

# Organizational Behavior

## Seton Hall University BMGT 2503 AU

### MCI

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### *Course Overview*

“Why did they do that?” is a question frequently posed in organizations. The study of organizational behavior will provide students the theoretical foundations to help explain why individuals, groups, and organizations behave the way they do. It will also help the student become more competent to manage and lead organizations, to bring about desired change, and to improve organizational effectiveness.

### *Course Objectives*

The mission of MCI, in part, is to center teaching and research toward applied, business-relevant and solution-oriented themes. The mission of the Stillman School of Business at Seton Hall University is to enrich each student’s life through an ethics-centered education focusing on transforming concepts into business practice. This course supports the missions of both institutions with the following course objectives:

Specifically,

- at the conclusion of this course, students will understand the management function of leading, broadly defined, and the supporting concepts and theories.
- at the conclusion of this course, students will have applied their newly learned leading concepts in an array of experiential exercises, which will improve their ability to manage and lead themselves and others in organizations.



*Understand and apply...*

### *Course Textbooks*

Stephen P. Robbins and Timothy A. Judge. 2015. *Organizational Behavior*, 17<sup>th</sup> Edition. Pearson. Students can also purchase the 15<sup>th</sup> or 16<sup>th</sup> editions. The instructor will distribute her lecture slides to update concepts and to help students master the materials. (Text)

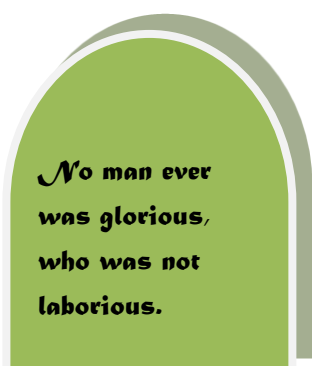
Simulation: *Everest Simulation* by Harvard Business Publishing, purchased by May 30, 2022. (Sim 1)

Simulation: *Change Management Simulation* by Harvard Business Publishing, purchased by May 30, 2022 (Sim 2) This will be the basis for the final examination

Students will also be required to give 1 Euro for a classroom exercise, to be paid to the instructor by May 31, 2022.

## *Integrity and House Rules for this Course*

Honest work is to be lauded and protected. Hence, no instances of academic dishonesty will be tolerated, either by the instructor or by students in this class. Dishonesty can and has impacted the reputations of others, even if they were not a party to the dishonesty. It has ruined livelihoods and lives. So, we cherish honesty as a basic value.



As students who are striving to become professionals in business, we must practice now how to conduct ourselves. If an employer came to our classroom to speak to students, what first impressions would she or he have of us by our appearance or our demeanor? We are all responsible for establishing and maintaining a wholesome learning environment, just as professionals strive to do the same in their work environment. So, MCI has established House Rules and we abide by these, so as to advance the learning environment for everyone.

We remind ourselves of other behaviors of professionals.

. Professionals do not come to work late or lapse on work due dates and, as students, neither do we in this course.

. Professionals send emails to one another with subject headings, which give the readers a quick idea of the issue at hand. The emails have salutations. The first sentence of the transmittal tells the reader what the email is about and what is requested by the sender for the reader to do. Emails are logical, grammatically correct, and composed of full sentences. Emails are not used when the recipient is expected to tend to an issue between 8 pm and 8:30 am. Phone calls are best when immediate attention is needed.

*Honesty is the best policy.*

. Professionals stay attentive to the task at hand. If they sense that they may be losing the drift of a meeting or start to fall asleep, they take action (do isometrics, stretch themselves, get up from their seat and walk to the back of a meeting room, as examples). We expect the same for ourselves in class. Professionals do not “up and leave” a meeting in the middle of it, and we do not “up and leave” in the middle of our class.

. Professionals do not allow themselves to be distracted by electronic devices. Cell phones are turned off and not to be used in class. Laptops can be used to take notes but laptop privileges will be taken away for uses not related to the class.

## *Course Requirements and Grading*

The following are the required work products, and their associated point values, for the course.

Three Written Memos (each worth 150 points)	450 points
Final Examination Simulation Outcome	100
Final Examination Essay	200
Class Attendance, Participation and Discussion	250
<b>Total</b>	<b>1000 points</b>

Points will be converted to a percentage and will adhere to the MCI Grading Scale or, for Seton Hall students, those grading standards. Each of these requirements is discussed below.

### *Three Written Memos*

These memos are individual work products! Students are not permitted to work in teams on these papers, nor consult with one another in any way as they prepare them. However, students can use their own class notes, the power point materials and the textbook. These are due as class begins on the next day in hard copy. Both the content and the structure of the memos will be evaluated. The better paper will demonstrate that the student integrated the course concepts into the application of those concepts into the actual exercise. The better paper will show an earnest reflection by the student to understand his/her own behavior and how he/she might modify it in the future to achieve better organizational outcomes. **Note:** Set your MSWord feature to correct grammar and style and to give you your readability statistics. Do not turn in a paper with the average sentence length of more than 20.00 words per sentence and attach a screen shot of your readability statistics to your paper.

### *Final Examination Simulation Outcome*

Students will be graded on the extent to which they satisfactorily completed the change management simulation and the score they earn on it.

### *Final Examination Essay*

The instructor will provide students essays question at the start of the simulation. The essay are due to her at 9 am on June 4, 2022. This is word-processed and given to her in hard-copy. The essays will consist of several questions. It is an individual work product but it is open-book. Attach readability statistics.

## Class Attendance, Participation and Discussion

The learning environment is enhanced when students contribute to class discussions. We benefit from hearing about the experiences of others. The classroom exercises are that much better when students actively engage in the material. The instructor will keep track of students' attendance, participation and engagement in the exercises as she compiles this score.

## Course Schedule

In the chart below, "Text" refers to the Robbins/Judge text. Sim #1 and #2 refer to the simulations. Students are responsible for learning all the material, even though some areas will not be part of in-class lectures or discussion.

<i>Date</i>	<i>Course Readings</i>	<i>Lesson Objectives</i>	<i>What is due for the subsequent class</i>
May 30	Text: Ch. 1	<p><b>What is Organizational Behavior?</b></p> <p>Know the management functions; define organizational behavior (OB); know the disciplines that have contributed to organizational behavior; identify the challenges and opportunities for OB.</p> <p>Collection of Personal Information</p> <p>Class Exercise #1</p>	<p>Purchase the Everest Simulation and the Change Management Simulation.</p> <p>Watch the Introduction of the Everest Simulation.</p>
	Text: Ch. 3	<p><b>Attitudes and Job Satisfaction</b></p> <p>Contrast the 3 components of an attitude; summarize the link between attitudes and behavior; compare and contrast the major job attitudes; define job satisfaction and how it can be measured; summarize the main causes of job satisfaction; identify employee responses to dissatisfaction.</p> <p>Class Exercise #2</p>	

<i>Date</i>	<i>Course Readings</i>	<i>Lesson Objectives</i>	<i>What is due for the subsequent class</i>
<b>May 31</b>	Text: Ch. 4	<p><b>Emotions and Moods</b></p> <p>Differentiate emotions from moods; list the basic emotions and moods; debate whether emotions are rational; identify sources of emotions and moods; debate whether emotional intelligence is a valid construct.</p>	<p>Describe an experience at work where your mood and/ or emotion affected your productivity. What emotion /mood was it? What were you doing and was the emotion / mood positive or negative factor? (2 pages, excluding readability screen shot—see “Three Written Memos” above.)</p>
	Text: Ch. 5	<p><b>Personality and Values</b></p> <p>Define personality; define the factors that determine one’s personality; describe Myers-Briggs and assess its strengths and weaknesses; identify the Big Five Personality traits and their implications for OB; define values.</p>	
	Text: Ch. 6	<p><b>Perception and Individual Decision-Making</b></p> <p>Define perception and the factors that influence it; explain attribution theory and list 3 determinants; explain the link between perception and decision-making; define creativity and the 3-component model of creativity.</p>	

<b>June 1</b>	Text: Ch. 7	<b>Motivation Concepts</b>	What contributes to your direction, intensity and persistence at work? Did anything in today's exercise add to or detract from your direction/intensity and / or persistence? (2 pages)
		Describe the key elements of motivation; identify the early theories of motivation and their applicability today; apply the predictions of self-determination theory to intrinsic and extrinsic rewards; compare and contrast theories of motivation; discuss culture and motivation theories.	
	Text: Ch. 8	<b>Motivation: From Concepts to Applications</b>	
		Describe the job characteristics model and evaluate how it motivates; discuss ways that jobs can be redesigned; describe how various forms of compensation can be motivators.	
	Text: Ch. 10	<b>Understanding Work Teams</b>	
	Analyze the growing popularity of using teams; contrast groups and teams; compare and contrast 4 different types of teams; show how organizations can create team players; understand when it is best to use individuals and not teams.		
	Class exercise #4		
	Text: Ch. 11	<b>Communication</b>	
		Identify the main functions of communication: describe the communication process; distinguish between formal and informal communication; describe the different directions of communication; identify barriers to effective communication.	
	Text: Ch. 12	<b>Leadership</b>	
		Define Leadership; contrast it with management; understand and assess the different theories of leadership; compare and contrast charismatic and transformational leadership; address challenges to leadership; do leadership theories generalize across cultures?	
	SIM #1: Everest		

<i>Date</i>	<i>Course Readings</i>	<i>Lesson Objectives</i>	<i>What is due for the subsequent class</i>
<b>June 2</b>	Text: Ch. 12	<p><b>Leadership</b> (continued)</p> <p>Class Exercise #5: Coalition preparation</p> <p>Coalition exercise</p>	<p>What happened in either your x-y exercise or your coalition exercise in terms of motivation, leadership AND communication that helped achieve or detracted from your outcome?</p>
	Text: Ch. 13	<p><b>Power and Politics</b></p> <p>Define power and contrast leadership and power; contrast the five bases of power; identify power or influence tactics; discuss sexual harassment and the abuse of power.</p> <p>Coalition exercise</p>	
	Text: Ch. 14	<p><b>Conflict and Negotiation</b></p> <p>Define conflict; differentiate among views of conflict; outline the conflict process;</p>	
	Text: Ch. 18	<p><b>Organizational Change and Stress Management</b></p> <p>Identify the forces that act as stimulants to change; contrast planned and unplanned change; list the forces for resistance to change; compare approaches for managing organizational change; understand the link between innovation and change; define stress and identify its sources.</p>	
<b>June 3</b>	Text: Ch. 16	<p><b>Organizational Culture</b></p> <p>Define organizational culture; describe its characteristics; identify the factors that sustain a culture; show how culture is transmitted; identify characteristics of a spiritual culture; show how a national culture may affect the way organizational culture is transported.</p>	<p>Final Examination Essay will be announced and it is due at 9 am on June 4!</p>

Date	Course Readings	Lesson Objectives	What is due for the subsequent class
		Preparation for Organizational Change Simulation Final Examination	
	Sim #2	<b>Organizational Change Simulation Final Examination</b>	

### Supplement Sessions for Seton Hall University Students

In order to ensure the success of the international course, Dr. Boroff will have a required pre-course class session, detailing course requirement and reviewing travel logistics. This class will be conducted in late March / early April, on a Friday. Students should anticipate setting aside approximately 3 hours. Other family members are welcome to join in, especially on the travel logistics portion of the session. As required, this session may be conducted both in person and using Teams. Students will submit emergency contact information as part of this session.

In order to reflect of the totality of the learning experience, Dr. Boroff will arrange a session with students at the conclusion of the course, in late June or mid-July. Students will plan to set aside about 2 hours for this session. The entirety of the experience will be discussed, including student learning the classroom, student learning outside the classroom, the MCI campus, Innsbruck as a site location, and more. As necessary, this session may be conducted both in person and using Teams, especially since students may not be on or near campus during this time period. Dr. Boroff will be sensitive to students' other work / internship obligations, as she sets the time for this session.