

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Fall 2015

Discipline: Commerce

SEMS 3500-103: Organizational Behavior

Division: Upper

Faculty Name: Dr. Tom L. Trittipo

Credit Hours: 3; Contact Hours: 38

Pre-requisites: None.

COURSE DESCRIPTION

This course deals with human behavior in organizations. Conceptual frameworks, case discussion, and skill-oriented activities are applied to course topics which include; motivation, learning and development, group dynamics, leadership, communication, power and influence, change, diversity, gender, organizational change and culture.

COURSE OBJECTIVES

- To understand how workers and managers influence individual and group motivation and behavior
- To understand the impact of diversity and globalization issues facing organizations
- To understand related topics such as leadership and the use of teams in organizations
- To understand organizational structure, organizational culture and managing change
- To understand the four management functions of planning, organizing, leading and controlling
- To understand the challenges and opportunities facing organizations today such as globalization, diversity, gender, technology and social responsibility.
- To understand the difference between management and leadership in contemporary organizations.
- To understand how the basic concepts from leadership, communication and motivation theory apply to organizational leadership
- Describe how biases and stereotypes affect managerial perceptions and behavior
- Identify important aspects of the performance management process and describe why they are important
- Deliver and receive effective performance feedback

CLASS FORMAT

Class meetings will consist of a combination of lectures, role plays, discussions, self-assessments, case analysis, experiential exercises, assigned readings, and a reflection paper from field experience. Students are expected to come prepared to class and also prepared to participate as many of the experiential exercises involve active participation by all students. I organize the classroom around active lectures and enjoy questions and challenges.

REQUIRED TEXTBOOKS

AUTHOR: Jason A. Colquitt, Jeffrey A. LePine, and Michael J. Wesson
TITLE: Organizational Behavior: Improving Performance and Commitment in the Workplace
PUBLISHER:
ISBN #: 9780077862565
DATE/EDITION: 2015, 4th

TOPICAL OUTLINE OF COURSE Class Meeting 13:00-14:15

A 1 Sept. 15	Introduction	
A 2 Sept. 17	What is Organizational Behavior	Chapter 1
A 3 Sept. 19	Job Performance	Chapter 2
A 4 Sept. 27	Organizational Commitment	Chapter 3
A 5 Oct. 4	Job Satisfaction 1	Chapter 4
A 6 Oct. 11	Job Satisfaction 2	Chapter 4
A 7 Oct. 14	Exam # 1	Chapters 1-4
A 8 Oct. 20	True Colors	In class Experiential
A 9 Oct. 27	Finish True Colors	In class Experiential
A 10 Oct. 29	Stress 1 and 2	Chapter 5
A 11 Nov. 4	Motivation 1	Chapter 6
A 12 Nov. 7	Motivation 2	Chapter 6
Nov. 6 Study Day		
A 13 Nov. 9	Trust, Justice, Ethics 1	Chapter 7
A 14 Nov. 17	Trust, Justice Ethics II	Chapter 7
A 15 Nov. 19	Learning and Decision Making	Chapter 8
A 16 Nov. 22	Personality I and II	Chapter 9
Nov. 21 Study Day		
A 17 Nov. 24	Exam #2	Chapters 6-9
Nov. 27 Fieldwork in Trinidad		
A 18 Nov. 28	Ability	Chapter 10
A 19 Nov. 30	Teams I and II	Chapter 11 and 12
A 20 Dec. 2	Leadership I and II	Chapters 13 and 14

A 21 Dec. 10	Organizational Structure	Chapter 15
A 22 Dec. 12	Organizational Structure	Chapter 16
A 23 Dec. 14	Review	
A 24 Dec. 17	Exam #3 Chapters 10-16	

FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

Our field lab will take place on November 27th in Trinidad. Attendance is mandatory.

SEMS 3500 103 FIELD LAB: Organizational Behaviour (FRIDAY, 27 NOVEMBER, TIME TBD)

Leadership Traits in Trinidad

[Professor Tom Trittipo]

The purpose of this field lab will be to meet with a local business (large or small) and discuss the areas of Organizational Behavior within the company. Students will be asked to think about the types of behavior in the United States which are considered part of their culture and then compare and contrast it with those of the business in Trinidad. Models, social systems, and work life will be compared and contrasted within both countries. After the meeting we will eat lunch at a local Port of Spain restaurant and meet with a business unique to Trinidad (not found in the United States).

Academic Objectives:

1. To understand how workers and managers influence group behavior.
2. Understanding the impact of diversity and global issues facing organizations.
3. To understand the role of leadership and team building in organizations.

FIELD ASSIGNMENTS

Students would discuss what they learned and write a reflection paper on why they would or would not like to work globally based on what they saw and read. This will count for 20% of the grade.

METHODS OF EVALUATION / GRADING RUBRIC

Exams

There will be three exams. These exams will include essay /short answer questions. Each exam will be a section covered although concepts and terms may span across exams. The third exam will be during the final exam period.

Country Journals

Students will be required to keep a journal with reflections from each country visited. This will be turned within 24 hours after we leave that specific port. This allows the student to keep on the assignment without waiting until the end of the semester to put it all together. There will be a total of 13 journal entries of at least one page for each country. In those countries where we spend at least three or more days the journal entries should be at least two to three pages. A list of thoughts about what will go into these journals will be discussed in detail in class.

Case Study

There will be at least one short case study analysis after reviewing a case from the literature. These will be done in groups.

The written cases should have three major sections:

1) Identification of the strategic issues and problems— This section contains a focused paragraph defining the problem. A problem well-defined is half solved therefore your analysis must contain a clear statement as to the underlying problem facing the organization. Specify the constraints and options available to the organization.

2) Analysis and evaluation. This section contains thoughtful and succinct assessment of industry, market, buyer behavior and organization. Be careful not to restate case information, rather focus on assessment and interpretation of the facts, qualitative and quantitative data and management views. SWOT analysis framework is one of the useful tools to use in case analysis.

This section should also present three alternative courses of actions with pros and cons analysis for each alternative.

3) Recommendations. This section presents set of recommendations chosen from the alternatives discussed in the previous section. Make sure those recommendations are coming out of your assessment of the situation. Recommendations should be operational and realistic in the given case situation.

Participation and Attendance

It is expected that all students attend every class and be on time. Absences severely handicap the

learning process and reflect on the student's ability to meet deadlines. Being late for class interrupts the momentum of the class and distracts other students. Students are responsible for all material covered or assigned in class. Class participation affects the final grade. A student may miss two class sessions without penalty; however, on each successive absence, a grade reduction will be made from the course final grade. I use an old fashioned method to take attendance but it is highly effective. I also allow those student who may not talk as much in class to send me information they have found which pertains to the class within 24 hours.

Grading Policy and standards

Three Exams 45% (15% each)

Individual Case Study Analysis 25%

Field Experience Reflection 20%

Participation and Attendance 10%

Grading Scale:

93 - 100 = A

90 - 92.99 = A-

87 - 89.99 = B+

83 - 86.99 = B

80 - 82.99 = B-

77 - 79.99 = C+

73 - 76.99 = C

70 - 72.99 = C-

67 - 69.99 = D+

63 - 66.99 = D

60 - 62.99 = D-

below 60=F

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

Keywords: Organizational Commitment, Workplace Commitment, Commitment Antecedents. Commitment in the workplace or understanding how people become committed to an organization is multifaceted (Meyer & Allen, 1997) consisting of the elements, antecedents and consequences, and forms such as organizational (affective), job, career, team, and supervisory commitment. Internalization occurs when the subordinate adopts the attitudes and behaviors of the supervisor because the supervisor's attitudes and behaviors are congruent with the subordinate's value systems (Becker, 1992; Gregersen & Black, 1993). Organizational Behavior Improving Performance & Commitment in the Workplace book. Read 10 reviews from the world's largest community for readers. The introductory section of Colquitt contains two chapters not found in the beginning of other books: Job Performance and Organizational Commitment. Why is this important? Being good at one's job and wanting to stay with one's employer are critical concerns for employees and managers alike. This book takes a unique approach by highlighting the concepts of PERFORMANCE and CO The introductory section of Colquitt contains two chapters not found in the beginning of other books: Job Performance and Organizational Commitment. Why is this important? Colquitt, J., Wesson, M. J., LePine, J. A., & Gellatly, I. (2012). Organizational behavior: Improving performance and commitment in the workplace. New York: McGraw-Hill Higher Education. Scott, S.(2004). Power failure.Canada: Informat publishers. Similar Papers. A Study on Job Satisfaction Level on Employee's Performance at JUPEM Negeri Sembilan. motivation to achieve job satisfaction for employees. And the obligation to meet the job satisfaction is every leader of the company, because job satisfaction is a Jason Colquitt and Jeffery LePine and Michael Wesson Organizational Behavior: Improving Performance and Commitment in the Workplace https://www.mheducation.com/cover-images/Jpeg_400-high/1259927660.jpeg 6 January 5, 2018 9781259927669 Organizational Behavior 6th edition by Colquitt, LePine, and Wesson continues to offer a novel approach using an integrative model and roadmap to illustrate how individual, team, leader, and organizational. factors shape employee attitudes, and how those attitudes impact performance and commitment. They include two unique chapters on job performance and organizational commitment. Those topics are critical to managers and students alike, and represent critical outcomes in OB. This kind of Organizational Behavior: Improving Performance and Commitment in the Workplace without we recognize teach the one who looking at it become critical in imagining and analyzing. Don't be worry Organizational Behavior: Improving Performance and Commitment in the Workplace can bring any time you are and not make your tote space or bookshelves grow to be full because you can have it inside your lovely laptop even cell phone. This Organizational Behavior: Improving Performance and Commitment in the Workplace having great arrangement in word and layout, so you will not really feel uninit