



ORGANIZATIONAL BEHAVIOR

(Prof. Luca Gnan)

TEACHING STAFF RESPONSIBLE FOR THE COURSE:

Prof. Luca Gnan

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Availability: Contact via e-mail

We are committed to making this course a valuable learning experience for you. After the first month, we will spend part of a class session evaluating our progress, and we will make any necessary changes to keep us on track. However, we welcome your feedback at any time in the semester. It is easiest to reach us by e-mail or during office hours, but we are always happy to schedule an appointment. Additionally, if you have a disability that requires unique accommodation, please let us know ASAP so that we can be helpful to you.

E-mails, Office Hours & Feedback on Assignments

We endeavor to answer emails within one day. If you have not heard from us within that time, please resend the email. Grades and comments will be posted online in the materials section of the course website. We will be happy to give feedback and discuss assignments after all grading is complete for a specific task. Office hours are scheduled by e-mail request.

We may answer questions of assignment clarification in class and via e-mails to benefit the entire class. We may also give extra grades during the course that, while generally designed to support learning in the course, will also help your final grade.

PRE-REQUISITES FOR THE COURSE:

None.



COURSE INTRODUCTION

While many of the courses in the MScBA teach you how to manage money, information, and other material resources, this course is unique (and invaluable) in that you will learn how to manage your performance and career by learning how to work with and through other people even when you don't want to. Although finance, accounting, marketing, operations, and strategy skills are crucial for organizational success, managing an organization, its groups, and its individuals is equally important. In your career, you will depend on people to accomplish tasks, goals, and projects; you will need to work for others, work with others, and supervise others. Understanding the human side of management is an essential complement to the technical skills you learn in other courses. Although we will focus primarily on work, you will find that the course concepts have applications to various organizations, including non-profits, athletic teams, social clubs, and religious and political groups. This advanced course in organizational behavior exposes you to essential theories and concepts for analyzing, understanding, and managing human behavior in organizations. This course will apply concrete organizational situations from our case studies and projects to essential theories and effective management practices. This class will teach you how to thrive at work by managing your relationships.

COURSE DESCRIPTION

The Organizational Behavior course provides students a comprehensive understanding of the fundamental principles and dynamics that shape organizational behavior. Students will develop the necessary knowledge and skills to effectively navigate and manage organizational settings through an in-depth exploration of various topics. This course combines theoretical concepts with practical applications, case studies, and interactive discussions to give students a holistic understanding of organizational behavior and its impact on individual and collective success. By the end of the course, students will be equipped with the tools and insights to contribute positively to their organizations and foster a culture of high performance and innovation. The course is articulated in four sections:

1. Section I: The Individual and Work

The first section of the course focuses on the individual and their interactions within the workplace. Students will explore personality, perception, values, emotions, motivation, and learning.

Students will explore the influence of individual differences on behavior within organizations. They will study various theories of personality and their relevance to the workplace, understanding how different personality traits shape interactions and job performance. Perception and its impact on employee attitudes and behavior will also be examined, helping students develop insights into how individuals interpret and make sense of their work environment.

Students will explore the significance of workplace values, emotions, and moods. They will examine how individual and collective values shape behavior and decision-making. They will gain an understanding of the role of emotions and moods in employee performance, well-being, and interpersonal interactions. Strategies for managing and leveraging emotions effectively will also be discussed, as will techniques for fostering positive work environments.

The first section will also cover various motivational theories that explain what drives individuals to perform at their best. Students will study theories such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Expectancy Theory, gaining insights into the factors influencing employee motivation and engagement. Practical applications of motivational theories in real-world organizational contexts will also be explored, enabling students to understand how organizations effectively motivate their employees and create a motivating work environment.

This section will also examine the learning process and its impact on individual and organizational performance. Students will explore different learning theories and their application in training and development programs. They will also examine organizational learning practices and their influence on innovation, adaptability, and knowledge sharing within the workplace.

2. Section II: Group/Team and Work

The second section of the course focuses on the dynamics of groups and teams within an organizational context. Students will explore group behavior, teamwork, leadership, power dynamics, negotiations, and conflict resolution.

This section explores the nature and dynamics of groups in organizations. Students will gain an understanding of group formation, development, and the roles individuals play within a team. Concepts such as group norms, cohesion, and effectiveness will also be discussed, providing students with insights into how groups function and influence behavior.

Students will study different types of work teams and their advantages and challenges. They will learn about team dynamics, decision-making processes, and conflict resolution within work teams. Strategies for building and managing high-performance teams will be explored, enabling students to develop skills in fostering collaboration and synergy within teams.

This section also focuses on the role of leadership in organizational behavior. Students will study leadership theories and styles, gaining insights into how leaders influence individual and group behavior. The development of leadership skills and competencies will be emphasized, allowing students to understand the qualities and practices that contribute to effective leadership.

In this section, students will examine power dynamics and politics within organizations. They will gain an understanding of how social interactions shape organizational behavior and decision-making processes. Strategies for managing power and ethically navigating organizational politics will be discussed, enabling students to navigate complex organizational dynamics effectively.

This section will finally provide students with a comprehensive understanding of the dynamics and strategies involved in resolving conflicts and engaging in negotiations within organizational settings. Conflict and negotiation are inherent aspects of any workplace, and understanding how to manage and navigate these situations effectively is crucial for organizational success. Through theoretical frameworks, case studies, simulations, and practical exercises, students will develop the necessary skills to handle conflicts, negotiate effectively, and foster positive outcomes in various workplace scenarios.

3. Section III: Organizational Structures and Systems

This section focuses on the structures and systems that shape organizational behavior. Students will explore organizational design, control mechanisms, and performance management topics.

Students will examine the different types of organizational structures, such as functional, divisional, and matrix structures. They will learn how organizational structure influences behavior, communication, and decision-making. Control mechanisms and performance management practices will also be explored, enabling students to understand how organizations monitor and evaluate employee performance and achieve desired outcomes.

4. Section IV: Organizational Processes

The course's final section focuses on key organizational processes, including decision-making, problem-solving, creativity, innovation, communication, organizational culture, and change management.

Students will explore the decision-making and problem-solving processes within organizations. They will gain insights into different decision-making models, techniques, and strategies for effective problem-solving. The importance of creativity and innovation in organizational success will also be emphasized, providing students with tools to foster a culture of innovation and creative problem-solving.

This section examines the role of communication in organizational behavior. Students study effective communication strategies, including verbal and nonverbal communication. They explore the challenges and opportunities of communication in diverse organizational settings, developing skills to facilitate effective communication within teams and across organizational hierarchies.

Students will gain an understanding of organizational culture and its impact on behavior and performance. They will explore the elements that shape organizational cultures, such as values, beliefs, norms, and symbols. The role of leadership in shaping and managing organizational culture will also be discussed, enabling students to understand how culture influences behavior and how to create and sustain a positive organizational culture.

Finally, this section focuses on the process of organizational change. Students will explore the reasons for organizational change, its challenges, and strategies for effectively managing and leading change initiatives. They will gain insights into change management models and practices and develop skills to facilitate successful organizational change and adapt to a dynamic business environment.

This organizational behavior course explores individual, group, and organizational structures and processes, equipping students with a comprehensive understanding of how behavior is shaped within organizations. Students will develop the necessary skills to navigate complex workplace dynamics, foster collaboration and high-performance teams, and contribute to creating positive organizational cultures. With this knowledge, students will be prepared to make meaningful contributions to their organizations and drive success in today's dynamic business landscape.

LEARNING OBJECTIVES

Explore research and practical applications on organizational behavior from a managerial perspective. The objective of the training is to provide tools and analytical theory on the analysis of individuals and behavior in different group and organizational contexts to:

- Develop a comprehensive understanding of organizational behavior's fundamental principles and dynamics.

- Acquire knowledge of individual behavior in the workplace, including personality, perception, values, emotions, motivation, and learning.
- Understand the impact of individual differences on behavior and performance within organizations.
- Gain insights into the role of emotions, moods, and values in shaping employee attitudes and behavior.
- Familiarize with various motivational theories and their practical applications in organizational settings.
- Develop skills to manage and leverage emotions effectively to create a positive work environment.
- Understand group and team behavior dynamics in organizations, including group formation, development, and roles.
- Learn strategies for building and managing high-performance teams.
- Explore leadership theories, styles, and competencies necessary for effective leadership.
- Understand the power dynamics, politics, and social interactions within organizations.
- Develop conflict resolution and negotiation skills to manage conflicts and foster positive outcomes.
- Explore different types of organizational structures and their influence on behavior and decision-making.
- Understand the role of control mechanisms and performance management in organizational settings.
- Gain insights into decision-making and problem-solving processes within organizations.
- Develop skills in fostering creativity and innovation in the workplace.
- Understand the role of effective communication in organizational behavior and develop communication strategies.
- Explore the elements that shape organizational culture and understand its impact on behavior and performance.
- Gain knowledge of change management principles and strategies for successful organizational change.
- Apply theoretical concepts and frameworks to real-world organizational scenarios through case studies and simulations.
- Develop critical thinking, problem-solving, and decision-making skills in the context of organizational behavior.

By achieving these learning goals, students will have the knowledge, skills, and insights to effectively navigate and manage organizational settings, contribute positively to their organizations, and foster a high-performance and innovative culture.

TEACHING METHODS

The Organizational Behavior course employs various teaching methods to facilitate effective student learning and engagement. The course aims to create an interactive and participatory learning

environment where students can actively apply the concepts and theories they have learned to real-world situations. The teaching methods include the following:

1. **Readings:** Students will be assigned readings from the course textbooks. These readings provide a theoretical foundation and background knowledge on the topics covered in the course. Students must complete the assigned readings before each session to facilitate class discussions and activities.
2. **Lectures:** The instructor will deliver lectures highlighting key points, providing additional information, and supplementing the readings. The lectures will offer a structured presentation of the course material, ensuring that students grasp the fundamental concepts and theories. However, the lectures will not be limited to one-way communication, as student engagement and participation will be encouraged through discussions and questions.
3. **Exercises:** Various exercises and in-class activities will be conducted to enhance understanding and practical application of the course material. These exercises may include group discussions, role-plays, simulations, and problem-solving tasks. The exercises aim to promote critical thinking, collaboration, and the integration of knowledge in a hands-on manner.
4. **Case Studies:** Business cases will be used extensively throughout the course to bridge the gap between theory and practice. Students will analyze and discuss real-world cases that present organizational behavior challenges and dilemmas. Students will be given case assignments to complete before each session. These assignments are a foundation for class discussions, allowing students to apply theoretical concepts to real-life scenarios and develop analytical and problem-solving skills.
5. **Individual and Team Assignments:** Students can work on individual and team assignments. Individual assignments may include Case Studies and Supporting Case Studies. Team assignments may involve collaborative projects, presentations, or group research. These assignments encourage students to deepen their understanding of the material, promote teamwork and communication skills, and foster critical thinking and analysis.
6. **Class Discussions:** Class discussions are crucial in the learning process. Students are encouraged to actively participate in discussions, share their perspectives, ask questions, and engage in debates related to the course topics. The diversity of experiences and viewpoints among the students enriches the learning environment and enables the exploration of different perspectives and solutions to organizational behavior challenges.
7. **MScBA Teaching Assistant:** The Class will be assigned a Teaching Assistant (TA) from the MScBA program. The TA will mentor and provide additional support to students throughout the course. They will assist in clarifying course concepts, facilitating discussions, and offering guidance on assignments and assessments. The TA's role is further to enhance students' understanding of the course material and provide personalized assistance as needed.

The Organizational Behavior course employs these diverse teaching methods to create an engaging and interactive learning experience. Students can gain knowledge through readings and lectures, apply concepts through case studies and exercises, collaborate with peers through assignments, and actively participate in class discussions. These methods encourage critical thinking, practical

application, and the development of essential skills to manage and understand organizational behavior successfully.

Students are strongly recommended participating in all the lectures, preparations, and presentations.

MAIN REFERENCES

A) Textbooks

1. R. FINCHAM, P. RHODES, PRINCIPLES OF ORGANIZATIONAL BEHAVIOUR, OXFORD UNIVERSITY PRESS, 2005.
2. F. LUTHANS, ORGANIZATIONAL BEHAVIOR: AN EVIDENCE-BASED APPROACH 12TH EDITION, MCGRAW-HILL/IRWIN, 2011.
3. S. P. ROBBINS, T. A. JUDGE, ORGANIZATIONAL BEHAVIOR 16TH EDITION, PEARSON EDUCATION, 2015.
4. D. A. BUCHANAN, A. A. HUCZYNSKI, ORGANIZATIONAL BEHAVIOUR 9TH EDITION, PEARSON, 2017.
5. J. R. SCHERMERHORN, JR., J. G. HUNT, R. N. OSBORN, M. UHL-BIEN, ORGANIZATIONAL BEHAVIOR 11TH EDITION, JOHN WILEY & SONS INC., 2010.

B) Cases and Supporting Cases

1. SUPPORTING CASE: BLURRED LINES: HAPPY OR HARASSED?
2. CASE: EPROCURE – THE PROJECT (A)
3. SUPPORTING CASES: MANAGING UP (A) GRACE AND MANAGING UP (B) JADA
4. CASE: RACHAEL RAY: COOKING UP A BRAND
5. SUPPORTING CASES: DEFINING MOMENTS LEADING WHEN YOU`RE BEING FOLLOWED A & B
6. SUPPORTING CASES: STONE FINCH, INC.: YOUNG DIVISION, OLD DIVISION
7. CASES: MARTIN BRASS COMPANY (A/B/C)
8. SUPPORTING CASE: ENGSTROM AUTO MIRROR PLANT: MOTIVATING IN GOOD TIMES AND BAD
9. CASE: ELISE SMART
10. SUPPORTING CASES: AGILE BOOT CAMP A & B
11. SUPPORTING CASES: WHY IS THE UNIVERSE AGAINST ME? (A & B)
12. CASE: AMAZON AS AN EMPLOYER
13. SUPPORTING CASE: INTERNAL COMPETITION - A CURSE FOR TEAM PERFORMANCE
14. CASE: TEAMING AT DISNEY ANIMATION
15. SUPPORTING CASE: PLEASE STOP WORKING SO HARD!
16. CASE: THE LEO BURNETT COMPANY LTD.: VIRTUAL TEAM MANAGEMENT
17. SUPPORTING CASES: LEADER AS COACH: RESTORING EMPLOYEE MOTIVATION AND PERFORMANCE (A & B)
18. CASE: CHUCK MCKINNON

19. SUPPORTING EXERCISE AND CASES: ORIENTATION TO THE PUBLIC IMAGE ASSESSMENT EXERCISE, MANAGING A PUBLIC IMAGE CHERI MACK, MANAGING A PUBLIC IMAGE KEVIN KNIGHT, MANAGING A PUBLIC IMAGE ROB THOMAS, AND MANAGING A PUBLIC IMAGE SOPHIE CHEN
20. CASE: ADVAITH GROUP: SIDELINED IMPRESSIONS AND MANAGING TALENT MAPS
21. SUPPORTING CASES: STAR DISTRIBUTORS, INC. (A AND B)
22. CASE: INTEL IN CHINA
23. SUPPORTING CASES: THE CAMPBELL HOME (A-B-C)
24. CASE: MIND THE GAP. STRATEGY AND EXECUTION OF SUPPLY CHAIN NEGOTIATIONS
25. SUPPORTING CASE: CAMPBELL AND BAILYN'S BOSTON OFFICE: MANAGING THE REORGANIZATION
26. SUPPORTING CASE: GOING FLAT: PURSUIT OF A DEMOCRATIC ORGANIZATIONAL STRUCTURE
27. CASE: BLINDS TO GO: STAFFING A RETAIL EXPANSION
28. SUPPORTING CASE: A ZERO WAGE INCREASE AGAIN?
29. CASE: MOUNT EVEREST-1996
30. SUPPORTING CASE: TERRACOG GLOBAL POSITIONING SYSTEMS. CONFLICT AND COMMUNICATION ON PROJECT AERIAL
31. CASE: OP4.COM: A DYNAMIC CULTURE
32. SUPPORTING CASE: ATHENA BANCORP
33. SUPPORTING CASE: TONY HSIEH AT ZAPPOS STRUCTURE, CULTURE AND RADICAL CHANGE
34. CASE: DELOITTE & TOUCHE: INTEGRATING ARTHUR ANDERSEN

C) Supplementary textbooks

1. Adler, P. S. (1999). *International dimensions of organizational behavior*. London: International Thompson.
2. Argyris, C. (1960). *Understanding organizational behavior*. Homewood, IL: Dorsey Press.
3. Bandura, A. (1977). *Social learning theory*. New Jersey: Prentice-Hall.
4. Barnard, C. (1938). *The functions of the executive*. Cambridge, MA: Harvard University Press.
5. Beer, M., Spector, B., Lawrence, P. R., Quinn Mills, D., & Walton, R. E. (1984). *Managing human assets*. New York: Free Press.
6. Braverman, H. (1974). *Labour and monopoly capital*. New York: Monthly Review Press.
7. Bryman, A. (1986). *Leadership and organizations*. London: Routledge & Kegan Paul.
8. Buchanan, D. A. (1983). *Organisation in the computer age*. Aldershot: Gower.
9. Burns, T., & Stalker, G. M. (1961). *The management of innovation*. London: Tavistock.
10. Child, J. (1972). Organisational structure, environment, and performance: The role of strategic choice. *Sociology*, 6(1), 1–22.
11. Clegg, S., & Dunkerley, D. (1980). *Organisations, class and control*. London: Routledge & Kegan Paul.
12. Conti, R. F., & Warner, M. (1993). Taylorism, new technology and just-in-time systems in Japanese manufacturing. *New Technology, Work and Employment*, 8(1), 31–42.

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15. Duncan, W. J. (1981). *Organizational behavior*. Houghton: Mifflin.
16. French, J. R. P., & Raven, B. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in social power* (pp. 150–167). Ann Arbor, MI: Institute for Social Research.
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18. Gouldner, A. W. (1954). *Patterns of industrial bureaucracy*. New York: Free Press.
19. Greenberg, J. (2013). *Managing behavior in organizations* (5th ed.). Upper Saddle River, NJ: Pearson.
20. Gruneberg, M., & Wall, T. (Eds.). (1984). *Social psychology and organizational behavior*. Chichester: John Wiley.
21. Hall, E. T. (1990). *Understanding cultural differences*. Yarmouth, ME: Intercultural Press.
22. Handy, C. (1999). *Understanding organizations* (4th ed.). London: Penguin.
23. Hitt, M. A., Black, J. S., & Porter, L. W. (2008). *Management* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.
24. Hofstede, G. (1991). *Cultures and organizations: Software of the mind*. London: McGraw-Hill.
25. Hodgetts, R. M. (1991). *Organizational behavior: Theory and practice*. New York: Macmillan.
26. Jones, G. R., & George, J. M. (2006). *Contemporary management* (4th ed.). New York: McGraw-Hill.
27. Jones, G. R., & George, J. M. (2007). *Managing organizational behavior* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.
28. Kast, F. E., & Rosenzweig, J. E. (1985). *Organization and management* (4th ed.). New York: McGraw-Hill.
29. Kotter, J. P. (1990). What do leaders really do? *Harvard Business Review*, 73, 59–67.
30. Mintzberg, H. (1983a). *Power in and around organizations*. Englewood Cliffs, NJ: Prentice-Hall.
31. Mintzberg, H. (1983b). *Structures in fives: Designing effective organizations*. Englewood Cliffs, NJ: Prentice-Hall.
32. Moorhead, G., & Griffin, R. W. (1998). *Organizational behavior* (5th ed.). Boston: Houghton Mifflin.
33. Mullins, L. J. (2010). *Management and organisational behavior* (9th ed.). London: Financial Times/Prentice Hall.
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35. Perrow, C. (1970). *Organizational analysis: A sociological review*. Belmont, CA: Wadsworth.
36. Robbins, S. P. (1998). *Organizational behavior: Concepts, controversies, and applications* (8th ed.). Upper Saddle River, NJ: Prentice-Hall.

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38. Schein, E. H. (1975). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
39. Senior, B., & Fleming, J. (2006). *Organizational change* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.
40. Simon, H. A. (1957). *Administrative behavior*. New York: Macmillan.
41. Vecchio, R. P. (1995). *Organizational behavior* (3rd ed.). Orlando, FL: Dryden Press.

CASE AND SUPPORTING CASE ASSIGNMENTS

Students are expected to engage in the learning process fully. Students are expected to:

- 1) Prepare the assigned readings of the cases before each class.
- 2) Prepare a PowerPoint presentation on the case based on the specific assignment, which is both individual work (Supporting Case) and group work (Case).
- 3) Come to class prepared to participate and discuss to enhance individual and class learning.

Students find the relative assignment for each supporting case and case on the course website. Please carefully read the questions before the session and use them to prepare the PowerPoint presentation.

CASE AND SUPPORTING CASE STRUCTURE OF THE POWERPOINT PRESENTATION

The **structure of the PowerPoint presentation** should follow the following outline:

1. One or more introductory slides describing/reporting the story, the characters, and all the necessary elements to clearly define the context and boundaries of the case or the supporting case early on.
2. One slide mentions the assignment questions and underlines the case's learning goals.
3. One or more slides report the answers to each assignment question.
4. One or more slides report the final remarks on the case or the supporting case.
5. One closing slide about the lessons learned after the discussion.

How do you prepare the PowerPoint presentation?

1. *Introduction* – a short presentation of the case or the supporting case and a brief description of the problems and situations that should be discussed.
2. *Diagnosis* – Problem setting of the context and the situation. Description of the main facts and elements connected with the concepts and models of Organizational Behavior (e.g., organizational change, conflicts, motivation, satisfaction, leadership, managing people, group dynamics, etc.). What went wrong, and which actions/situations were right? Which elements could be considered for the diagnosis?
3. *Solution* – Students should provide a possible answer to questions/problems related to the case or the supporting case and a possible and unambiguous indication of how to approach and

solve the situation. The proposal should represent a consistent action plan regarding behaviors and expected results.

4. *Conclusions* – Conclusions should describe how the situation and the problem characterized the case or the supporting case, how Organizational Behavior schemata might help solve the case or the supporting case, and what the proposed solution might generate regarding organizational consequences.
5. *Lessons learned* – At the end of the presentation, we should identify and report elements/suggestions/advice that we "take home" from the case or the supporting case.

NOTE: During the PowerPoint presentation preparation, students should explicitly address the context and the different situations using concepts related to Organizational Behavior and the models and theories of this course.

RULES FOR SUBMITTING THE POWERPOINT PRESENTATIONS

1. SUPPORTING CASES:

All students should send the supporting case to the course instructors by 8 p.m. the day before the lecture in which the supporting case is scheduled, attaching the prepared supporting case presentation.

2. CASES:

By 8 pm of the day before the case discussion, all students should send to the course's Instructors, attaching the case presentation prepared.

Policy for Late Assignments

As in business, PowerPoint presentations must be received on time for full credit. You are always welcome to hand in an assignment before its due date if you know you will be busy as the due date approaches. If you think you will not complete an assignment by the due date, please speak with us in advance to make alternative arrangements. Our policy on late assignments will depend on the specific circumstances surrounding the problem and thus may differ from student to student. Providing advance notice about a late assignment will minimize the penalty you receive on that assignment but does not guarantee that there will be no penalty for turning the assignment in late.

CASE DISCUSSION GUIDELINES

Each student will be involved in the class discussion on the cases and tie the assigned reading for the session. The objective is to bring all class members into the debate. The cases are designed to integrate the concepts from the case into the context of the course. **The preparation and the discussion of the cases do not exclude the study of the theoretical concepts helpful in discussing the cases themselves and passing the course exam.**

With the cases' discussions in the **CLASSROOM**, each student will develop:

1. The ability to set the parameters for the problem (key concepts from the case).
2. A depth of knowledge about the case subject (understanding of material, excellent response to the observations of others).
3. The ability to tie in case with other course concepts.
4. The ability to get others involved in the discussion.

To adequately discuss the cases, students do:

- Be prepared with facts and specific quotes from the case.
- Be prepared to comment, ask a question, or develop ideas about the case.

During the discussion, students do:

- Take a position on a question or a point.
- Ask clarifying questions.
- Help keep the discussion moving and on track.
- Help draw others into the discussion.
- Integrate theories and content from other cases.

During the discussion, students do not:

- Be unprepared and show your lack of knowledge.
- Monopolize the discussion.
- Make irrelevant comments.
- Be insensitive to others' desire to speak or to their opinions.

All students are kindly invited to form **workgroups (MINIMUM 3 PERSONS—MAXIMUM 5 PERSONS)**. Each workgroup should prepare a PowerPoint presentation for each case. On the first slide, the students' names belonging to the group should be reported.

CASE DISCUSSIONS' CLASS PARTICIPATION

We believe that the best way to learn, especially about Organizational Behavior, is by actively participating in your education. "participation" is defined as quality contributions to class discussion and exercises in this class. There are three pre-requisites for successful participation:

1. **Be here on time and prepared.** You cannot contribute much to class discussion if you are not here. **If you need to miss class for a predictable reason** (e.g., job interview, athletic competition), **please notify us at least 24 hours in advance so that we can make arrangements for any in-class exercises and so that you can obtain the materials distributed during the class.** Of course, we realize that in some cases, unforeseeable emergencies arise. Although we will not directly penalize you for non-attendance, be aware that multiple absences will indirectly hurt you by preventing you from participating in class and lowering your participation grade. To contribute to class discussion, you must come to class having carefully prepared all assignments (i.e., readings, cases, exercises).

2. **Be brave.** Everyone in this class is smart, engaging, and has unique life experiences. You will get the most out of this course if you ask questions, voice opinions, and express your thoughts to one another. If you feel uncomfortable talking in class, please send me an e-mail or schedule an appointment to talk with instructors early in the semester. We will do everything to accommodate your circumstances, but only if they are brought to our attention.
3. **Be courteous.** Successful participation includes treating your classmates respectfully and professionally. Listen carefully to the comments and questions that your classmates voice. You may learn something new from their perspectives, and you can avoid repeating something another classmate said earlier in the discussion. Also, it is perfectly acceptable for you to voice disagreement with an opinion provided by another student. Open debate often leads to the most thoughtful and informative class discussions. However, please express your argument in a kind and considerate manner.

To facilitate the visioning of its PowerPoint presentation in the classroom, each workgroup should take a personal computer with PowerPoint installed and an available VGA connection or a USB pen.

OTHER LEARNING SOURCES

Slides and other materials will be available on the course website.

THE SLIDES DO NOT REPRESENT SUPPORT FOR AN EFFECTIVE AND SUCCESSFUL PREPARATION FOR THE EXAM OF THE COURSE. THEY REPRESENT ONLY A HELP TO FACILITATE THE TRANSFER OF THE KNOWLEDGE TO STUDENTS DURING THE LECTURES.

ATTENDANCE

Because of the concentrated nature of the MScBA program, attendance in class is crucial.

NOTE: Attendance at the first class session is mandatory. Important information about the course and the instructor's expectations are given during this session. If you know that you will have to be absent for one session, don't hesitate to contact your instructor to ensure that absence from a lecture is acceptable.

MID-COURSE TEST

The mid-course test is a critical evaluation component of the Organizational Behavior course. The following details provide a comprehensive understanding of the test format, duration, content, and its impact on students' final grades:

Test Format and Duration:

The mid-course test is a written exam that spans 3 hours. During this time, you must respond to questions assessing your understanding of the course materials.

Content and Question Types:

The test encompasses questions directly connected to the lectures and course textbooks. The questions may be of different types, including open-ended, closed (multiple choice), or a combination of both. The purpose of this diverse question format is to evaluate your comprehension of the course content from various perspectives.

In addition to assessing your knowledge of key concepts, theories, and models covered in the course, the test may include questions that prompt you to analyze and interpret real-life incidents or scenarios. These questions aim to gauge your ability to apply theoretical frameworks to practical situations and focus on specific theoretical issues discussed in class.

Grading and Bonus Points:

Students can earn a maximum of +3 extra points towards the final grade of the 1st Exam after the course through the mid-course test. These additional points only apply to the 1st Exam after the course.

Importance and Validity of Mid-Course Test Points:

The extra points obtained through the mid-course test serve as a potential grade booster, specifically for the 1st exam after the course. It is important to note that these points do not influence subsequent exams or assignments.

By performing well on the mid-course test, you can enhance your overall grade in the course, as the bonus points contribute towards improving your final result on the 1st exam after the course.

Preparing thoroughly for the mid-course test involves reviewing lecture notes, course textbooks, and any additional materials provided throughout the course. Additionally, engaging in critical thinking and actively participating in class discussions can significantly benefit your performance on the test.

EXAM

The exam is a **written exam**. The duration is about 3-4 hours, and it includes:

- a) **Case discussion** - You may be given a case study to which some questions may pertain to lead the discussion. As you respond to the questions, please use specific content and theories (use names to identify approaches and models) for your analysis. You will not receive credit for your opinions unless supported by theory, lecture, and text material. Also, describe how the content/theory applies to the situation. Your answers will be evaluated based on both quantity and quality. Solutions that are complete and demonstrate a higher level of understanding and analysis will receive more points.
- b) **Some questions directly connected to the course textbooks** – They could be open, closed (multiple choice), or a combination of both. You may be asked to discuss the models and the theories presented during the course. You will be asked to interpret some real incidents and focus on specific theoretical issues.



If the number of enrolled students on a specific exam date is less than ten, teachers will run an oral exam instead of a written one.

1ST EXAM AFTER THE COURSE PARTICIPATION AND EXAM GRADES REGISTERING ON THE BOOKLET

Only registered students on the DELPHI System can register their grades.

ANALYTICAL SYLLABUS

#	Type	Section of the Course	Title of the Lecture	Case or Supporting Case
1	L	Section I: The Individual and Work	Introduction to the course: The Rules of the Game	
2	L	Section I: The Individual and Work	Organizational Behavior: History and Paths to the Future	
3	L+SC	Section I: The Individual and Work	Personality, Perception, and Employee Attitudes	Supporting Case: Blurred Lines: Happy or Harassed?
4	C	Section I: The Individual and Work	Personality, Perception, and Employee Attitudes	Case: eProcure – the Project (A)
5	L+SC	Section I: The Individual and Work	Personality, Perception, and Employee Attitudes	Supporting Cases: Managing Up (A) Grace and Managing Up (B) Jada
6	C	Section I: The Individual and Work	Personality, Perception, and Employee Attitudes	Case: Rachael Ray: Cooking Up a Brand
7	L+SC	Section I: The Individual and Work	Values, Emotions, and Moods	Supporting Cases: Defining Moments Leading When You're Being Followed A & B
8	L+SC	Section I: The Individual and Work	Motivational Theories	Supporting Cases: Stone Finch, Inc. Young Division, Old Division
9	C	Section I: The Individual and Work	Motivational Theories	Cases: Martin Brass Company (A/B/C)
10	L+SC	Section I: The Individual and Work	Motivation at Practice	Supporting Case: Engstrom Auto Mirror Plant: Motivating in Good Times and Bad
11	C	Section I: The Individual and Work	Motivation at Practice	Case: Elise Smart
12	L+SC	Section I: The Individual and Work	Learning	Supporting Cases: Agile Boot Camp A & B
13	L+SC	Section I: The Individual and Work	Stress	Supporting Cases: Why Is the Universe Against Me? (A & B)
14	C	Section I: The Individual and Work	Stress	Case: Amazon as an Employer

#	Type	Section of the Course	Title of the Lecture	Case or Supporting Case
15	L+SC	Section II: Group/Team and Work	Foundations of Group Behavior	Supporting Case: Internal Competition - A Curse for Team Performance
16	C	Section II: Group/Team and Work	Foundations of Group Behavior	Case: Teaming at Disney Animation
17	L+SC	Section II: Group/Team and Work	Understanding Work Teams	Supporting Case: Please Stop Working So Hard!
18	C	Section II: Group/Team and Work	Understanding Work Teams	Case: The Leo Burnett Company LTD.: virtual team management
19	L+SC	Section II: Group/Team and Work	Leadership	Supporting Cases: Leader as Coach: Restoring Employee Motivation and Performance (A & B)
20	C	Section II: Group/Team and Work	Leadership	Case: Chuck McKinnon
21	L+SC	Section II: Group/Team and Work	Power, Politics, and Social Interactions	Supporting Exercise and Cases: Orientation to the Public Image Assessment Exercise, Managing a Public Image Cheri Mack, Managing a Public Image Kevin Knight, Managing a Public Image Rob Thomas, and Managing a Public Image Sophie Chen
22	C	Section II: Group/Team and Work	Power, Politics, and Social Interactions	Case: Advait Group: Sidelined Impressions and Managing Talent Maps
23	L+SC	Section II: Group/Team and Work	Conflicts at Work	Supporting Cases: Star Distributors, Inc. (A and B)
24	C	Section II: Group/Team and Work	Conflicts at Work	Case: INTEL in China
25	L+SC	Section II: Group/Team and Work	Negotiations at Work	Supporting Cases: The Campbell Home (A-B-C)
26	C	Section II: Group/Team and Work	Negotiations at Work	Case: Mind the Gap. Strategy and Execution of Supply Chain Negotiations
27	L+SC	Section III: Organizational Structures and Systems	Structure, Control, and Performance in Organizations (1/2)	Supporting Case: Campbell and Baily's Boston Office: Managing the Reorganization

#	Type	Section of the Course	Title of the Lecture	Case or Supporting Case
28	L+SC	Section III: Organizational Structures and Systems	Structure, Control, and Performance in Organizations (2/2)	Supporting Case: Going Flat: Pursuit of a Democratic Organizational Structure
29	C	Section III: Organizational Structures and Systems	Structure, Control, and Performance in Organizations	Case: Blinds To Go: staffing a retail expansion
30	L+SC	Section IV: Organizational Processes	Decision-Making, Problem- Solving, Creativity, and Innovation	Supporting Case: A Zero Wage Increase Again?
31	C	Section IV: Organizational Processes	Decision-Making, Problem- Solving, Creativity, and Innovation	Case: Mount Everest-1996
32	L+SC	Section IV: Organizational Processes	Communication	Supporting Case: TerraCog Global Positioning Systems. Conflict and Communication on Project Aerial
33	C	Section IV: Organizational Processes	Organizational Culture	Case: OP4.COM: a dynamic culture
34	L+SC	Section IV: Organizational Processes	Organizational Culture	Supporting Case: Athena Bancorp
35	L+SC	Section IV: Organizational Processes	Organizational Change	Supporting Case: Tony Hsieh at Zappos Structure, Culture and Radical Change
36	C	Section IV: Organizational Processes	Organizational Change	Case: Deloitte & Touche: Integrating Arthur Andersen

LECTURE 1

SECTION I: THE INDIVIDUAL AND WORK

LECTURE

INTRODUCTION TO THE COURSE: THE RULES OF THE GAME

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture serves as the foundation for the entire course, providing students with an understanding of the course's objectives, structure, and expectations. The primary goal of this introductory lecture is to ensure that students clearly understand what the course entails and what is expected of them throughout its duration.

Concepts covered in this lecture include:

- a) Course overview: The instructor will provide a general course overview, including its central themes, topics, and learning objectives. This will help students better understand the purposes of the course and the knowledge they will acquire throughout its duration.
- b) Syllabus review: The syllabus is an essential document that outlines the course's structure, including the topics to be covered in each lecture, the schedule of assignments and exams, and any required readings or materials. By reviewing the syllabus, students will understand the course's timeline and requirements.
- c) Grading criteria: The instructor will explain the grading criteria for the course, including the weightage of assignments, exams, participation, and any other components that contribute to the final grade. This will help students understand how their performance will be assessed and what they need to do to succeed in the course.
- d) Course policies and expectations: The instructor will outline the course policies and expectations, such as attendance, participation, academic integrity, and any other rules students must adhere to throughout the course. This will help students understand the standards they are expected to maintain and the consequences of not meeting these expectations.
- e) Course materials: The instructor will provide information about any required textbooks, articles, or other materials students must access throughout the course. This will help them prepare for the course by ensuring they have all the necessary resources.
- f) Communication channels: The instructor will explain the various communication channels available for students to ask questions, seek clarification, or discuss course-related matters.

This may include office hours, email, discussion forums, or other platforms. This will help students understand how to communicate effectively with the instructors and their peers.

The learning goals of this lecture are as follows:

- a) Familiarize students with the course's objectives, structure, and expectations: By providing a clear overview, students will better understand what they will learn and what is expected from them throughout its duration.
- b) Ensure students understand the course requirements: By reviewing the syllabus, grading criteria, and course policies, students will understand the course's requirements and how their performance will be assessed.
- c) Prepare students for success: By outlining the course materials and communication channels, students will be better equipped to succeed. They will have access to all the necessary resources and know how to communicate effectively with their instructors and peers.
- d) Establish a positive learning environment: By setting clear expectations and standards for the course, the instructor will create a positive learning environment where students feel supported and motivated to succeed.

TEXTBOOK REFERENCES:

N.A.

CASE OR SUPPORTING CASE:

N.A.

CASE REFERENCES:

N.A.

LECTURE 2

SECTION I: THE INDIVIDUAL AND WORK

LECTURE

ORGANIZATIONAL BEHAVIOR: HISTORY AND PATHS TO THE FUTURE

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

The lecture aims to explain the history of organizational behavior (O.B.) as a scientific discipline. It will explore the trends and future directions in O.B.'s research and practice. By examining the past and future of O.B., students will gain an appreciation for the field's relevance and importance in today's dynamic business environment.

The concepts covered in the lecture include:

- a) Historical development of O.B.: The lecture will discuss the origins of O.B. as a field of study, tracing its roots to early and research in psychology, sociology, management. It will highlight key milestones and influential thinkers who have shaped the field, such as Frederick Taylor, Elton Mayo, and Abraham Maslow.
- b) Evolution of O.B. theories and models: The lecture will examine the development of O.B. theories and models over time, focusing on how they have adapted to address the changing needs of organizations and employees.
- c) Current trends in O.B. research and practice: The lecture will explore the current trends in O.B. research and practice, highlighting areas of focus that are particularly relevant in today's business environment. This may include diversity and inclusion, work-life balance, engagement, and organizational culture.
- d) Future directions in O.B.: The lecture will conclude by discussing potential future directions for O.B. research and practice, considering how the field may evolve in response to emerging challenges and opportunities. This may involve exploring the implications of new technologies, such as artificial intelligence, and the growing importance of sustainability and corporate social responsibility.

The learning goals of this lecture are as follows:

- a) Understand the historical development of O.B.: Students will gain a comprehensive understanding of the origins and evolution of O.B. as a field of study, enabling them to appreciate its relevance and importance in today's business environment.

- b) Familiarize with critical O.B. theories and models: Students will become familiar with the fundamental theories and models that have shaped O.B.'s research and practice, providing a solid foundation for understanding and applying O.B. concepts in their future careers.
- c) Identify current trends in O.B. research and practice: Students will be able to identify and discuss the current trends in O.B. research and practice, helping them to stay informed and up to date on the latest developments in the field.
- d) Explore the future in O.B.: Students will gain insights into the potential future directions for O.B. research and practice, enabling them to anticipate and adapt to the changing needs of organizations and employees.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 1 pp. 19 – 50
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 1 pp. 5 – 31
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 1 pp. 34 – 69
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 1 pp. 5 – 38
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 1 pp. 2 – 24

CASE OR SUPPORTING CASE:

N.A.

CASE REFERENCES:

N.A.

LECTURE 3

SECTION I: THE INDIVIDUAL AND WORK

LECTURE + SUPPORTING CASE

PERSONALITY, PERCEPTION, AND EMPLOYEE ATTITUDES (1/4)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to give students a comprehensive understanding of the role of personality, perception, and employee attitudes in organizational behavior. By examining these concepts, students will understand how individual differences and subjective experiences influence workplace behavior, performance, and organizational effectiveness.

The concepts covered in this lecture include:

- a) **Personality:** The lecture will discuss the concept of personality, including various theories and models that describe the traits and characteristics that make up an individual's personality. Students will learn about the Five personality traits (openness, conscientiousness, extraversion, agreeableness, and emotional stability) and how they can impact workplace behavior and performance.
- b) **Perception:** The lecture will explore the concept of perception, focusing on how individuals interpret and make sense of their environment and the people around them. Students will learn about various perceptual processes, such as selective attention, attribution, and stereotyping, and how these can influence workplace interactions and decision-making.
- c) **Employee attitudes:** The lecture will examine the role of attitudes in organizational behavior, including the relationship between attitudes and behavior and the factors that can influence employee attitudes, such as job satisfaction, organizational commitment, and employee engagement. Students will also learn about various methods for measuring and improving employee attitudes.

The learning goals of this lecture are as follows:

- a) **Understand the role of personality in organizational behavior:** Students will understand the concept of personality and how individual personality traits can influence workplace behavior and performance.
- b) **Explore the concept of perception and its impact on workplace interactions:** Students will learn about the percept processes that shape how individuals interpret and make sense of their

environment and the people around them. These processes can influence workplace interactions and decision-making.

- c) Examine the relationship between employee attitudes and workplace behavior: Students will gain insights into the role of employee attitudes in organizational behavior, including the relationship between attitudes and behavior and the factors that can influence employee attitudes.
- d) Develop strategies for measuring and improving employee attitudes: Students will learn about methods for measuring employee attitudes and strategies for improving them, which can contribute to enhanced workplace performance and overall organizational effectiveness.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 3 pp. 93 - 146
2. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 4 pp. 151 - 185
3. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 5 pp. 214 - 234
4. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 5 pp. 125 -155
5. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 5 pp. 96 - 119
6. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 5 pp. 152 - 168
7. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 6 pp. 182 - 213
8. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 6 pp. 177 - 187
9. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 8 pp. 249 - 275
10. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 2 pp. 26 - 37
11. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 3 pp. 70 - 81
12. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 4 pp. 82 - 96

CASE OR SUPPORTING CASE:

Supporting Case: Blurred Lines: Happy or Harassed?

CASE REFERENCES:

1. Blurred Lines Happy or Harassed CASE
2. Blurred Lines Happy or Harassed ASSIGNMENT

LECTURE 4

SECTION I: THE INDIVIDUAL AND WORK

CASE

PERSONALITY, PERCEPTION, AND EMPLOYEE ATTITUDES (2/4)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to give students a comprehensive understanding of the role of personality, perception, and employee attitudes in organizational behavior. By examining these concepts, students will understand how individual differences and subjective experiences influence workplace behavior, performance, and organizational effectiveness.

The concepts covered in this lecture include:

- a) **Personality:** The lecture will discuss the concept of personality, including various theories and models that describe the traits and characteristics that make up an individual's personality. Students will learn about the Five personality traits (openness, conscientiousness, extraversion, agreeableness, and emotional stability) and how they can impact workplace behavior and performance.
- b) **Perception:** The lecture will explore the concept of perception, focusing on how individuals interpret and make sense of their environment and the people around them. Students will learn about various perceptual processes, such as selective attention, attribution, and stereotyping, and how these can influence workplace interactions and decision-making.
- c) **Employee attitudes:** The lecture will examine the role of attitudes in organizational behavior, including the relationship between attitudes and behavior and the factors that can influence employee attitudes, such as job satisfaction, organizational commitment, and employee engagement. Students will also learn about various methods for measuring and improving employee attitudes.

The learning goals of this lecture are as follows:

- a) **Understand the role of personality in organizational behavior:** Students will understand the concept of personality and how individual personality traits can influence workplace behavior and performance.
- b) **Explore the concept of perception and its impact on workplace interactions:** Students will learn about the percept processes that shape how individuals interpret and make sense of their

environment and the people around them. These processes can influence workplace interactions and decision-making.

- c) Examine the relationship between employee attitudes and workplace behavior: Students will gain insights into the role of employee attitudes in organizational behavior, including the relationship between attitudes and behavior and the factors that can influence employee attitudes.
- d) Develop strategies for measuring and improving employee attitudes: Students will learn about methods for measuring employee attitudes and strategies for improving them, which can contribute to enhanced workplace performance and overall organizational effectiveness.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 3 pp. 93 - 146
2. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 4 pp. 151 - 185
3. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 5 pp. 214 - 234
4. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 5 pp. 125 -155
5. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 5 pp. 96 - 119
6. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 5 pp. 152 - 168
7. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 6 pp. 182 - 213
8. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 6 pp. 177 - 187
9. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 8 pp. 249 - 275
10. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 2 pp. 26 - 37
11. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 3 pp. 70 - 81
12. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 4 pp. 82 - 96

CASE OR SUPPORTING CASE:

Case: eProcure – the Project (A)

CASE REFERENCES:

1. eProcure (A) CASE
2. eProcure (A) ASSIGNMENT

LECTURE 5

SECTION I: THE INDIVIDUAL AND WORK

LECTURE + SUPPORTING CASE

PERSONALITY, PERCEPTION, AND EMPLOYEE ATTITUDES (3/4)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to give students a comprehensive understanding of the role of personality, perception, and employee attitudes in organizational behavior. By examining these concepts, students will understand how individual differences and subjective experiences influence workplace behavior, performance, and organizational effectiveness.

The concepts covered in this lecture include:

- a) **Personality:** The lecture will discuss the concept of personality, including various theories and models that describe the traits and characteristics that make up an individual's personality. Students will learn about the Five personality traits (openness, conscientiousness, extraversion, agreeableness, and emotional stability) and how they can impact workplace behavior and performance.
- b) **Perception:** The lecture will explore the concept of perception, focusing on how individuals interpret and make sense of their environment and the people around them. Students will learn about various perceptual processes, such as selective attention, attribution, and stereotyping, and how these can influence workplace interactions and decision-making.
- c) **Employee attitudes:** The lecture will examine the role of attitudes in organizational behavior, including the relationship between attitudes and behavior and the factors that can influence employee attitudes, such as job satisfaction, organizational commitment, and employee engagement. Students will also learn about various methods for measuring and improving employee attitudes.

The learning goals of this are as follows:

- a) **Understand the role of personality in organizational behavior:** Students will understand the concept of personality and how individual personality traits can influence workplace behavior and performance.
- b) **Explore the concept of perception and its impact on workplace interactions:** Students will learn about the percept processes that shape how individuals interpret and make sense of their

environment and the people around them. These processes can influence workplace interactions and decision-making.

- c) Examine the relationship between employee attitudes and workplace behavior: Students will gain insights into the role of employee attitudes in organizational behavior, including the relationship between attitudes and behavior and the factors that can influence employee attitudes.
- d) Develop strategies for measuring and improving employee attitudes: Students will learn about methods for measuring employee attitudes and strategies for improving them, which can contribute to enhanced workplace performance and overall organizational effectiveness.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 3 pp. 93 - 146
2. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 4 pp. 151 - 185
3. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 5 pp. 214 - 234
4. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 5 pp. 125 -155
5. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 5 pp. 96 - 119
6. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 5 pp. 152 - 168
7. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 6 pp. 182 - 213
8. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 6 pp. 177 - 187
9. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 8 pp. 249 - 275
10. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 2 pp. 26 - 37
11. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 3 pp. 70 - 81
12. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 4 pp. 82 - 96

CASE OR SUPPORTING CASE:

Supporting Cases: Managing Up (A) Grace and Managing Up (B) Jada

CASE REFERENCES:

1. Managing Up (A) Grace CASE
2. Managing Up (B) Jada CASE



3. Managing Up (A & B) Grace & Jada ASSIGNMENT

LECTURE 6

SECTION I: THE INDIVIDUAL AND WORK

CASE

PERSONALITY, PERCEPTION, AND EMPLOYEE ATTITUDES (4/4)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to give students a comprehensive understanding of the role of personality, perception, and employee attitudes in organizational behavior. By examining these concepts, students will understand how individual differences and subjective experiences influence workplace behavior, performance, and organizational effectiveness.

The concepts covered in this lecture include:

- a) **Personality:** The lecture will discuss the concept of personality, including various theories and models that describe the traits and characteristics that make up an individual's personality. Students will learn about the Five personality traits (openness, conscientiousness, extraversion, agreeableness, and emotional stability) and how they can impact workplace behavior and performance.
- b) **Perception:** The lecture will explore the concept of perception, focusing on how individuals interpret and make sense of their environment and the people around them. Students will learn about various perceptual processes, such as selective attention, attribution, and stereotyping, and how these can influence workplace interactions and decision-making.
- c) **Employee attitudes:** The lecture will examine the role of attitudes in organizational behavior, including the relationship between attitudes and behavior and the factors that can influence employee attitudes, such as job satisfaction, organizational commitment, and employee engagement. Students will also learn about various methods for measuring and improving employee attitudes.

The learning goals of this are as follows:

- a) **Understand the role of personality in organizational behavior:** Students will understand the concept of personality and how individual personality traits can influence workplace behavior and performance.
- b) **Explore the concept of perception and its impact on workplace interactions:** Students will learn about the percept processes that shape how individuals interpret and make sense of their

environment and the people around them. These processes can influence workplace interactions and decision-making.

- c) Examine the relationship between employee attitudes and workplace behavior: Students will gain insights into the role of employee attitudes in organizational behavior, including the relationship between attitudes and behavior and the factors that can influence employee attitudes.
- d) Develop strategies for measuring and improving employee attitudes: Students will learn about methods for measuring employee attitudes and strategies for improving them, which can contribute to enhanced workplace performance and overall organizational effectiveness.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 3 pp. 93 - 146
2. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 4 pp. 151 - 185
3. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 5 pp. 214 - 234
4. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 5 pp. 125 -155
5. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 5 pp. 96 - 119
6. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 5 pp. 152 - 168
7. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 6 pp. 182 - 213
8. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 6 pp. 177 - 187
9. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 8 pp. 249 - 275
10. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 2 pp. 26 - 37
11. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 3 pp. 70 - 81
12. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 4 pp. 82 - 96

CASE OR SUPPORTING CASE:

Case: Rachael Ray: Cooking Up a Brand

CASE REFERENCES:

1. Rachael Ray: Cooking Up a Brand CASE
2. Rachael Ray Cooking Up a Brand ASSIGNMENT



3. Your Professional Reinvention Self-Assessment

LECTURE 7

SECTION I: THE INDIVIDUAL AND WORK

LECTURE + SUPPORTING CASE

VALUES, EMOTIONS, AND MOODS

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive of the role of values, emotions, and moods in organizational behavior. By examining these concepts, students will learn how these factors can affect individual and organizational behavior in the workplace, affecting employee attitudes, performance, and overall organizational effectiveness.

The concepts covered in this lecture include:

- a) Values: The lecture will discuss the concept of values, which are beliefs and principles that guide the behavior and decision-making of individuals, groups, and organizations. They will learn about their importance in organizational behavior and how they affect workplace culture, employee behavior, and overall success.
- b) Foundations of emotions and moods: The lecture will explore the foundations of emotions and moods, focusing on their origins, characteristics, and differences. Emotions are typically short-lived and are triggered by specific events, while moods tend to be longer-lasting and can be triggered by multiple factors.
- c) Emotions and moods in the workplace: The lecture will examine the role of emotions and moods in organizational behavior, including their impact on employee attitudes, behavior, and performance. Students will learn the importance of managing emotions and moods to create a positive work environment and promote employee well-being and productivity.

The learning goals of this lecture are as follows:

- a) Understand the role of values in organizational behavior: Students will understand the concept of values and how they can significantly impact the workplace's culture, employee behavior, and overall success.
- b) Explore the foundations of emotions and moods: Students will learn about the origins and differences between emotions and moods, providing a solid foundation for understanding and managing these affective states in the workplace.
- c) Examine the impact of emotions and moods on workplace behavior and performance: Students gain insights into the role of emotions and moods in organizational behavior, including their effects on employee attitudes, behavior, and performance.

- d) Develop strategies for managing emotions and moods in the workplace: Students will learn about the importance of emotions and moods in the workplace and develop strategies for creating a positive work environment and promoting employee well-being and productivity.

TEXTBOOK REFERENCES:

1. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 7 pp. 199 - 239
2. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 5 pp. 168 - 181
3. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 2 pp. 40 - 58
4. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 2 pp. 60 - 69

CASE OR SUPPORTING CASE:

Supporting Cases: Defining Moments Leading When You`re Being Followed A & B

CASE REFERENCES:

1. Defining Moments Leading When You`re Being Followed B CASE
2. Defining Moments Leading When You`re Being Followed A CASE
3. Defining Moments Leading When You`re Being Followed A & B ASSIGNMENT

LECTURE 8

SECTION I: THE INDIVIDUAL AND WORK

LECTURE + SUPPORTING CASE

MOTIVATIONAL THEORIES (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to give students a comprehensive understanding of various motivational theories and their applications in organizational behavior. By examining these theories, students will gain insights into how motivation influences individual and organizational performance and how managers can effectively motivate their employees to achieve organizational goals.

The concepts covered in this lecture include:

- a) Maslow's Hierarchy of Needs: This theory, developed by Abraham Maslow, posits that individuals have a hierarchy of needs, from physiological to self-actualization. As each need is satisfied, the next higher need becomes the primary motivator. Understanding this hierarchy can help managers identify and address the needs of their employees to improve motivation and performance.
- b) Herzberg's Two-Factor Theory: This theory, developed by Frederick Herzberg, distinguishes between hygiene factors (e.g., salary, working conditions) and motivators (e.g., recognition, achievement). Hygiene factors prevent dissatisfaction, while motivators promote satisfaction and motivation. Managers can use this theory to create work environments that address both factors to enhance employee motivation.
- c) Expectancy Theory: This theory, developed by Victor Vroom, suggests that motivation is influenced by an individual's belief that their efforts will lead to performance, that performance will lead to outcomes, and that these outcomes will be valuable to them. Managers can use this theory to ensure that employees believe their efforts will be rewarded and that these rewards are meaningful.
- d) Goal-Setting Theory: This theory, developed by Edwin Locke and Gary Latham, posits that specific, challenging goals can improve motivation and performance. Managers can use this theory to set clear, achievable goals for their employees and provide feedback and support to help them reach these goals.
- e) Self-Determination Theory: This theory, developed by Edward Deci and Richard Ryan, emphasizes the importance of intrinsic motivation and the need for autonomy, competence, and relatedness. Managers can use this theory to create work environments that support employees' motivation and psychological needs.

The learning goals of this lecture are as follows:

- a) Understand the fundamental concepts of various theories: Students will comprehensively understand the key concepts and principles underlying motivational theories.
- b) Apply motivational theories to organizational behavior: Students will learn how to apply theories to understand and predict individual and organizational behavior and how motivation influences performance.
- c) Develop strategies for motivating employees: Students will learn motivational theories to develop effective strategies for motivating employees and improving their performance.
- d) Evaluate the effectiveness of different motivational approaches: Students will learn to critically evaluate the efficacy and select the most appropriate approach for a given situation.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 5 pp. 191 - 213
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 6 pp. 156 - 198
3. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 4 pp. 88 - 121
4. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapters 7-8 pp. 214 - 278
5. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 9 pp. 276 - 310
6. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 5-6 pp. 108 - 153

CASE OR SUPPORTING CASE:

Supporting Cases: Stone Finch, Inc. Young Division, Old Division

CASE REFERENCES:

1. Stone Finch, Inc. Young Division, Old Division CASE
2. Stone Finch, Inc. Young Division, Old Division ASSIGNMENT

LECTURE 9

SECTION I: THE INDIVIDUAL AND WORK

CASE

MOTIVATIONAL THEORIES (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to give students a comprehensive understanding of various motivational theories and their applications in organizational behavior. By examining these theories, students will gain insights into how motivation influences individual and organizational performance and how managers can effectively motivate their employees to achieve organizational goals.

The concepts covered in this lecture include:

- a) Maslow's Hierarchy of Needs: This theory, developed by Abraham Maslow, posits that individuals have a hierarchy of needs, from physiological to self-actualization. As each need is satisfied, the next higher need becomes the primary motivator. Understanding this hierarchy can help managers identify and address the needs of their employees to improve motivation and performance.
- b) Herzberg's Two-Factor Theory: This theory, developed by Frederick Herzberg, distinguishes between hygiene factors (e.g., salary, working conditions) and motivators (e.g., recognition, achievement). Hygiene factors prevent dissatisfaction, while motivators promote satisfaction and motivation. Managers can use this theory to create work environments that address both factors to enhance employee motivation.
- c) Expectancy Theory: This theory, developed by Victor Vroom, suggests that motivation is influenced by an individual's belief that their efforts will lead to performance, that performance will lead to outcomes, and that these outcomes will be valuable to them. Managers can use this theory to ensure that employees believe their efforts will be rewarded and that these rewards are meaningful.
- d) Goal-Setting Theory: This theory, developed by Edwin Locke and Gary Latham, posits that specific, challenging goals can improve motivation and performance. Managers can use this theory to set clear, achievable goals for their employees and provide feedback and support to help them reach these goals.
- e) Self-Determination Theory: This theory, developed by Edward Deci and Richard Ryan, emphasizes the importance of intrinsic motivation and the need for autonomy, competence, and relatedness. Managers can use this theory to create work environments that support employees' motivation and psychological needs.

The learning goals of this lecture are as follows:

- a) Understand the fundamental concepts of various theories: Students will comprehensively understand the key concepts and principles underlying motivational theories.
- b) Apply motivational theories to organizational behavior: Students will learn how to apply theories to understand and predict individual and organizational behavior and how motivation influences performance.
- c) Develop strategies for motivating employees: Students will learn motivational theories to develop effective strategies for motivating employees and improving their performance.
- d) Evaluate the effectiveness of different motivational approaches: Students will learn to critically evaluate the efficacy and select the most appropriate approach for a given situation.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 5 pp. 191 - 213
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 6 pp. 156 - 198
3. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 4 pp. 88 - 121
4. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapters 7-8 pp. 214 - 278
5. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 9 pp. 276 - 310
6. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 5-6 pp. 108 - 153

CASE OR SUPPORTING CASE:

Cases: Martin Brass Company (A/B/C)

CASE REFERENCES:

1. Martin Brass (A) CASE
2. Martin Brass (B) CASE
3. Martin Brass (C) CASE
4. Martin Brass (A-B-C) ASSIGNMENT

LECTURE 10

SECTION I: THE INDIVIDUAL AND WORK

LECTURE + SUPPORTING CASE

MOTIVATION AT PRACTICE (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with practical knowledge and strategies for applying motivational theories in real-world organizational settings. By examining various motivational techniques and approaches, students will gain insights into effectively motivating employees, improving performance, and achieving organizational goals.

The concepts covered in this lecture include:

- a) Intrinsic and extrinsic motivation: The lecture will discuss the differences between intrinsic motivation (driven by internal factors such as personal satisfaction and growth) and extrinsic motivation (driven by external factors such as rewards and recognition). Students will learn how to balance both types of motivation to maximize employee engagement and performance.
- b) Job design and enrichment: The lecture will explore job design, which involves structuring work tasks and roles to improve employee motivation and satisfaction. Students will learn about various job enrichment techniques, such as job rotation, job enlargement, and job crafting, which can enhance employee motivation by providing opportunities for growth, autonomy, and variety.
- c) Performance management and feedback: The lecture will discuss the importance of performance management and feedback in motivating employees. Students will learn to define clear performance expectations, provide regular feedback, and use performance appraisals to recognize and reward employee achievements.
- d) Employee recognition and rewards: The lecture will examine various recognition and reward strategies that can motivate employees, such as monetary incentives, non-monetary rewards, and social recognition. Students will learn how to design and implement effective reward systems that align with organizational goals and employee preferences.

The learning goals of this lecture are as follows:

- a) Understand the practical application of motivational theories: Students will learn how to apply motivational theories in real-world organizational settings to improve employee motivation and performance.

- b) Develop strategies for enhancing intrinsic and extrinsic motivation: Students will learn how to balance intrinsic and extrinsic motivation to maximize employee engagement and performance.
- c) Apply job design and enrichment techniques to improve employee motivation: Students will learn various job design and enrichment techniques to enhance employee motivation by providing opportunities for growth, autonomy, and variety.
- d) Implement effective performance management and feedback systems: Students will learn to define clear performance expectations, provide regular feedback, and use performance appraisals to recognize and reward employee achievements.
- e) Design and implement effective recognition and reward systems: Students will learn how to design and implement effective rewards that align with organizational goals and employee preferences.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 5 pp. 191 - 213
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 6 pp. 156 - 198
3. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 4 pp. 88 - 121
4. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapters 7-8 pp. 214 - 278
5. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 9 pp. 276 - 310
6. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 5-6 pp. 108 - 153

CASE OR SUPPORTING CASE:

Supporting Case: Engstrom Auto Mirror Plant: Motivating in Good Times and Bad

CASE REFERENCES:

1. Engstrom Auto Mirror Plant: Motivating in Good Times and Bad CASE
2. Engstrom Auto Mirror Plant: Motivating in Good Times and Bad ASSIGNMENT

LECTURE 11

SECTION I: THE INDIVIDUAL AND WORK

CASE

MOTIVATION AT PRACTICE (2/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with practical knowledge and strategies for applying motivational theories in real-world organizational settings. By examining various motivational techniques and approaches, students will gain insights into effectively motivating employees, improving performance, and achieving organizational goals.

The concepts covered in this lecture include:

- a) Intrinsic and extrinsic motivation: The lecture will discuss the differences between intrinsic motivation (driven by internal factors such as personal satisfaction and growth) and extrinsic motivation (driven by external factors such as rewards and recognition). Students will learn how to balance both types of motivation to maximize employee engagement and performance.
- b) Job design and enrichment: The lecture will explore job design, which involves structuring work tasks and roles to improve employee motivation and satisfaction. Students will learn about various job enrichment techniques, such as job rotation, job enlargement, and job crafting, which can enhance employee motivation by providing opportunities for growth, autonomy, and variety.
- c) Performance management and feedback: The lecture will discuss the importance of performance management and feedback in motivating employees. Students will learn to define clear performance expectations, provide regular feedback, and use performance appraisals to recognize and reward employee achievements.
- d) Employee recognition and rewards: The lecture will examine various recognition and reward strategies that can motivate employees, such as monetary incentives, non-monetary rewards, and social recognition. Students will learn how to design and implement effective reward systems that align with organizational goals and employee preferences.

The learning goals of this lecture are as follows:

- a) Understand the practical application of motivational theories: Students will learn how to apply motivational theories in real-world organizational settings to improve employee motivation and performance.

- b) Develop strategies for enhancing intrinsic and extrinsic motivation: Students will learn how to balance intrinsic and extrinsic motivation to maximize employee engagement and performance.
- c) Apply job design and enrichment techniques to improve employee motivation: Students will learn various job design and enrichment techniques to enhance employee motivation by providing opportunities for growth, autonomy, and variety.
- d) Implement effective performance management and feedback systems: Students will learn to define clear performance expectations, provide regular feedback, and use performance appraisals to recognize and reward employee achievements.
- e) Design and implement effective recognition and reward systems: Students will learn how to design and implement effective rewards that align with organizational goals and employee preferences.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 5 pp. 191 - 213
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 6 pp. 156 - 198
3. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 4 pp. 88 - 121
4. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapters 7-8 pp. 214 - 278
5. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 9 pp. 276 - 310
6. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 5-6 pp. 108 - 153

CASE OR SUPPORTING CASE:

Case: Elise Smart

CASE REFERENCES:

1. Elise Smart CASE
2. Elise Smart ASSIGNMENT

LECTURE 12

SECTION I: THE INDIVIDUAL AND WORK

LECTURE + SUPPORTING CASE

LEARNING

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive understanding of the concept of learning in the context of organizational behavior. By examining various learning theories and approaches, students will gain insights into how individuals acquire new knowledge, skills, and behaviors and how organizations can foster a learning culture to improve performance and adapt to change.

The concepts covered in this lecture include:

- a) **Classical conditioning:** This learning theory, developed by Ivan Pavlov, explains how individuals learn to associate a neutral stimulus with a significant stimulus, resulting in a conditioned response. In organizational behavior, classical conditioning can help explain how employees develop specific behaviors and attitudes in response to workplace stimuli.
- b) **Operant conditioning:** This learning theory, developed by B.F. Skinner, focuses on the relationship between behaviors and their consequences. The four primary operant conditioning methods are positive reinforcement, negative reinforcement, punishment, and extinction. Understanding these principles can help managers shape employee behavior by providing appropriate consequences for desired and undesired behaviors.
- c) **Social learning theory:** This theory, developed by Albert Bandura, emphasizes the importance of observational learning, where individuals learn by observing the behaviors of others and the consequences of those behaviors. Social learning can help explain how employees acquire new organizational skills and behaviors by watching their peers and leaders.
- d) **Adult learning principles:** This approach, developed by Malcolm Knowles, highlights the unique characteristics of adult learners, such as their need for self-direction, practical application, and relevance to their personal and professional lives. Understanding these principles can help organizations design effective training and development tailored to the needs of adult learners.

The learning goals of this lecture are as follows:

- a) **Understand the fundamental concepts of various learning theories:** Students will gain an understanding of the key concepts and principles underlying different learning theories, such as classical conditioning, operant conditioning, and social learning theory.

- b) Apply learning theories to organizational behavior: Students will learn how to apply theories to understand and predict individual and organizational behavior and how learning influences performance and adaptation to change.
- c) Develop strategies for fostering a learning culture: Students will learn how to create a learning culture within organizations by promoting continuous learning, knowledge sharing, and skill development.
- d) Design effective training and development programs: Students will learn to design and implement training and development programs that align with adult learning principles and address the unique needs of adult learners.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 1 pp. 19 – 50
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 12 pp. 378 - 412
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 17 pp. 539 - 550
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 5 pp. 145 - 176
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 4 pp. 97 - 103
6. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 5 pp. 121 - 124

CASE OR SUPPORTING CASE:

Supporting Cases: Agile Boot Camp A & B

CASE REFERENCES:

1. Agile Boot Camp A CASE
2. Agile Boot Camp B CASE
3. Agile Boot Camp A & B ASSIGNMENT

LECTURE 13

SECTION I: THE INDIVIDUAL AND WORK

LECTURE + SUPPORTING CASE

STRESS (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive understanding of the concept of stress in the context of organizational behavior. By examining various sources of stress and their consequences, students will learn how stress affects individuals and organizations and how employees and organizations can effectively manage stress.

The concepts covered in this lecture include:

- a) Nature of stress: Stress is the experience of opportunities or threats that people perceive as important and might be unable to cope effectively. This lecture will discuss the different aspects of stress, including the importance of opportunities and threats, the significance of the stressor, and the uncertainty involved in dealing with stress.
- b) Sources of stress: The lecture will explore various sources of stress, including extra-organizational stressors (e.g., personal life, economic conditions), organizational stressors (e.g., job demands, role ambiguity), and group and individual stressors (e.g., interpersonal conflicts, personality traits). Understanding these sources can help organizations identify and address the factors contributing to employee stress.
- c) Consequences of stress: The lecture will discuss stress's physical, psychological, and behavioral implications on individuals and organizations. Students will learn about the adverse effects of stress on health, well-being, job performance, and organizational outcomes, such as absenteeism and turnover.
- d) Coping strategies and stress management: The lecture will examine various coping strategies that individuals can use to deal with stress, such as problem-focused coping, emotion-focused coping, and social support. Additionally, the lecture will discuss organizational strategies for managing stress, including job redesign, employee assistance programs, and stress management training.

The learning goals of this lecture are as follows:

- a) Understand the nature of stress: Students will understand the concept of stress and its various aspects, including the importance of opportunities and threats, the significance of the stressor, and the uncertainty involved in dealing with stress.

- b) Identify sources of stress: Students will learn to recognize and analyze various sources of stress in the workplace, including extra-organizational, organizational, and group and individual stressors.
- c) Understand the consequences of stress: Students will gain insights into stress's physical, psychological, and behavioral effects on individuals and organizations and how stress can negatively impact job performance and organizational outcomes.
- d) Develop coping strategies and stress management techniques: Students will learn various coping strategies for dealing with stress and how organizations can implement effective stress management programs to support employee well-being and performance.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 2 pp. 54 - 88
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 9 pp. 277 - 288
3. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 9 pp. 294 - 300
4. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 18 pp. 581 - 594
5. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 6 pp. 187 - 191
6. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 2 pp. 37 - 40

CASE OR SUPPORTING CASE:

Supporting Cases: Why Is the Universe Against Me? (A & B)

CASE REFERENCES:

1. Why Is the Universe Against Me Supporting (A) CASE
2. Why Is the Universe Against Me Supporting (B) CASE
3. Why Is the Universe Against Me Supporting ASSIGNMENT

LECTURE 14

SECTION I: THE INDIVIDUAL AND WORK

CASE

STRESS (2/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive understanding of the concept of stress in the context of organizational behavior. By examining various sources of stress and their consequences, students will learn how stress affects individuals and organizations and how employees and organizations can effectively manage stress.

The concepts covered in this lecture include:

- a) Nature of stress: Stress is the experience of opportunities or threats that people perceive as important and might be unable to cope effectively. This lecture will discuss the different aspects of stress, including the importance of opportunities and threats, the significance of the stressor, and the uncertainty involved in dealing with stress.
- b) Sources of stress: The lecture will explore various sources of stress, including extra-organizational stressors (e.g., personal life, economic conditions), organizational stressors (e.g., job demands, role ambiguity), and group and individual stressors (e.g., interpersonal conflicts, personality traits). Understanding these sources can help organizations identify and address the factors contributing to employee stress.
- c) Consequences of stress: The lecture will discuss stress's physical, psychological, and behavioral implications on individuals and organizations. Students will learn about the adverse effects of stress on health, well-being, job performance, and organizational outcomes, such as absenteeism and turnover.
- d) Coping strategies and stress management: The lecture will examine various coping strategies that individuals can use to deal with stress, such as problem-focused coping, emotion-focused coping, and social support. Additionally, the lecture will discuss organizational strategies for managing stress, including job redesign, employee assistance programs, and stress management training.

The learning goals of this lecture are as follows:

- a) Understand the nature of stress: Students will understand the concept of stress and its various aspects, including the importance of opportunities and threats, the significance of the stressor, and the uncertainty involved in dealing with stress.

- b) Identify sources of stress: Students will learn to recognize and analyze various sources of stress in the workplace, including extra-organizational, organizational, and group and individual stressors.
- c) Understand the consequences of stress: Students will gain insights into stress's physical, psychological, and behavioral effects on individuals and organizations and how stress can negatively impact job performance and organizational outcomes.
- d) Develop coping strategies and stress management techniques: Students will learn various coping strategies for dealing with stress and how organizations can implement effective stress management programs to support employee well-being and performance.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 2 pp. 54 - 88
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 9 pp. 277 - 288
3. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 9 pp. 294 - 300
4. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 18 pp. 581 - 594
5. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 6 pp. 187 - 191
6. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 2 pp. 37 - 40

CASE OR SUPPORTING CASE:

Case: Amazon as an Employer

CASE REFERENCES:

1. Amazon as an Employer CASE
2. Amazon as an Employer ASSIGNMENT

LECTURE 15

SECTION II: GROUP/TEAM AND WORK

LECTURE + SUPPORTING CASE

FOUNDATIONS OF GROUP BEHAVIOR (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

Foundations of Group Behavior

This lecture aims to provide students with a comprehensive understanding of the foundations of group behavior in the context of organizational behavior. By examining various aspects of group dynamics, students will gain insights into how groups function, the factors that influence group effectiveness, and the impact of group behavior on individuals and organizations.

The concepts covered in this lecture include:

- a) Nature of groups: Groups are collections of individuals who interact and share common goals. They can be formal or informal and serve various purposes within organizations. Understanding the nature of groups is essential for analyzing group behavior and its impact on organizational performance.
- b) Types of groups: Groups can be classified as functional, cross-functional, task forces, committees, or self-managed teams, depending on their purpose and structure. Recognizing different types of groups helps understand their roles and contributions to organizational success.
- c) Group/team effectiveness: Effective groups exhibit clear goals, open communication, strong leadership, and a balance of skills and abilities among members. Understanding the factors contributing to group effectiveness is crucial for creating and managing high-performing teams.
- d) Group decision-making: Group decision-making processes can be influenced by groupthink, conformity, and group polarization, which can impact the quality of decisions made. Analyzing these factors is essential for improving group decision-making processes and outcomes.
- e) Structure and dynamics of groups: Group structure includes roles, norms, and status, while group dynamics involve the interactions and relationships among group members. Understanding these aspects is vital for managing group behavior and fostering a positive environment.

- f) Informal organization: Informal groups and networks can influence organizational culture, communication, and decision-making processes. Recognizing the role of an informal organization is essential for understanding its impact on organizational behavior.
- g) Individual influences on group attitudes and behavior: Individual attitudes and behaviors can impact group dynamics, affecting cooperation, communication, leadership, and conflict resolution. Understanding these influences is essential for managing group behavior and performance.

The learning goals of this lecture are as follows:

- a) Understand the nature and types of groups: Students will understand the nature and various organizational groups.
- b) Analyze factors influencing group effectiveness: Students will learn to identify and analyze the factors contributing to group effectiveness and performance.
- c) Examine group decision-making processes: Students will gain insights into the factors influencing group decision-making processes and learn how to improve these processes for better outcomes.
- d) Understand the structure and dynamics of groups: Students will learn about elements of group structure and the dynamics that govern group interactions and relationships.
- e) Recognize the role of informal organization: Students will understand the role of informal groups and networks in shaping organizational behavior and outcomes.
- f) Analyze individual influences on group attitudes and behavior: Students will learn how individual attitudes and behaviors can impact group dynamics and performance.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 7 pp. 275 - 309
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 11 pp. 339 - 352
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapters 9-10 pp. 274 - 327
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapters 10-11-12-13 pp. 312 - 449
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 7-8 pp. 154 - 203

CASE OR SUPPORTING CASE:

Supporting Case: Internal Competition - A Curse for Team Performance

CASE REFERENCES:

1. Internal Competition - A Curse for Team Performance CASE
2. Internal Competition - A Curse for Team Performance ASSIGNMENT

LECTURE 16

SECTION II: GROUP/TEAM AND WORK

CASE

FOUNDATIONS OF GROUP BEHAVIOR (2/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive understanding of the foundations of group behavior in the context of organizational behavior. By examining various aspects of group dynamics, students will gain insights into how groups function, the factors that influence group effectiveness, and the impact of group behavior on individuals and organizations.

The concepts covered in this lecture include:

- a) Nature of groups: Groups are collections of individuals who interact and share common goals. They can be formal or informal and serve various purposes within organizations. Understanding the nature of groups is essential for analyzing group behavior and its impact on organizational performance.
- b) Types of groups: Groups can be classified as functional, cross-functional, task forces, committees, or self-managed teams, depending on their purpose and structure. Recognizing different types of groups helps understand their roles and contributions to organizational success.
- c) Group/team effectiveness: Effective groups exhibit clear goals, open communication, strong leadership, and a balance of skills and abilities among members. Understanding the factors contributing to group effectiveness is crucial for creating and managing high-performing teams.
- d) Group decision-making: Group decision-making processes can be influenced by groupthink, conformity, and group polarization, which can impact the quality of decisions made. Analyzing these factors is essential for improving group decision-making processes and outcomes.
- e) Structure and dynamics of groups: Group structure includes roles, norms, and status, while group dynamics involve the interactions and relationships among group members. Understanding these aspects is vital for managing group behavior and fostering a positive environment.
- f) Informal organization: Informal groups and networks can influence organizational culture, communication, and decision-making processes. Recognizing the role of an informal organization is essential for understanding its impact on organizational behavior.

- g) Individual influences on group attitudes and behavior: Individual attitudes and behaviors can impact group dynamics, affecting cooperation, communication, leadership, and conflict resolution. Understanding these influences is essential for managing group behavior and performance.

The learning goals of this lecture are as follows:

- a) Understand the nature and types of groups: Students will understand the nature and various organizational groups.
- b) Analyze factors influencing group effectiveness: Students will learn to identify and analyze the factors contributing to group effectiveness and performance.
- c) Examine group decision-making processes: Students will gain insights into the factors influencing group decision-making processes and learn how to improve these processes for better outcomes.
- d) Understand the structure and dynamics of groups: Students will learn about elements of group structure and the dynamics that govern group interactions and relationships.
- e) Recognize the role of informal organization: Students will understand the role of informal groups and networks in shaping organizational behavior and outcomes.
- f) Analyze individual influences on group attitudes and behavior: Students will learn how individual attitudes and behaviors can impact group dynamics and performance.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 7 pp. 275 - 309
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 11 pp. 339 - 352
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapters 9-10 pp. 274 - 327
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapters 10-11-12-13 pp. 312 - 449
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 7-8 pp. 154 - 203

CASE OR SUPPORTING CASE:

Case: Teaming at Disney Animation

CASE REFERENCES:

1. Teaming at Disney Animation CASE
2. Teaming at Disney Animation ASSIGNMENT

LECTURE 17

SECTION II: GROUP/TEAM AND WORK

LECTURE + SUPPORTING CASE

UNDERSTANDING WORK TEAMS (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

Understanding Work Teams

This lecture aims to provide students with a comprehensive overview of work teams in the context of organizational behavior. By examining various aspects of team dynamics, students will gain insights into the factors contributing to team effectiveness, the challenges teams face, and the strategies for creating and managing high-performing teams.

The concepts covered in this lecture include:

- a) **Definition and types of work teams:** Work teams are groups of individuals who collaborate to achieve common goals and share responsibility for the team's outcomes. Depending on their purpose, structure, and mode of operation, they can be classified into problem-solving, self-managed, cross-functional, and virtual teams.
- b) **Team effectiveness:** Effective work teams exhibit clear goals, open communication, strong leadership, and a balance of skills and abilities among members. Understanding the factors contributing to team effectiveness is crucial for creating and managing high-performing teams.
- c) **Stages of team development:** Teams typically progress through five stages of development: forming, storming, norming, performing, and adjourning. Recognizing these stages and their characteristics can help managers guide teams through the development process and address possible challenges.
- d) **Team roles and responsibilities:** Effective teams have clearly defined roles and responsibilities for each member, which helps to ensure that tasks are completed efficiently and that team members are accountable for their contributions.
- e) **Team decision-making:** Team decision-making processes can be influenced by groupthink, conformity, and group polarization, which can impact the quality of decisions made. Analyzing these factors is essential for improving team decision-making processes and outcomes.
- f) **Team communication:** Open and effective communication is critical for team success, as it enables members to share information, ideas, and feedback and to resolve conflicts and misunderstandings.

- g) Team leadership: Effective team leadership involves guiding and motivating team members, setting clear goals and expectations, and providing the necessary resources and support for the team to achieve its objectives.

The learning goals of this lecture are as follows:

- a) Understand the definition and types of work teams: Students will understand the concept of work teams and the various types of teams within organizations.
- b) Analyze factors influencing team effectiveness: Students will learn to identify and analyze the factors contributing to team effectiveness and performance.
- c) Recognize the stages of team development: Students will understand the stages and learn how to guide teams through the development process.
- d) Understand team roles and responsibilities: Students will learn the importance of clearly defined roles and responsibilities in effective teams.
- e) Examine team decision-making processes: Students will gain insights into the factors that influence team decision-making processes and learn how to improve these processes for better outcomes.
- f) Understand the importance of team communication: Students will learn about the role of communication in successful teams.
- g) Analyze the role of team leadership: Students will gain insights into the importance of effective team leadership and the skills and strategies required for successful team management.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 7 pp. 275 - 309
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 11 pp. 339 - 352
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapters 9-10 pp. 274 - 327
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapters 10-11-12-13 pp. 312 - 449
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 7-8 pp. 154 - 203

CASE OR SUPPORTING CASE:

Supporting Case: Please Stop Working So Hard!

CASE REFERENCES:

1. Please Stop Working So Hard! CASE
2. Please Stop Working So Hard! ASSIGNMENT

LECTURE 18

SECTION II: GROUP/TEAM AND WORK

CASE

UNDERSTANDING WORK TEAMS (2/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive of work teams in the context of organizational behavior. By examining various aspects of team dynamics, students will gain insights into the factors contributing to team effectiveness, the challenges teams face, and the strategies for creating and managing high-performing teams.

The concepts covered in this lecture include:

- a) Definition and types of work teams: Work teams are groups of individuals who collaborate to achieve common goals and share responsibility for the team's outcomes. Depending on their purpose, structure, and mode of operation, they can be classified into problem-solving, self-managed, cross-functional, and virtual teams.
- b) Team effectiveness: Effective work teams exhibit clear goals, open communication, strong leadership, and a balance of skills and abilities among members. Understanding the factors contributing to team effectiveness is crucial for creating and managing high-performing teams.
- c) Stages of team development: Teams typically progress through five stages of development: forming, storming, norming, performing, and adjourning. Recognizing these stages and their characteristics can help managers guide teams through the development process and address possible challenges.
- d) Team roles and responsibilities: Effective teams have clearly defined roles and responsibilities for each member, which helps to ensure that tasks are completed efficiently and that team members are accountable for their contributions.
- e) Team decision-making: Team decision-making processes can be influenced by groupthink, conformity, and group polarization, which can impact the quality of decisions made. Analyzing these factors is essential for improving team decision-making processes and outcomes.
- f) Team communication: Open and effective communication is critical for team success, as it enables members to share information, ideas, and feedback and to resolve conflicts and misunderstandings.

- g) Team leadership: Effective team leadership involves guiding and motivating team members, setting clear goals and expectations, and providing the necessary resources and support for the team to achieve its objectives.

The learning goals of this lecture are as follows:

- a) Understand the definition and types of work teams: Students will understand the concept of work teams and the various types of teams within organizations.
- b) Analyze factors influencing team effectiveness: Students will learn to identify and analyze the factors contributing to team effectiveness and performance.
- c) Recognize the stages of team development: Students will understand the stages and learn how to guide teams through the development process.
- d) Understand team roles and responsibilities: Students will learn the importance of clearly defined roles and responsibilities in effective teams.
- e) Examine team decision-making processes: Students will gain insights into the factors that influence team decision-making processes and learn how to improve these processes for better outcomes.
- f) Understand the importance of team communication: Students will learn about the role of communication in successful teams.
- g) Analyze the role of team leadership: Students will gain insights into the importance of effective team leadership and the skills and strategies required for successful team management.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 7 pp. 275 - 309
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 11 pp. 339 - 352
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapters 9-10 pp. 274 - 327
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapters 10-11-12-13 pp. 312 - 449
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 7-8 pp. 154 - 203

CASE OR SUPPORTING CASE:

Case: The Leo Burnett Company LTD.: virtual team management

CASE REFERENCES:

1. Leo Burnett CASE
2. Leo Burnett ASSIGNMENT

LECTURE 19

SECTION II: GROUP/TEAM AND WORK

LECTURE + SUPPORTING CASE

LEADERSHIP (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive of leadership in the context of organizational behavior. By examining various leadership theories, styles, and approaches, students will gain insights into the role of leadership in organizations, the characteristics of effective leaders, and the strategies for developing and enhancing leadership skills.

The concepts covered in this lecture include:

- a) Definition of leadership: Leadership is the process of influencing others to achieve common goals and guiding the organization to make it more cohesive and coherent. Understanding the concept of leadership is essential for analyzing its impact on organizational performance and success.
- b) Leadership theories: The lecture will explore various leadership theories, such as trait theories, behavioral theories, contingency theories, and transformational leadership theories. These theories provide different perspectives on the nature of leadership and the factors that contribute to effective leadership.
- c) Leadership styles: Different leaders exhibit different leadership styles, such as autocratic, democratic, laissez-faire, and situational leadership styles. Understanding these styles can help individuals identify and apply their leadership to different situations and contexts.
- d) Leader-member exchange (LMX) theory: This theory focuses on the quality of the relationship between leaders and followers and the importance of trust, respect, and mutual obligation in effective leadership.
- e) Emotional intelligence: It involves the ability to recognize, understand, and manage one's own emotions and the emotions of others, which plays a crucial role in leadership. The lecture will discuss the relationship between emotional intelligence and leadership effectiveness.
- f) Ethical leadership: It involves making decisions and taking actions consistent with ethical principles and values. The lecture will explore the importance of ethical leadership in promoting organizational integrity and success.

The learning goals of this lecture are as follows:

- a) Understand the definition of leadership: Students will understand the concept of leadership and its role in organizations.

- b) Examine various leadership theories: Students will learn about leadership theories and their implications for understanding the nature of leadership and the factors that contribute to effective leadership.
- c) Understand different leadership styles: Students will gain insights into various leadership styles and learn how to identify their leadership styles in different situations and contexts.
- d) Analyze the leader-member exchange (LMX) theory: Students will understand the importance of the relationship between leaders and followers in effective leadership.
- e) Examine the role of emotional intelligence in leadership: Students will learn about the between emotional intelligence and leadership effectiveness.
- f) Understand the importance of ethical leadership: will gain insights into the significance of ethical leadership in promoting organizational integrity and success.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 8 pp. 310 - 359
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapters 12-13 pp. 373 - 481
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 12 pp. 362 - 397
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 18 pp. 597 - 669
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 13-14 pp. 304 - 363

CASE OR SUPPORTING CASE:

Supporting Cases: Leader as Coach: Restoring Employee Motivation and Performance (A & B)

CASE REFERENCES:

1. Leader as Coach: Restoring Employee Motivation and Performance (A) CASE
2. Leader as Coach: Restoring Employee Motivation and Performance (B) CASE
3. Leader as Coach: Restoring Employee Motivation and Performance (A & B)

ASSIGNMENT

LECTURE 20

SECTION II: GROUP/TEAM AND WORK

CASE

LEADERSHIP (2/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive of leadership in the context of organizational behavior. By examining various leadership theories, styles, and approaches, students will gain insights into the role of leadership in organizations, the characteristics of effective leaders, and the strategies for developing and enhancing leadership skills.

The concepts covered in this lecture include:

- a) Definition of leadership: Leadership is the process of influencing others to achieve common goals and guiding the organization to make it more cohesive and coherent. Understanding the concept of leadership is essential for analyzing its impact on organizational performance and success.
- b) Leadership theories: The lecture will explore various leadership theories, such as trait theories, behavioral theories, contingency theories, and transformational leadership theories. These theories provide different perspectives on the nature of leadership and the factors that contribute to effective leadership.
- c) Leadership styles: Different leaders exhibit different leadership styles, such as autocratic, democratic, laissez-faire, and situational leadership styles. Understanding these styles can help individuals identify and apply their leadership to different situations and contexts.
- d) Leader-member exchange (LMX) theory: This theory focuses on the quality of the relationship between leaders and followers and the importance of trust, respect, and mutual obligation in effective leadership.
- e) Emotional intelligence: It involves the ability to recognize, understand, and manage one's own emotions and the emotions of others, which plays a crucial role in leadership. The lecture will discuss the relationship between emotional intelligence and leadership effectiveness.
- f) Ethical leadership: It involves making decisions and taking actions consistent with ethical principles and values. The lecture will explore the importance of ethical leadership in promoting organizational integrity and success.

The learning goals of this lecture are as follows:

- a) Understand the definition of leadership: Students will understand the concept of leadership and its role in organizations.

- b) Examine various leadership theories: Students will learn about leadership theories and their implications for understanding the nature of leadership and the factors that contribute to effective leadership.
- c) Understand different leadership styles: Students will gain insights into various leadership styles and learn how to identify their leadership styles in different situations and contexts.
- d) Analyze the leader-member exchange (LMX) theory: Students will understand the importance of the relationship between leaders and followers in effective leadership.
- e) Examine the role of emotional intelligence in leadership: Students will learn about the between emotional intelligence and leadership effectiveness.
- f) Understand the importance of ethical leadership: will gain insights into the significance of ethical leadership in promoting organizational integrity and success.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 8 pp. 310 - 359
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapters 12-13 pp. 373 - 481
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 12 pp. 362 - 397
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 18 pp. 597 - 669
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 13-14 pp. 304 - 363

CASE OR SUPPORTING CASE:

Case: Chuck McKinnon

CASE REFERENCES:

1. Chuck McKinnon CASE
2. Chuck McKinnon ASSIGNMENT

LECTURE 21

SECTION II: GROUP/TEAM AND WORK

LECTURE + SUPPORTING CASE

POWER, POLITICS, AND SOCIAL INTERACTIONS (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide a comprehensive understanding of power, politics, and social interactions in the context of organizational behavior. By examining various aspects of these concepts, students will gain into the role of power and politics in organizations, the strategies individuals use to gain and maintain power, and the impact of social interactions on organizational performance and success.

The concepts covered in this lecture include:

- a) Definition of power: Power is the ability to influence others and resources to achieve outcomes. The concept of power is essential for analyzing its impact on organizational behavior and performance.
- b) Sources of power: Power can be derived from various sources, such as legitimate power, reward power, coercive power, expert power, and refer power. Recognizing these sources can help individuals understand power dynamics in organizations and develop strategies to gain and maintain power.
- c) Organizational politics: Organizational politics is using power and influence tactics to achieve personal or organizational goals. Understanding the nature of organizational politics is crucial for managing its impact on organizational behavior and performance.
- d) Influence tactics: Individuals use various influence tactics, such as rational, inspirational appeals, consultation, and coalition building, to gain power and achieve their goals. Analyzing these tactics can help individuals develop effective strategies for influencing others and navigating organizational politics.
- e) Social interactions: Social interactions are critical in shaping organizational behavior and performance. They can influence communication, decision-making, and conflict resolution and impact individual and group attitudes and behaviors.

The learning goals of this lecture are as follows:

- a) Understand the definition of power: Students will understand the concept of power and its role in organizations.

- b) Recognize the sources of power: Students will learn about various sources of power and their implications for understanding power dynamics in organizations.
- c) Understand the nature of organizational politics: Students will gain insights into the nature of organizational politics and its impact on organizational behavior and performance.
- d) Analyze influence tactics: Students will learn about different tactics and develop strategies for influencing others and navigating organizational politics.
- e) Examine the role of social interactions in organizations: Students will understand how social interactions shape organizational behavior and performance

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 6 pp. 243 - 270
2. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 16 pp. 548 - 569
3. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 10 pp. 312 - 338
4. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 13 pp. 398 - 429
5. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 7 pp. 231 - 236
6. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 22 pp. 736 - 769
7. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 12 pp. 276 - 303

CASE OR SUPPORTING CASE:

Supporting Exercise and Cases: Orientation to the Public Image Assessment Exercise, Managing a Public Image Cheri Mack, Managing a Public Image Kevin Knight, Managing a Public Image Rob Thomas, and Managing a Public Image Sophie Chen

CASE REFERENCES:

1. Orientation to the Public Image Assessment Exercise
2. Managing a Public Image Cheri Mack CASE
3. Managing a Public Image Kevin Knight CASE
4. Managing a Public Image Rob Thomas CASE
5. Managing a Public Image Sophie Chen CASE
6. Orientation to the Public Image Assessment Exercise ASSIGNMENT

LECTURE 22

SECTION II: GROUP/TEAM AND WORK

CASE

POWER, POLITICS, AND SOCIAL INTERACTIONS (2/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide a comprehensive understanding of power, politics, and social interactions in the context of organizational behavior. By examining various aspects of these concepts, students will gain into the role of power and politics in organizations, the strategies individuals use to gain and maintain power, and the impact of social interactions on organizational performance and success.

The concepts covered in this lecture include:

- a) Definition of power: Power is the ability to influence others and resources to achieve outcomes. The concept of power is essential for analyzing its impact on organizational behavior and performance.
- b) Sources of power: Power can be derived from various sources, such as legitimate power, reward power, coercive power, expert power, and refer power. Recognizing these sources can help individuals understand power dynamics in organizations and develop strategies to gain and maintain power.
- c) Organizational politics: Organizational politics is using power and influence tactics to achieve personal or organizational goals. Understanding the nature of organizational politics is crucial for managing its impact on organizational behavior and performance.
- d) Influence tactics: Individuals use various influence tactics, such as rational, inspirational appeals, consultation, and coalition building, to gain power and achieve their goals. Analyzing these tactics can help individuals develop effective strategies for influencing others and navigating organizational politics.
- e) Social interactions: Social interactions are critical in shaping organizational behavior and performance. They can influence communication, decision-making, and conflict resolution and impact individual and group attitudes and behaviors.

The learning goals of this lecture are as follows:

- a) Understand the definition of power: Students will understand the concept of power and its role in organizations.

- b) Recognize the sources of power: Students will learn about various sources of power and their implications for understanding power dynamics in organizations.
- c) Understand the nature of organizational politics: Students will gain insights into the nature of organizational politics and its impact on organizational behavior and performance.
- d) Analyze influence tactics: Students will learn about different tactics and develop strategies for influencing others and navigating organizational politics.
- e) Examine the role of social interactions in organizations: Students will understand how social interactions shape organizational behavior and performance

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 6 pp. 243 - 270
2. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 16 pp. 548 - 569
3. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 10 pp. 312 - 338
4. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 13 pp. 398 - 429
5. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 7 pp. 231 - 236
6. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 22 pp. 736 - 769
7. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 12 pp. 276 - 303

CASE OR SUPPORTING CASE:

Case: Advaith Group: Sidelined Impressions and Managing Talent Maps

CASE REFERENCES:

1. Advaith Group: Sidelined Impressions and Managing Talent Maps ASSIGNMENT
2. Advaith Group: Sidelined Impressions and Managing Talent Maps CASE

LECTURE 23

SECTION II: GROUP/TEAM AND WORK

LECTURE + SUPPORTING CASE

CONFLICTS AT WORK (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

Conflicts at Work

This lecture aims to provide students with a comprehensive understanding of conflicts at work in the context of organizational behavior. By examining various aspects of workplace conflicts, students will gain insights into the causes, consequences, and strategies for managing and resolving conflicts effectively.

The concepts covered in this lecture include:

- a) Definition of conflict: Conflict is a process that occurs when individuals or groups perceive that their interests, needs, or goals are incompatible or threatened. Understanding the concept of conflict is essential for analyzing its impact on organizational behavior and performance.
- b) Types of conflict: Conflicts can be classified into various types, such as task conflict, relationship conflict, and process conflict, depending on their nature and focus. Recognizing these types can help individuals understand the dynamics of conflicts at work and develop strategies to manage and resolve them effectively.
- c) Causes of conflict: Conflicts arise from various sources, such as differences in goals, values, perceptions, competition for resources, and communication breakdowns. Understanding the causes of conflict is crucial for identifying and addressing potential sources of conflict in the workplace.
- d) Conflict management styles: Individuals use different styles, such as competing, collaborating, compromising, avoiding, and accommodating, to address and resolve conflicts. Analyzing these styles can help individuals develop effective strategies for managing and resolving conflicts at work.
- e) Conflict resolution techniques: Various conflict resolution techniques, such as negotiation, mediation, and arbitration, can be used to address and resolve conflicts in the workplace. Understanding these techniques is essential for developing effective conflict-resolution strategies.

The learning goals of this lecture are as follows:

- a) Understand the definition of conflict: Students will understand the concept of conflict and its role in organizations.

- b) Recognize the types of conflict: Students will learn about the kinds of conflicts and their implications for understanding the dynamics of conflicts at work.
- c) Understand the causes of conflict: Students will gain into the causes of conflict and learn how to identify and address potential sources of conflict in the workplace.
- d) Analyze conflict management styles: Students will learn about conflict management styles and develop strategies for effectively managing and resolving conflicts at work.
- e) Examine conflict resolution techniques: Students will gain an understanding of various conflict resolution techniques and their applications in the workplace.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 10 pp. 394 - 417
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 9 pp. 288 - 311
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 14 pp. 430 - 461
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 21 pp. 701 - 735
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 10 pp. 230 - 253

CASE OR SUPPORTING CASE:

Supporting Cases: Star Distributors, Inc. (A and B)

CASE REFERENCES:

1. Star Distributors, Inc. (A) CASE
2. Star Distributors, Inc. (B) CASE
3. Star Distributors, Inc. (A and B) ASSIGNMENT

LECTURE 24

SECTION II: GROUP/TEAM AND WORK

CASE

CONFLICTS AT WORK (2/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive understanding of conflicts at work in the context of organizational behavior. By examining various aspects of workplace conflicts, students will gain insights into the causes, consequences, and strategies for managing and resolving conflicts effectively.

The concepts covered in this lecture include:

- a) Definition of conflict: Conflict is a process that occurs when individuals or groups perceive that their interests, needs, or goals are incompatible or threatened. Understanding the concept of conflict is essential for analyzing its impact on organizational behavior and performance.
- b) Types of conflict: Conflicts can be classified into various types, such as task conflict, relationship conflict, and process conflict, depending on their nature and focus. Recognizing these types can help individuals understand the dynamics of conflicts at work and develop strategies to manage and resolve them effectively.
- c) Causes of conflict: Conflicts arise from various sources, such as differences in goals, values, perceptions, competition for resources, and communication breakdowns. Understanding the causes of conflict is crucial for identifying and addressing potential sources of conflict in the workplace.
- d) Conflict management styles: Individuals use different styles, such as competing, collaborating, compromising, avoiding, and accommodating, to address and resolve conflicts. Analyzing these styles can help individuals develop effective strategies for managing and resolving conflicts at work.
- e) Conflict resolution techniques: Various conflict resolution techniques, such as negotiation, mediation, and arbitration, can be used to address and resolve conflicts in the workplace. Understanding these techniques is essential for developing effective conflict-resolution strategies.

The learning goals of this lecture are as follows:

- a) Understand the definition of conflict: Students will understand the concept of conflict and its role in organizations.

- b) Recognize the types of conflict: Students will learn about the kinds of conflicts and their implications for understanding the dynamics of conflicts at work.
- c) Understand the causes of conflict: Students will gain into the causes of conflict and learn how to identify and address potential sources of conflict in the workplace.
- d) Analyze conflict management styles: Students will learn about conflict management styles and develop strategies for effectively managing and resolving conflicts at work.
- e) Examine conflict resolution techniques: Students will gain an understanding of various conflict resolution techniques and their applications in the workplace.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 10 pp. 394 - 417
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 9 pp. 288 - 311
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 14 pp. 430 - 461
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 21 pp. 701 - 735
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 10 pp. 230 - 253

CASE OR SUPPORTING CASE:

Case: INTEL in China

CASE REFERENCES:

1. INTEL in China CASE
2. INTEL in China ASSIGNMENT

LECTURE 25

SECTION II: GROUP/TEAM AND WORK

LECTURE + SUPPORTING CASE

NEGOTIATIONS AT WORK (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive understanding of negotiations in the context of organizational behavior. By examining various aspects of workplace negotiations, students will gain insights into the importance of negotiation skills, the strategies and techniques used in effective negotiations, and the ethical considerations involved in the process.

The concepts covered in this lecture include:

- a) Definition of negotiation: Negotiation is a decision-making process in which parties with different preferences work together to reach an agreement. It is crucial in various work settings, such as resolving disagreements over wages, objectives, evaluations, etc.
- b) Negotiation goals: There are two primary goals in any negotiation - substance goals, which relate to the content issues under negotiation, and relationship goals, which focus on maintaining or improving working relationships among the parties involved.
- c) Effective negotiation: A negotiation is considered effective when substance issues are resolved, working relationships are maintained or improved, and the process is efficient, harmonious, and results in a quality agreement.
- d) Ethical aspects: Ethical conduct is essential in negotiations, but overemphasizing self-interests can challenge it. Unethical behavior may lead to long-term negative consequences, such as damaged relationships or tarn reputation.
- e) Organizational settings: Managers and team leaders should be prepared for various negotiation settings, including two-party negotiation (direct negotiation with one other person), group negotiation (involving multiple parties), and intergroup negotiation (between different groups or teams).

The learning goals of this lecture are as follows:

- a) Understand the definition of negotiation: Students will gain an understanding of the concept of negotiation and its role in organizations.
- b) Recognize negotiation goals: Students will learn about the primary goals in any negotiation, such as substance and relationship goals.

- c) Understand the characteristics of effective negotiation: Students will gain insights into the factors contributing to effective negotiation, such as resolving substance issues, maintaining or improving working relationships, and ensuring an efficient and harmonious process.
- d) Examine the ethical aspects of negotiation: Students will learn about the importance of conduct in negotiations and the potential consequences of unethical behavior.
- e) Understand the various organizational settings for negotiation: Students will gain an understanding of the different negotiation settings and the skills required to navigate them effectively.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 10 pp. 394 - 417
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 9 pp. 288 - 311
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 14 pp. 430 - 461
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 21 pp. 701 - 735
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 10 pp. 230 - 253

CASE OR SUPPORTING CASE:

Supporting Cases: The Campbell Home (A-B-C)

CASE REFERENCES:

1. The Campbell Home (A) CASE
2. The Campbell Home (B) CASE
3. The Campbell Home (C) CASE
4. The Campbell Home (A-B-C) ASSIGNMENT

LECTURE 26

SECTION II: GROUP/TEAM AND WORK

CASE

NEGOTIATIONS AT WORK (2/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive understanding of negotiations in the context of organizational behavior. By examining various aspects of workplace negotiations, students will gain insights into the importance of negotiation skills, the strategies and techniques used in effective negotiations, and the ethical considerations involved in the process.

The concepts covered in this lecture include:

- a) Definition of negotiation: Negotiation is a decision-making process in which parties with different preferences work together to reach an agreement. It is crucial in various work settings, such as resolving disagreements over wages, objectives, evaluations, etc.
- b) Negotiation goals: There are two primary goals in any negotiation - substance goals, which relate to the content issues under negotiation, and relationship goals, which focus on maintaining or improving working relationships among the parties involved.
- c) Effective negotiation: A negotiation is considered effective when substance issues are resolved, working relationships are maintained or improved, and the process is efficient, harmonious, and results in a quality agreement.
- d) Ethical aspects: Ethical conduct is essential in negotiations, but overemphasizing self-interests can challenge it. Unethical behavior may lead to long-term negative consequences, such as damaged relationships or tarn reputation.
- e) Organizational settings: Managers and team leaders should be prepared for various negotiation settings, including two-party negotiation (direct negotiation with one other person), group negotiation (involving multiple parties), and intergroup negotiation (between different groups or teams).

The learning goals of this lecture are as follows:

- a) Understand the definition of negotiation: Students will gain an understanding of the concept of negotiation and its role in organizations.
- b) Recognize negotiation goals: Students will learn about the primary goals in any negotiation, such as substance and relationship goals.

- c) Understand the characteristics of effective negotiation: Students will gain insights into the factors contributing to effective negotiation, such as resolving substance issues, maintaining or improving working relationships, and ensuring an efficient and harmonious process.
- d) Examine the ethical aspects of negotiation: Students will learn about the importance of conduct in negotiations and the potential consequences of unethical behavior.
- e) Understand the various organizational settings for negotiation: Students will gain an understanding of the different negotiation settings and the skills required to navigate them effectively.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 10 pp. 394 - 417
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 9 pp. 288 - 311
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 14 pp. 430 - 461
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 21 pp. 701 - 735
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 10 pp. 230 - 253

CASE OR SUPPORTING CASE:

Case: Mind the Gap. Strategy and Execution of Supply Chain Negotiations

CASE REFERENCES:

1. Mind the Gap. Strategy and Execution of Supply Chain Negotiations ASSIGNMENT
2. Mind the Gap. Strategy and Execution of Supply Chain Negotiations CASE

LECTURE 27

SECTION III: ORGANIZATIONAL STRUCTURES AND SYSTEMS

LECTURE + SUPPORTING CASE

STRUCTURE, CONTROL, AND PERFORMANCE IN ORGANIZATIONS (1/3)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

Structure, Control, and Performance in Organizations (1/2)

This lecture aims to give students a comprehensive understanding of the relationship between organizational structure, control, and performance. By examining various aspects of these concepts, students will gain insights into how organizations can design and manage their structures and control systems to enhance performance and achieve their goals.

The concepts in this lecture include:

- a) **Organizational structure:** Organizational structure refers to how an organization's tasks and responsibilities are divided, grouped, and coordinated. It includes aspects such as hierarchy, division of labor, and reporting relationships. Understanding organizational structure is essential for analyzing its impact on organizational behavior and performance.
- b) **Control systems:** Control systems are used by organizations to monitor and regulate their activities to ensure they meet their objectives. These systems can include performance measurement, feedback, and corrective action. Understanding the concept of control systems is crucial for managing their impact on organizational behavior and performance.
- c) **Organizational performance:** It refers to how an organization achieves its goals and objectives. It can be measured using various indicators, such as financial performance, customer satisfaction, and employee engagement. Understanding the concept of organizational performance is essential for evaluating the effectiveness of an organization's structure and control systems.

The learning goals of this lecture are as follows:

- a) **Understand the concept of organizational structure:** Students will understand the concept of organizational structure and its role in shaping organizational behavior and performance.
- b) **Recognize the importance of control systems:** learn about the control systems organizations and their role in ensuring that organizations meet their objectives.

- c) Understand the relationship between structure, control, and performance: Students will gain insights into the relationship between organizational structure, control systems, and performance and how these factors can be to enhance organizational effectiveness.
- d) Analyze the impact of different organizational structures' performance: Students will learn about various organizational structures and their effects on organizational performance.
- e) Develop strategies for designing and managing organizational structures and control systems: Students will understand the strategies and techniques used to design and manage organizational structures and control systems to enhance performance and achieve organizational goals.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapters 12-13 pp. 445 - 491
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 3 pp. 57 - 71
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 15 pp. 462 - 493
4. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 17 pp. 528 - 561
5. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapters 14-15-16-17 pp. 450 - 593
6. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 16-17 pp. 388 - 438

CASE OR SUPPORTING CASE:

Supporting Case: Campbell and Bailyn's Boston Office: Managing the Reorganization

CASE REFERENCES:

1. Campbell and Bailyn's Boston Office. Managing the Reorganization CASE
2. Campbell and Bailyn's Boston Office. Managing the Reorganization ASSIGNMENT

LECTURE 28

SECTION III: ORGANIZATIONAL STRUCTURES AND SYSTEMS

LECTURE + SUPPORTING CASE

STRUCTURE, CONTROL, AND PERFORMANCE IN ORGANIZATIONS (2/3)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to give students a comprehensive understanding of the relationship between organizational structure, control, and performance. By examining various aspects of these concepts, students will gain insights into how organizations can design and manage their structures and control systems to enhance performance and achieve their goals.

The concepts in this lecture include:

- a) **Organizational structure:** Organizational structure refers to how an organization's tasks and responsibilities are divided, grouped, and coordinated. It includes aspects such as hierarchy, division of labor, and reporting relationships. Understanding organizational structure is essential for analyzing its impact on organizational behavior and performance.
- b) **Control systems:** Control systems are used by organizations to monitor and regulate their activities to ensure they meet their objectives. These systems can include performance measurement, feedback, and corrective action. Understanding the concept of control systems is crucial for managing their impact on organizational behavior and performance.
- c) **Organizational performance:** It refers to how an organization achieves its goals and objectives. It can be measured using various indicators, such as financial performance, customer satisfaction, and employee engagement. Understanding the concept of organizational performance is essential for evaluating the effectiveness of an organization's structure and control systems.

The learning goals of this lecture are as follows:

- a) **Understand the concept of organizational structure:** Students will understand the concept of organizational structure and its role in shaping organizational behavior and performance.
- b) **Recognize the importance of control systems:** learn about the control systems organizations and their role in ensuring that organizations meet their objectives.

- c) Understand the relationship between structure, control, and performance: Students will gain insights into the relationship between organizational structure, control systems, and performance and how these factors can be to enhance organizational effectiveness.
- d) Analyze the impact of different organizational structures' performance: Students will learn about various organizational structures and their effects on organizational performance.
- e) Develop strategies for designing and managing organizational structures and control systems: Students will understand the strategies and techniques used to design and manage organizational structures and control systems to enhance performance and achieve organizational goals.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapters 12-13 pp. 445 - 491
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 3 pp. 57 - 71
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 15 pp. 462 - 493
4. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 17 pp. 528 - 561
5. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapters 14-15-16-17 pp. 450 - 593
6. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 16-17 pp. 388 - 438

CASE OR SUPPORTING CASE:

Supporting Case: Going Flat: Pursuit of a Democratic Organizational Structure

CASE REFERENCES:

1. Going Flat: Pursuit of a Democratic Organizational Structure CASE
2. Going Flat: Pursuit of a Democratic Organizational Structure ASSIGNMENT

LECTURE 29

SECTION III: ORGANIZATIONAL STRUCTURES AND SYSTEMS

LECTURE + SUPPORTING CASE

STRUCTURE, CONTROL, AND PERFORMANCE IN ORGANIZATIONS (3/3)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to give students a comprehensive understanding of the relationship between organizational structure, control, and performance. By examining various aspects of these concepts, students will gain insights into how organizations can design and manage their structures and control systems to enhance performance and achieve their goals.

The concepts in this lecture include:

- a) **Organizational structure:** Organizational structure refers to how an organization's tasks and responsibilities are divided, grouped, and coordinated. It includes aspects such as hierarchy, division of labor, and reporting relationships. Understanding organizational structure is essential for analyzing its impact on organizational behavior and performance.
- b) **Control systems:** Control systems are used by organizations to monitor and regulate their activities to ensure they meet their objectives. These systems can include performance measurement, feedback, and corrective action. Understanding the concept of control systems is crucial for managing their impact on organizational behavior and performance.
- c) **Organizational performance:** It refers to how an organization achieves its goals and objectives. It can be measured using various indicators, such as financial performance, customer satisfaction, and employee engagement. Understanding the concept of organizational performance is essential for evaluating the effectiveness of an organization's structure and control systems.

The learning goals of this lecture are as follows:

- a) **Understand the concept of organizational structure:** Students will understand the concept of organizational structure and its role in shaping organizational behavior and performance.
- b) **Recognize the importance of control systems:** learn about the control systems organizations and their role in ensuring that organizations meet their objectives.

- c) Understand the relationship between structure, control, and performance: Students will gain insights into the relationship between organizational structure, control systems, and performance and how these factors can be to enhance organizational effectiveness.
- d) Analyze the impact of different organizational structures' performance: Students will learn about various organizational structures and their effects on organizational performance.
- e) Develop strategies for designing and managing organizational structures and control systems: Students will understand the strategies and techniques used to design and manage organizational structures and control systems to enhance performance and achieve organizational goals.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapters 12-13 pp. 445 - 491
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 3 pp. 57 - 71
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 15 pp. 462 - 493
4. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 17 pp. 528 - 561
5. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapters 14-15-16-17 pp. 450 - 593
6. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapters 16-17 pp. 388 - 438

CASE OR SUPPORTING CASE:

Case: Blinds To Go: staffing a retail expansion

CASE REFERENCES:

1. Blinds to go. Staffing a retail expansion CASE
2. Blinds to go. Staffing a retail expansion ASSIGNMENT

LECTURE 30

SECTION IV: ORGANIZATIONAL PROCESSES

LECTURE + SUPPORTING CASE

DECISION-MAKING, PROBLEM-SOLVING, CREATIVITY, AND INNOVATION (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive understanding of decision-making, problem-solving, creativity, and innovation in the context of organizational behavior. By examining various aspects of these concepts, students will gain insights into the importance of effective decision-making and problem-solving skills and the role of creativity and innovation in driving organizational success.

The concepts covered in this lecture include:

- a) **Decision-making:** Decision-making is the process of selecting the best course of action from among multiple alternatives. It is a critical skill for managers and leaders, impacting the organization's performance and success.
- b) **Problem-solving:** Problem-solving is the process of identifying, analyzing, and resolving organizational issues or challenges. Effective problem-solving skills are essential for managers and leaders to address complex situations and implement solutions that benefit the organization.
- c) **Creativity:** Creativity is generating new, original, and valuable ideas or solutions. It is an essential component of innovation and plays a crucial role in driving growth and competitiveness.
- d) **Innovation:** Innovation refers to successfully implementing creative ideas within an organization. It involves developing and applying new products, processes, or services that create value for the organization and its stakeholders.

The learning goals of this lecture are as follows:

- a) **Understand the concepts of decision-making and problem-solving:** Students will understand the decision-making and problem-solving processes and their importance in organizational behavior.
- b) **Recognize the role of creativity and innovation in organizations:** Students will learn about the significance of creativity and innovation in driving organizational success and competitiveness.

- c) Develop effective decision-making problem-solving skills: Students will gain insights into the strategies and techniques to make informed decisions and solve problems effectively.
- d) Enhance creativity and innovation capabilities: Students will learn how to foster creativity within themselves and their organizations, leading to improved performance and success.
- e) Apply decision-making, problem-solving, creativity, and innovation concepts in real-life situations: Students will gain practical experience applying these concepts to address real-world challenges and opportunities within organizations.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 14 pp. 500 - 512
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 8 pp. 259 - 276
3. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 20 pp. 667 - 700
4. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 9 pp. 204 - 229

CASE OR SUPPORTING CASE:

Supporting Case: A Zero Wage Increase Again?

CASE REFERENCES:

1. A Zero Wage Increase Again? CASE
2. A Zero Wage Increase Again? ASSIGNMENT

LECTURE 31

SECTION IV: ORGANIZATIONAL PROCESSES

CASE

DECISION-MAKING, PROBLEM-SOLVING, CREATIVITY, AND INNOVATION (2/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive understanding of decision-making, problem-solving, creativity, and innovation in the context of organizational behavior. By examining various aspects of these concepts, students will gain insights into the importance of effective decision-making and problem-solving skills and the role of creativity and innovation in driving organizational success.

The concepts covered in this lecture include:

- a) **Decision-making:** Decision-making is the process of selecting the best course of action from among multiple alternatives. It is a critical skill for managers and leaders, impacting the organization's performance and success.
- b) **Problem-solving:** Problem-solving is the process of identifying, analyzing, and resolving organizational issues or challenges. Effective problem-solving skills are essential for managers and leaders to address complex situations and implement solutions that benefit the organization.
- c) **Creativity:** Creativity is generating new, original, and valuable ideas or solutions. It is an essential component of innovation and plays a crucial role in driving growth and competitiveness.
- d) **Innovation:** Innovation refers to successfully implementing creative ideas within an organization. It involves developing and applying new products, processes, or services that create value for the organization and its stakeholders.

The learning goals of this lecture are as follows:

- a) **Understand the concepts of decision-making and problem-solving:** Students will understand the decision-making and problem-solving processes and their importance in organizational behavior.
- b) **Recognize the role of creativity and innovation in organizations:** Students will learn about the significance of creativity and innovation in driving organizational success and competitiveness.

- c) Develop effective decision-making problem-solving skills: Students will gain insights into the strategies and techniques to make informed decisions and solve problems effectively.
- d) Enhance creativity and innovation capabilities: Students will learn how to foster creativity within themselves and their organizations, leading to improved performance and success.
- e) Apply decision-making, problem-solving, creativity, and innovation concepts in real-life situations: Students will gain practical experience applying these concepts to address real-world challenges and opportunities within organizations.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 14 pp. 500 - 512
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 8 pp. 259 - 276
3. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 20 pp. 667 - 700
4. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 9 pp. 204 - 229

CASE OR SUPPORTING CASE:

Case: Mount Everest-1996

CASE REFERENCES:

1. Mount Everest-1996 CASE
2. Mount Everest-1996 ASSIGNMENT

LECTURE 32

SECTION IV: ORGANIZATIONAL PROCESSES

LECTURE + SUPPORTING CASE

COMMUNICATION

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to provide students with a comprehensive understanding of communication in the context of organizational behavior. By examining various aspects of communication, students will learn the importance of effective communication skills and the role of communication in facilitating coordination, collaboration, and information sharing within organizations.

The concepts covered in this lecture include:

- a) Definition of communication: Communication is the process by which a person, group, or organization (the sender) transmits some information (the message) to another person, group, or organization (the receiver).
- b) The communication process: The communication process consists of several steps, including encoding (translating an idea into a form that a receiver can recognize), transmission via communication channels (sending the message through various pathways), decoding (interpreting the message by the receiver), and providing feedback (the receiver's response to the message).
- c) Forms of communication: Communication can take various forms, such as verbal (spoken or written language), nonverbal (body language, facial expressions, etc.), and visual (graphs, charts, images, etc.). Each form has advantages and limitations regarding effectiveness and appropriateness in different situations.
- d) Formal and informal communication: Formal communication follows the official channels and hierarchy within an organization, while informal communication occurs through unofficial channels, such as casual conversations, gossip, or social networks.
- e) Improving organizational communication: Various methods can be employed to enhance organizational communication, such as active listening, providing constructive feedback, and using appropriate communication channels and media.

The learning goals of this lecture are as follows:

- a) Understand the concept of communication: Students will understand the definition of communication and its role in organizational behavior.
- b) Recognize the communication process: Students will learn about various steps involved in the communication process, including encoding, transmission, decoding, and feedback.

- c) Identify different forms of communication: Students will gain into the various forms of communication, such as verbal, nonverbal, and visual, and their relative effectiveness in different situations.
- d) Distinguish between formal and informal communication: Students will learn about the formal and informal dimensions of communication within organizations and their respective roles and functions.
- e) Develop strategies for improving organizational communication: Students will understand the methods and techniques used to enhance organizational communication, leading to improved coordination, collaboration, and information sharing.

TEXTBOOK REFERENCES:

1. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 8 pp. 247 - 258
2. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 11 pp. 329 - 361
3. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 7 pp. 212 - 248
4. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 11 pp. 254 - 275

CASE OR SUPPORTING CASE:

Supporting Case: TerraCog Global Positioning Systems. Conflict and Communication on Project Aerial

CASE REFERENCES:

1. TerraCog Global Positioning Systems. Conflict and Communication on Project Aerial CASE
2. TerraCog Global Positioning Systems. Conflict and Communication on Project Aerial ASSIGNMENT

LECTURE 33

SECTION IV: ORGANIZATIONAL PROCESSES

CASE

ORGANIZATIONAL CULTURE (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to give students a comprehensive understanding of organizational culture and its impact on organizational behavior. By examining various aspects of organizational culture, students will gain insights into the importance of fostering a positive and inclusive culture that aligns with organizational goals and values.

The concepts covered in this lecture include:

- a) Definition of organizational culture: Organizational culture refers to the shared values, beliefs, norms, and practices that shape the behavior of individuals within an organization. It influences how employees interact with one another, make decisions, and approach their work.
- b) Components of organizational culture: Organizational culture consists of several components, including artifacts (visible symbols and manifestations of culture), values (guiding principles and beliefs), and underlying assumptions (deeply held beliefs that are often and for granted).
- c) Types of organizational culture: Different types of organizational culture can be identified, such as hierarchical, clan, market, and adhocracy cultures. Each type has unique characteristics, strengths, and weaknesses, which can influence organizational performance and employee behavior.
- d) The role of leadership in shaping organizational culture: Leaders play a crucial role in establishing and maintaining organizational culture. They set the tone for the organization by modeling desired behaviors, communicating expectations, and reinforcing cultural norms and values.
- e) Strategies for managing and changing organizational culture: Organizations can employ various strategies to manage and change their culture, such as assessing the current culture, identifying desired cultural attributes, and implementing interventions to align the culture with organizational goals and values.

The learning goals of this lecture are as follows:

- a) Understand the concept of organizational culture: Students will understand the definition of organizational culture and its role in shaping organizational behavior.

- b) Recognize the components of organizational culture: Students will learn about the components of organizational culture, including artifacts, values, and underlying assumptions.
- c) Identify different types of organizational culture: Students will gain insights into the various types of organizational culture and their impact on organizational performance and employee behavior.
- d) Understand the role of leadership in shaping organizational culture: Students will learn how to establish and maintain a positive and inclusive organizational culture.
- e) Develop strategies for managing and changing organizational culture: Students will understand the methods and techniques used to assess, manage, and change organizational culture to align with organizational goals and values.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 15 pp. 527 - 544
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 3 pp. 71 - 87
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 16 pp. 494 - 527
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 4 pp. 107 - 141
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 15 pp. 364 - 409

CASE OR SUPPORTING CASE:

Case: OP4.COM: a dynamic culture

CASE REFERENCES:

1. OP4.COM: a dynamic culture CASE
2. OP4.COM: a dynamic culture ASSIGNMENT

LECTURE 34

SECTION IV: ORGANIZATIONAL PROCESSES

LECTURE + SUPPORTING CASE

ORGANIZATIONAL CULTURE (2/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to give students a comprehensive understanding of organizational culture and its impact on organizational behavior. By examining various aspects of organizational culture, students will gain insights into the importance of fostering a positive and inclusive culture that aligns with organizational goals and values.

The concepts covered in this lecture include:

- a) Definition of organizational culture: Organizational culture refers to the shared values, beliefs, norms, and practices that shape the behavior of individuals within an organization. It influences how employees interact with one another, make decisions, and approach their work.
- b) Components of organizational culture: Organizational culture consists of several components, including artifacts (visible symbols and manifestations of culture), values (guiding principles and beliefs), and underlying assumptions (deeply held beliefs that are often and for granted).
- c) Types of organizational culture: Different types of organizational culture can be identified, such as hierarchical, clan, market, and adhocracy cultures. Each type has unique characteristics, strengths, and weaknesses, which can influence organizational performance and employee behavior.
- d) The role of leadership in shaping organizational culture: Leaders play a crucial role in establishing and maintaining organizational culture. They set the tone for the organization by modeling desired behaviors, communicating expectations, and reinforcing cultural norms and values.
- e) Strategies for managing and changing organizational culture: Organizations can employ various strategies to manage and change their culture, such as assessing the current culture, identifying desired cultural attributes, and implementing interventions to align the culture with organizational goals and values.

The learning goals of this lecture are as follows:

- a) Understand the concept of organizational culture: Students will understand the definition of organizational culture and its role in shaping organizational behavior.

- b) Recognize the components of organizational culture: Students will learn about the components of organizational culture, including artifacts, values, and underlying assumptions.
- c) Identify different types of organizational culture: Students will gain insights into the various types of organizational culture and their impact on organizational performance and employee behavior.
- d) Understand the role of leadership in shaping organizational culture: Students will learn how to establish and maintain a positive and inclusive organizational culture.
- e) Develop strategies for managing and changing organizational culture: Students will understand the methods and techniques used to assess, manage, and change organizational culture to align with organizational goals and values.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 15 pp. 527 - 544
2. F. Luthans, Organizational behavior: an evidence-based approach 12th edition, McGraw-Hill/Irwin, 2011. - Chapter 3 pp. 71 - 87
3. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 16 pp. 494 - 527
4. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 4 pp. 107 - 141
5. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 15 pp. 364 - 409

CASE OR SUPPORTING CASE:

Supporting Case: Athena Bancorp

CASE REFERENCES:

1. Athena Bancorp CASE
2. Athena Bancorp ASSIGNMENT

LECTURE 35

SECTION IV: ORGANIZATIONAL PROCESSES

LECTURE + SUPPORTING CASE

ORGANIZATIONAL CHANGE (1/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to give students a comprehensive understanding of organizational change and its impact on organizational behavior. By examining various aspects of organizational change, students will gain insights into the importance of managing change effectively and the role of leadership in facilitating successful change initiatives.

The concepts covered in this lecture include:

- a) Definition of organizational change: Organizational change refers to modifying an organization's structure, strategies, processes, or culture in response to internal or external factors. Change can be planned or unplanned, incremental or transformational, and may be driven by technological advancements, market shifts, or leadership changes.
- b) Types of organizational change: Different types of organizational change can be identified, such as developmental change (improving existing processes or structures), transitional change (moving from one state to another), and transformational change (radical shifts in organizational culture, strategy, or structure).
- c) Change management: Change management is the process of planning, implementing, and controlling organizational change initiatives to achieve desired outcomes. It involves identifying the need for change, developing a vision and strategy, communicating the change, and monitoring progress to ensure successful implementation.
- d) Resistance to change: Resistance to change is a natural reaction from individuals or groups who perceive the change as threatening their interests, job security, or established routines. Effective change management strategies must address and overcome resistance to ensure successful implementation.
- e) The role of leadership in organizational change: Leaders play a crucial role in managing organizational change. They are responsible for setting the vision and direction, communicating the change, and motivating and supporting employees throughout the change process.

The learning goals of this lecture are as follows:

- a) Understand the concept of organizational change: Students will understand the definition of organizational change and its role in shaping organizational behavior.

- b) Recognize different types of organizational change: Students will learn about various kinds of organizational change, such as developmental, transitional, and transformational change, and their impact on organizations.
- c) Develop change management skills: Students will gain insights into the principles and practices of change management, including planning, implementation, and control of change initiatives.
- d) Address resistance to change: Students will learn about the causes of resistance to change and strategies for overcoming resistance to ensure the successful implementation of change initiatives.
- e) Understand the role of leadership in organizational change: Students will learn about leadership in driving and managing organizational change and the skills required to lead change initiatives effectively.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 14 pp. 513- 524
2. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 18 pp. 562 - 599
3. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 19 pp. 633 - 666
4. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 14 pp. 351 - 363

CASE OR SUPPORTING CASE:

Supporting Case: Tony Hsieh at Zappos Structure, Culture and Radical Change

CASE REFERENCES:

1. Tony Hsieh at Zappos Structure, Culture and Radical Change CASE
2. Tony Hsieh at Zappos Structure, Culture and Radical Change ASSIGNMENT

LECTURE 36

SECTION IV: ORGANIZATIONAL PROCESSES

CASE

ORGANIZATIONAL CHANGE (2/2)

DESCRIPTION, CONCEPTS, AND LEARNING GOALS:

This lecture aims to give students a comprehensive understanding of organizational change and its impact on organizational behavior. By examining various aspects of organizational change, students will gain insights into the importance of managing change effectively and the role of leadership in facilitating successful change initiatives.

The concepts covered in this lecture include:

- a) Definition of organizational change: Organizational change refers to modifying an organization's structure, strategies, processes, or culture in response to internal or external factors. Change can be planned or unplanned, incremental or transformational, and may be driven by technological advancements, market shifts, or leadership changes.
- b) Types of organizational change: Different types of organizational change can be identified, such as developmental change (improving existing processes or structures), transitional change (moving from one state to another), and transformational change (radical shifts in organizational culture, strategy, or structure).
- c) Change management: Change management is the process of planning, implementing, and controlling organizational change initiatives to achieve desired outcomes. It involves identifying the need for change, developing a vision and strategy, communicating the change, and monitoring progress to ensure successful implementation.
- d) Resistance to change: Resistance to change is a natural reaction from individuals or groups who perceive the change as threatening their interests, job security, or established routines. Effective change management strategies must address and overcome resistance to ensure successful implementation.
- e) The role of leadership in organizational change: Leaders play a crucial role in managing organizational change. They are responsible for setting the vision and direction, communicating the change, and motivating and supporting employees throughout the change process.

The learning goals of this lecture are as follows:

- a) Understand the concept of organizational change: Students will understand the definition of organizational change and its role in shaping organizational behavior.

- b) Recognize different types of organizational change: Students will learn about various kinds of organizational change, such as developmental, transitional, and transformational change, and their impact on organizations.
- c) Develop change management skills: Students will gain insights into the principles and practices of change management, including planning, implementation, and control of change initiatives.
- d) Address resistance to change: Students will learn about the causes of resistance to change and strategies for overcoming resistance to ensure the successful implementation of change initiatives.
- e) Understand the role of leadership in organizational change: Students will learn about leadership in driving and managing organizational change and the skills required to lead change initiatives effectively.

TEXTBOOK REFERENCES:

1. R. Fincham, P. Rhodes, Principles of Organizational Behaviour, Oxford University Press, 2005. - Chapter 14 pp. 513- 524
2. S. P. Robbins, T. A. Judge, Organizational Behavior 16th edition, Pearson Education, 2015. - Chapter 18 pp. 562 - 599
3. D. A. Buchanan, A. A. Huczynski, Organizational Behaviour 9th edition, Pearson, 2017. - Chapter 19 pp. 633 - 666
4. J. R. Schermerhorn, Jr., J. G. Hunt, R. N. Osborn, M. Uhl-Bien, Organizational Behavior 11th edition, John Wiley & Sons Inc., 2010. - Chapter 14 pp. 351 - 363

CASE OR SUPPORTING CASE:

Case: Deloitte & Touche: Integrating Arthur Andersen

CASE REFERENCES:

1. Deloitte & Touche: Integrating Arthur Andersen CASE
2. Deloitte & Touche: Integrating Arthur Andersen ASSIGNMENT