

**Advanced Organizational Behavior**  
**Business 604**  
**3 Credit Hours**

Adjunct Instructor: Cindy K. Johnson ([cjohnson@gichamber.com](mailto:cjohnson@gichamber.com)) 308.391.9210  
Or email [cjohnson@gichamber.com](mailto:cjohnson@gichamber.com)

Course Description. This course covers the foundation for the study and application of organizational behavior. The perspective, historical background, methodology and theoretical framework for human behavior in organizations are studied. Attention is given to the micro perspective (perception, personality and attitudes, motivation, and learning), the dynamics (group dynamics, conflict, stress, power and politics, and leadership), and organizational culture. Applications for performance improvement, organizational change, and development are stressed. The course is not a cut-and-dry approach to organizational behavior but, instead, is based on the assumption that more than one perspective in organizational behavior may be more appropriate. The course challenges students to analyze organizational situations in a variety of ways, rather than just one. In this regard, the course utilizes a diagnostic approach to study organizational behavior. This involves integrating diagnosis - describing, understanding, and explaining behavior and action, controlling, managing, or influencing behavior-- to bridge the gap between comprehension and understanding of organizational behavior.

Classroom sessions involve a combination of open dialogue and discussion centered around each class session's learning objectives. The learning objectives are directly tied to the weekly assigned readings and individual student work projects. The course emphasis is on group discussions, student presentations, and projects. Students will be called upon to address concepts from the readings. Opinions and alternative points of view are welcome and encouraged but cannot, of themselves, substitute for knowledge of the literature. Each class will begin with an open dialogue and discussion of the session's learning objectives.

Beginning with Session Two, each week different students will present case abstracts assigned for that class session. These case abstracts will focus on featured companies and organizations with information gathered from various sources, including the Internet. Students are encouraged to participate in discussions regarding the various presentations; part of the grade for the course is based on participation in these discussions. In lieu of a traditional term paper, students will prepare and maintain, on a weekly basis, a journal related to the assigned readings and weekly assigned Internet exercises. Students will note in the journals how the readings may or may not relate to their own work

experiences or case studies, and their thoughts and reflections about the concepts addressed in the readings.

Course Goals. This course is designed to be a challenging and practical academic experience. The goal is for the course participant to acquire management skills and awareness of organizational behavior as a result of this scholarly pursuit, and to be able to relate this to real life business situations and interactions. Of parallel importance is for participants to become more proficient communicators, both in verbal and written communicative skills.

Course Learning Objectives. Through intellectual dialogue and critical evaluation of course materials, class presentations and discussion, and other sources of information, at the course conclusion, each participant should understand the learning objectives listed for each session of the course.

Evaluation of Learning Objectives. Course participants will be evaluated to determine whether or not the learning objectives are achieved. Evaluations include: class discussion focusing on learning objectives; oral presentations involving learning objectives in case abstracts and company profiles; and journals containing results of research and insights into the readings related to the learning objectives. In total, these means of evaluations address all stated course learning objectives.

Attendance and preparation for each class session is essential if these objectives are to be met. In this regard, staying current in the assigned readings is very important. If you know in advance that you must miss a class, speak to me so that I can give you assignments to make-up the absence. One absence can be made-up. Two absences will result in the loss of 20 points, plus will require make-up work. If you anticipate more than two absences, please enroll for the course at a time more convenient to your schedule.

Grading. Grading is as follows:

Journal - Major Project	60 points	Grade Scale
Presentation - Case Abstracts	10 points	A = 100 - 90
Presentation – Company Profiles	20 points	B = 89.9 - 80
Attendance/Participation	10 points	C = 79.9 - 70
<b>Total Points</b>	<b>100 points</b>	

Academic Integrity Policy. The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. The use of others' ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean.

Required Text: The text required for the course is free online.

Organizational Behavior. Talya Bauer and Berrin Erdogan, flatworld  
KNOWLEDGE, 2015 (ISBN\*: 978-1-4533-7119-0)

You can access the text by going to the following link:

[http://catalog.flatworldknowledge.com/catalog/editions/bauer\\_2-0-organizational-behavior-2-0](http://catalog.flatworldknowledge.com/catalog/editions/bauer_2-0-organizational-behavior-2-0)

First, register for the text at that website. Second, gain entry to the text.

## **Course Outline**

### **SESSION ONE**

Reading Assignment:

Preface(Read Prior to the Class Session)

Chapter 1: Organizational Behavior

LEARNING OBJECTIVES (DESCRIBE...DIAGNOSE...PRESCRIBE...ACT...)

- KNOW the challenges faced by today's organizations.
- DEAL with today's workforce.
- DEMONSTRATE the competencies needed by effective managers.
- UNDERSTAND the importance of effective organizational behavior.
- Systematically DESCRIBE and STUDY organizational behavior.
- APPLY the four-step diagnostic approach.

1. Introduction and explanation of the course and learning expectations.
2. Discussion of course requirements and assignments.
3. Introduction of course participants.
4. Open Dialogue/Discussion About Learning Objectives

## **SESSION TWO**

Reading Assignment:

Chapter 2: Managing Demographic and Cultural Diversity

Chapter 3: Understanding People at Work: Individual Differences and Perception

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSE....PRESCRIBE....ACT....)

- CHOOSE and organize information carefully
- CREATE scripts that lead to effective action
- MANAGE impressions that you create and understand how others manage theirs.
- AVOID perceptual distortions – stereotyping, the halo effect, projection, and the self-fulfilling prophecy.
- MAKE correct attributions of employees' and other managers' behaviors.
- ENCOURAGE learning with the right cues, rewards, and models.
- UNDERSTAND how culture affects perceptions, attributions, and learning.

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSE....PRESCRIBE....ACT....)

- ACCEPT the value of diversity in the workplace.
- REMOVE obstacles encountered by women, minorities, older workers, and physically challenged employees.
- KNOW personality differences affect a person's work.
- RECOGNIZE the role values and attitudes play in job performance.
- HELP workers build effective careers.
- DEVELOP programs to help workers handle work-life challenges.

### **SESSION THREE**

Reading Assignment:

Chapter 4: Individual Attitudes and Behaviors

Chapter 5: Theories of Motivation

Chapter 6: Designing a Motivating Work Environment

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSIS....PRESCRIBE....ACT....)

- IDENTIFY workers' needs and then meet them.
- CREATE an equitable workplace; offer an array of benefits tailored to individual employees.
- MOTIVATE employees in the dot-com, global workplace.
- REWARD employees for high performance, commitment, and creativity.
- SET challenging, focused, and acceptable goals jointly with employees.
- DESIGN and IMPLEMENT a fair compensation system that pays for performance
- ACCEPT the value of diversity in the workplace.
- REMOVE obstacles encountered by women, minorities, older workers, and physically challenged employees.
- KNOW personality differences affect a person's work.
- RECOGNIZE the role values and attitudes play in job performance.
- HELP workers build effective careers.
- DEVELOP programs to help workers handle work-life challenges

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSIS....PRESCRIBE....ACT....)

- KNOW the traits of an effective leader; practice the behaviors of an effective leader.
- PERFORM the roles appropriate to the job.
- DEVELOP and IMPLEMENT a repertoire of leadership styles.
- DIAGNOSE the situation and USE a leadership style that fits it.
- CONSIDER followers when leading; involve followers effectively; and ACT charismatically.
- SET and IMPLEMENT a vision for your company.
- ACT as a super leader by developing self-leadership skills in yourself and lead your employees.

## **SESSION FOUR**

Reading Assignment: Chapter 8: Communication

Chapter 9: Managing Groups and Teams

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSIS....PRESCRIBE....ACT....)

- DIAGNOSE the type of group interaction and understand its consequences.
- KNOW how perceptual differences, power differences, task, relations, and cross-cultural differences affect group interactions.
- USE interpersonal techniques and structural changes to improve intergroup relations.
- DIAGNOSE the impact of bargaining.
- KNOW and USE the steps of effective negotiation.
- USE negotiation strategies and tactics appropriately.
- UNDERSTAND how men and women negotiate differently.
- NEGOTIATE effectively in cross-cultural settings and the dot-com, global workplace.

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSIS....PRESCRIBE....ACT....)

- UNDERSTAND the basics of group functioning.
- KNOW when to use group and individual decision-making.
- HAVE a repertoire of group decision-making techniques.
- TRANSFORM groups into high-performing teams.
- EMPOWER team members to lead and make decisions.
- REWARD team members for performance.
- MANAGE teams effectively in cross-cultural settings

## **SESSION FIVE**

Reading Assignment:

Chapter 14: Organizational Structure and Change

Chapter 15: Organizational Culture

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSIS....PRESCRIBE....ACT....)

- DESIGN a structure that effectively responds to the organization's environment.
- FIT an organization's structure to its technology.
- DESIGN an organization to meet the needs and abilities of its workforce.
- DESIGN a structure that fits with the organization's goals and strategy.
- DESIGN a structure that suits the organization's stage of development.
- DEAL with the impact of downsizing, mergers, and acquisitions.
- EFFECTIVELY STRUCTURE organizations in cross-cultural environments.

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSIS....PRESCRIBE....ACT....)

- DEFINE a culture that would create a competitive advantage for your organization.
- CHOOSE the best type of culture for your organization's goals.
- CREATE an organizational culture in a new company, division, department, or team.
- DESIGN an array of organizations using variations on division of labor, coordinating mechanisms, and the organizational hierarchy.
- KNOW when mechanistic and organic structures work best.
- RECOGNIZE and DELINEATE the informal organization in your company.
- CHOOSE among functional, market-oriented, and integrated structures for your organization's design.
- DESIGN a more adaptive structure for your organization.



## **SESSION SIX**

Reading Assignment:

Chapter 12: Leading People Within Organizations

Chapter 13: Power and Politics

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSIS....PRESCRIBE....ACT....)

- KNOW the traits of an effective leader; practice the behaviors of an effective leader.
- PERFORM the roles appropriate to the job.
- DEVELOP and IMPLEMENT a repertoire of leadership styles.
- DIAGNOSE the situation and USE a leadership style that fits it.
- CONSIDER followers when leading; involve followers effectively; and ACT charismatically.
- SET and IMPLEMENT a vision for your company.
- LEAD effectively in the dot-com, global workplace.
- ACT as a super leader by developing self-leadership skills in yourself and lead your employees.
- LEAD a multicultural workforce effectively.

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSIS....PRESCRIBE....ACT....)

- KNOW how to reduce your dependence with power; identify people who have a need for power.
- EMPOWER workers.
- BUILD your sources of power.
- RECOGNIZE and USE organizational politics effectively.
- DIAGNOSE and MANAGE conflict and stress.
- IDENTIFY sexual harassment in the workplace.
- DEAL with power, conflict, and stress in cross-cultural settings and the dot-com, global workplace

## **SESSION SEVEN**

Reading Assignment:

Chapter 10: Conflict and Negotiations

Chapter 11: Making Decisions

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSIS....PRESCRIBE....ACT....)

- DIAGNOSE the type of group interaction and understand its consequences.
- KNOW how perceptual differences, power differences, task, relations, and cross-cultural differences affect group interactions.
- USE interpersonal techniques and structural changes to improve intergroup relations.
- DIAGNOSE the impact of bargaining.
- KNOW and USE the steps of effective negotiation.
- USE negotiation strategies and tactics appropriately.
- UNDERSTAND how men and women negotiate differently.

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSIS....PRESCRIBE....ACT....)

- KNOW what makes a decision effective.
- UNDERSTAND what factors influence decision-making.
- REDUCE cognitive biases.
- ELIMINATE organizational barriers.
- USE the rational decision-making process where appropriate.
- KNOW when to use non-rational decision-making process.
- APPLY techniques to improve decision-making.
- MAKE effective decisions in cross-cultural settings.

## **SESSION EIGHT**

Reading Assignment:

Chapter 7: Managing Stress and Emotions

LEARNING OBJECTIVES: (DESCRIBE....DIAGNOSIS....PRESCRIBE....ACT....)

- INCREASE the forces for change and REDUCE the forces against change.
- SELECT the most appropriate change agent.
- IMPLEMENT the most effective intervention strategies.
- REDESIGN jobs in your organization.
- DESIGN a program of virtual employment with alternative work arrangements.
- OFFER a plan for implementing business redesign and quality improvement.
- OFFER a protocol for making a company a learning organization.
- INCREASE innovation in your workplace.
- EVALUATE organizational changes.
- INSTITUTIONALIZE organizational changes.