

Student learning outcomes by course unit and text chapter are given in Appendix B.

Required Reading and Textbook

Colquitt, J, LePine, J. & Wesson, M. (2017).*Organizational Behavior.* New York:

McGraw-Hill. 5th Edition. ISBN: 9781259934469 (custom).

The 5th edition of the text is required. The Connect LearnSmart modules associated with this text are also required for this course. The ISBN above is a special package price for TAMUCT students for the text plus Connect purchased either through the Bookstore or online directly from McGraw-Hill. Links to purchase the text directly are provided within the course Bb web site. **If you have problems with LearnSmart call the Connect Customer Experience Hotline at 800-331-5094.**

Reference Guide for Professional Writing
American Psychological Association. (2010). Publication manual of American Psychological Association (6th ed.). Washington, D.C.
ISBN-13: 978-1-4338-0561-5

NOTE: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE REQUIREMENTS

Connect/LearnSmart Assignments
This course has LearnSmart assignments for each chapter of the text. The LearnSmart activities challenge your mastery of the content in each chapter, and provide prompts for additional study if needed. Finishing these activities will ensure your better understanding of the content.

You must complete each Learn-Smart activity by its due date to receive credit. Although you can continue working on the activity after the due date you will receive no points for this extra work.

Examinations
There are two multiple-choice, true/false, fill-in the-blank, essay examinations during the semester. Exam one covers chapters 1-10. Exam two covers chapters 11-16.

Case Study Paper and Presentation
Several companies have experienced significant well documented events that have adversely affected their business results. Your group will select one of these companies and complete a case analysis paper and presentation. While many factors may have contributed to their problems, for this paper you will focus on the organizational behavior issues. Your case analysis should be 10+ pages, single spaced with double spacing between paragraphs. In addition to the 10+ pages, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. The works cited page and citations should be in APA format. The analysis of the company, the format of the report, and its grading will follow that of the Case Analysis Outline in Appendix A.

Literature Review Paper and Presentation
You will need to research and write a literature review in which you document the academic research to date in an area of interest to you in the field of organizational behavior. Your literature review should be 10+ pages, single spaced with double spacing between paragraphs. In addition to the 10+ pages, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. The works cited page and citations should be in APA format.

Research Article Summaries

You are required to complete and present to the class 20 article summaries in preparation for your literature review submission and presentation. Each article summary should be one page using the following outline:

1. Title
2. Citation (APA format)
3. Purpose
4. Constructs / Variables Investigated
5. Methodology
6. Results
7. Implications
8. Suggestions for Further Research

Team Process Assignment

This assignment requires you as a team to begin forming and examine the process of how you will work together – one of the primary areas of focus in the study of organizational behavior. **The written paper for this Team Process Assignment should be 2 pages, single spaced and organized as follows:**

1. Who are we?
2. What do we want to accomplish?
3. How do we organize to meet our goals?
4. How will we operate?
5. How do we continuously learn and improve?

Team Individual Assessment

This assignment challenges you to analyze the factors that influenced your team's effectiveness and to offer suggestions for how your team could have been more effective, given you had the time to implement your recommendations. _You will need the "data" of how your team formed and worked together throughout the semester so be sure to take process notes throughout your team's development that you can refer back to for this analysis._
The written paper for this Team Individual Assessment assignment should be 2 pages, single spaced and organized as follows:

1. Give a brief chronology of your team's development. Be sure and draw on relevant material on the models of team development and support the stages you identify with data about your team's developmental path.

2. Analyze your team performance. Using scores from the measurement instruments in the relevant textbook chapter and associated PowerPoint slides will help with this analysis.

3. Use this analysis to support your answers to the following two questions:

      a. What specific changes would you propose to improve the effectiveness of your team?

      b. What team dysfunctions are suggested by your analysis? If none, explain why you believe this was the case.

4. Summarize your findings and recommendations as if your team were to continue in the future.

Extra Credit Book Report.

You may earn up to 50 extra credit points by reading one of the following books and writing a 2 page, single spaced book report.

- Maximizing the Triple Bottom Line through Spiritual Leadership by Jody Fry
- 7 Habits of Highly Effective People by Stephen R. Covey
- Shoe Dog by Phil Knight

Late Assignments will be reduced by 10% per day (weekend days are included).

Grading Criteria

Grades will be calculated as follows:

Connect/LearnSmart Assignment (16 @ 10 points each)	160
Exams (2 @ 100 points each)	200
Case Analysis Paper	200
Case Analysis Presentation	70
Literature Review Paper	200
Literature Review Presentation	70
Research Article Summaries (20 @ 10 points each)	200
Team Process Assignment	50
Team Individual Assessment	50
	1,200 Points

An extra credit book report is available for a maximum of 50 extra credit points.
Final grades will be calculated using a traditional scale (1,080+ = A, 960+ = B, 840+ = C, 720+ = D, less than 720 points = F).

COURSE OUTLINE AND CALENDAR

Week	Activity	Subject	Assignments / Exams Due	Due Date
1	Chapter 1	Introduction to Organizational Behavior		Thurs, 1/18
2	Chapter 2 Chapter 3	Job Satisfaction Stress	• LearnSmart Chapters 1 & 2 • Team Process Assignment • Research Article Presentation	Thurs, 1/25
3	Chapter 4 Chapter 5	Job Performance Organizational Commitment	• LearnSmart Chapters 3 & 4 • Research Article Presentation	Thurs, 2/1
4	Chapter 6	Motivation	• LearnSmart Chapter 5 & 6 • Research Article Presentation	Thurs, 2/8
5	Chapter 7	Trust, Justice, and Ethics	• LearnSmart Chapter 7 • Research Article Presentation	Thurs, 2/15
6	Chapter 8	Learning and Decision Making	• LearnSmart Chapter 8 • Research Article Presentation	Thurs, 2/22
7	Chapter 9	Personality and Cultural Values	• LearnSmart Chapter 9 • Research Article Presentation	Thurs, 3/1
8	Chapter 10 *EXAM # 1*	Ability *Chapters 1 -10*	• LearnSmart Chapter 10 • Research Article Presentation • *Last day to take exam: 8 March*	Thurs, 3/8
9	Spring Break			12–16 March
10	Case Study Presentations	Case Study Presentations	• Case Study • Case Study Presentation	Thurs, 3/22
11	Case Study Presentations	Case Study Presentations	• Case Study Presentation	Thurs, 3/29
12	Chapter 11 Chapter 12	Teams: Characteristics and Diversity Teams: Processes and Communications	• LearnSmart Chapters 11 & 12 • Research Article Presentation	Thurs, 4/5
13	Chapter 13	Leadership: Power and Negotiation	• LearnSmart Chapter 13 • Research Article Presentation	Thurs, 4/12
14	Chapter 14	Leadership: Styles and Behaviors	• LearnSmart Chapters 14 • Research Article Presentation	Thurs, 4/19
15	Chapter 15 Chapter 16 *EXAM # 2*	Organizational Structure Organizational Culture *Chapters 11 - 16*	• LearnSmart Chapters 15 & 16 • *Last day to take exam: 26 April*	Thurs, 4/26
16	Literature Review Presentations	Literature Review Presentations	• Team Individual Assessment • Literature Review • Literature Review Presentation	Thurs, 5/3
17	Literature Review Presentations	Literature Review Presentations	• Literature Review Presentation	Thurs, 5/10

**Note that changes to this schedule and to assignments could occur during the semester.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

      Username: Your MyCT username   (xx123 or everything before the "@" in your MyCT
            e-mail address)
      Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas.   You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
      Email: helpdesk@tamu.edu
      Phone: (254) 519-5466
      Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a

commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit https://www.tamuct.departments/index.php. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.
Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.
If you have a question regarding tutor schedules, need to schedule a tutoring session, are

interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed

journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

Appendix A, Case Analysis Outline

Develop a complete and thorough case analysis, considering the following analysis outline. You must place appropriate headings that mirror this outline before each section of your analysis. Develop your analysis with *full explanation, illustration, and supporting concepts/theories* you have learned through your course study. Demonstrate that you know the language of organizational behavior. Use heading and subheadings that mirror the outline format.

You must write up enough detail about the organization so that you can adequately support your analysis. This should be approximately half of your case, although these specifics may be offered in various parts of your analysis.

1. **Situation Analysis (20%):** Describe briefly in summary form the management situation reflected in the case. This is not a restating of the case details or history. Instead, it captures the essence of the management situation and leads to the development of the issue(s) statement to follow. In addition, be sure to include:

   A. Vision/Purpose/Mission/Values Statement. **Identify any issues related to:**

      i. The organization not having a stated set of Vision/Purpose/Mission/Values.
      ii. The organization not living up to its stated set of Vision/Purpose/Mission/Values.

   B. Stakeholder analysis:

      i. Identify key stakeholders.
      ii. Identify expectations for each stakeholder.
      iii. Identify any issues related to unmet stakeholder expectations.
      iv. Apply your analysis to the stakeholders of other relevant organizations (e.g. competitors) in the case.

2. **Issue(s) Statement & Management Question (15%)**:

   A. List and briefly summarize the key issues you identified in your Situation Analysis.

   B. Close this section with a *single, concise but comprehensive underlying management question* that must be answered to address the key issues from A above.

3. **Organizational Behavior Analysis (35%):** Apply in-depth 3-4 course concepts/models. This means that you should identify a model/concept (e.g., Org. Structure from Ch. 15, the Big Five Personality Factors from Ch. 5, etc.) and use it to analyze/describe what's going on in the case relative to the key issues and the management question to be addressed. If the case differs from what the model suggests or recommends, this provides evidence that the model can be useful in addressing the key issues and answering the management question.

4. **Identification and Evaluation of Alternatives (15%)**: Based on the Organizational behavior Analysis, identify three or more specific, mutually exclusive options/alternatives that should be evaluated to address the issues and the underlying problem. Label each with a brief key word name that identifies the alternative, i.e., Reorganize the Division. Then develop and fully discuss the pro's and con's, and related implications of each alternative.

5. **Recommended Alternative (5%)**: Which of the alternatives in Section 4 does your team recommend and why? Give 2-3 concrete reasons this is the best alternative.

6. **Implementation and Conclusion (10%):** Describe and discuss the strategic and operational issues related to implementing the recommended alternative. Include a course concept/model to follow along with a timeline for implementing it.

Appendix B, Outcomes

<u>**Unit 1:   Introduction to Organizational Behavior**</u>

Applicable Course Level Objectives:

- Understand and apply concepts of organizational behavior.
- Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.

Chapter 1 What is Organizational Behavior? Learning Outcomes (LO's)

1.1 Define "organizational behavior" (OB).

1.2 Identify the two primary outcomes in studies of OB.

1.3 Give examples why firms that are good at OB tend to be more profitable.

1.4 Defend the role of theory in the scientific method. 1.5 Distinguish how correlations are interpreted.

<u>**Unit 2: Job Performance, Satisfaction and Organizational Commitment**</u>

Applicable Course Level Objectives:

- Understand and apply concepts of organizational behavior.
- Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.
- Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
- Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision making.
- Understand and critically analyze individual employee characteristics (personality and cultural values and the different types of abilities- cognitive, emotional and physical).
- Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.
- Ability to use organizational behavior concepts to alleviate real world organizational issues and recommend solutions to those issues to the satisfaction of organizational stakeholders.

Chapter 2 Job Performance LO's:

2.1 Define job and task performance.

2.2 Explain how organizations identify the behaviors that underlie task performance.

2.3 Identify citizenship behavior.

2.4 Recognize how organizations can use job performance information to manage employee performance.

Chapter 3 Organizational Commitment LO's:

3.1 Explain how organizational commitment and withdrawal behavior are connected.

3.2 Define the three types of organizational commitment.

3.3 Identify the four primary responses to negative events at work.

3.4 Recognize how organizations can foster a sense of commitment among employees.

Chapter 4 Job Satisfaction LO's:

4.1 Define job satisfaction.

4.2 Identify how values affect job satisfaction.

4.3 Recognize the specific facets that employees consider when evaluating their job satisfaction.

4.4 Discuss the job characteristics that can create a sense of satisfaction with the work itself.

4.5 Discuss the steps an organization can take to assess and manage job satisfaction.

Unit 3 Stress, Motivation and Ethics

Applicable Course Level Objectives:

- Understand and apply concepts of organizational behavior.
- Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
- Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision making.
- Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.
- Ability to use organizational behavior concepts to alleviate real world organizational issues and recommend solutions to those issues to the satisfaction of organizational stakeholders.

Chapter 5 Stress LO's:

5.1 Identify the four main types of stressors.

5.2 Explain how individuals cope with stress.

5.3 Discuss how the Type A Behavior Pattern influences the stress process.

5.4 Recognize the steps organizations can take to manage employee stress.

Chapter 6 Motivation LO's:

6.1 Define motivation.

6.2 Identify the three beliefs that help determine work effort, according to expectancy theory.

6.3 Identify two qualities that make goals strong predictors of task performance, according to goal setting theory.

6.4 Explain what it means to be equitably treated according to equity theory.

6.5 Recognize the four beliefs that determine empowerment levels.

6.6 Explain how motivation affects job performance and organizational commitment.

Chapter 7 Trust, Justice and Ethics LO's:

7.1 Identify the three sources in which trust is rooted.

7.2 Apply the four-component model of ethical decision-making.

7.3 Describe how trust affects job performance and organizational commitment.

7.4 Identify the steps that organizations can take to become more trustworthy.

Unit 4 Learning, Decision Making, Personality and Ability

Applicable Course Level Objectives:

- Understand and apply concepts of organizational behavior.
- Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.

- Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.

- Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision making.

- Understand and critically analyze individual employee characteristics (personality and cultural values and the different types of abilities- cognitive, emotional and physical).

- Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.

- Ability to use organizational behavior concepts to alleviate real world organizational issues and recommend solutions to those issues to the satisfaction of organizational stakeholders.

Chapter 8 Learning and Decision Making LO's:

8.1 Identify the types of knowledge employees can gain as they learn and build expertise.

8.2 2 Label the methods by which employees learn in organizations.

8.3 Explain how learning affects job performance and organizational commitment.

8.4 Recognize the steps organizations can take to foster learning.

Chapter 9 Personality and Cultural Values LO's:

9.1 Define *personality* and *cultural values.*

9.2 Identify the taxonomies that can be used to describe personality, including the Big Five.

9.3 Explain how personality affects job performance and organizational commitment. 9.4 Determine if personality tests are useful tools for organizational hiring.

Chapter 10 Ability

10.1 Identify the various types of cognitive, emotional and physical ability.

10.2 Discuss how cognitive ability affects job performance and organizational commitment.

10.3 Recognize the steps organizations can take to hire people with high levels of cognitive ability.

Unit 5: Teams

Applicable Course Level Objectives:

- Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.

- Apply team mechanisms (communication, negotiation, leadership styles and behaviors) to work teams of all sorts.

Chapter 11 Team Characteristics and Diversity LO's:

11.1 Identify the five general team types and their defining characteristics.

11.2 Recognize the three general types of team interdependence.

11.3 Identify the factors involved in team composition.

11.4 Label the types of team diversity and how they influence team functioning. 11.5 Explain how team characteristics and compensation influence team effectiveness.

Chapter 12 Team Processes and Characteristics LO's:

12.1 Identify examples of team activities that fall into the task work and team work process categories.

12.2 Recognize the factors that influence the communication process in teams.

12.3 Explain how team processes affect team performance and team commitment.

12.4 Discuss the steps organizations can take to improve team processes.

12.5 Participate in new team formation and analyze the steps involved.

Unit 6: Leadership

Applicable Course Level Objectives:

- Understand and apply concepts of organizational behavior.
- Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.
- Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
- Apply team mechanisms (communication, negotiation, leadership styles and behaviors) to work teams of all sorts.

Chapter 13 Leadership Power and Negotiation LO's:

13.1 Define leadership, and identify the different types of power and the role it plays in leadership.

13.2 Identify which of a leader's behaviors is most effective when he or she is trying to influence others.

13.3 Discuss organizational politics, and identify when political behavior is most likely to occur.

13.4 Identify the ways that leaders resolve conflicts and negotiate in the workplace.

13.5 Explain how power and influence affect job performance and organizational commitment.

Chapter 14 Leadership Style and Behavior LO's:

14.1 Identify the traits and characteristics that are related to leader emergence and leader effectiveness.

14.2 Identify the four styles leaders can use to make decisions. Identify what factors combine to make these styles most effective in a given situation.

14.3 Differentiate transformational leadership from transactional leadership and which behaviors set it apart.

14.4 Explain how leadership can affect job performance and organizational commitment.

Unit 7: Organizational Structure and Culture

Applicable Course Level Objectives:

- Understand and apply concepts of organizational behavior.
- Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.
- Comprehend and analyze the importance of organizational structure and organizational culture within an organization.
- Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.

Chapter 15 Organizational Structure LO's:

15.1 Explain organizational structure and what it consists of.

15.2 Identify the major elements of an organizational structure and organizational design.

15.3 Discuss some of the more common organizational forms that an organization might adopt for its structure.

15.4 Distinguish how organizational restructuring affects job performance and organizational commitment.

15.5 Recognize the steps that organizations can take to reduce the negative effects of restructuring efforts.

Chapter 16 Organizational Culture LO's:

16.1 Define organizational culture, and identify its components.

16.2 Recognize what makes a culture strong, and if is it always good for an organization to have a strong culture.

16.3 Discuss how organizations maintain their culture and how they change it.

16.4 Explain how "person–organization fit" affects job performance and organizational commitment.

16.5 Identify the steps organizations can take to make sure that newcomers will fit with their culture.

Unit 8 Course Wrap-up

Applicable Course Level Objectives:

- Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
- Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision making.
- Understand and critically analyze individual employee characteristics (personality and cultural values and the different types of abilities- cognitive, emotional and physical).
- Apply team mechanisms (communication, negotiation, leadership styles and behaviors) to work teams of all sorts.
- Comprehend and analyze the importance of organizational structure and organizational culture within an organization.
- Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.
- Ability to use organizational behavior concepts to alleviate real world organizational issues and recommend solutions to those issues to the satisfaction of organizational stakeholders.

Basics of Case and Situational Analysis Learning Objectives:

1. Understand and evaluate the purpose of a company's Vision/Purpose/Mission/Values Statements.

2. Identify the major stakeholder groups impacting and impacted by the organization.

3. Evaluate whether stakeholder groups' expectations are being met by an organization.

4. Utilize an established stakeholder model to determine actions to rectify stakeholder issues.