



COURSE NUMBER AND TITLE: MGT 310 - Organizational Behavior & Leadership Skills (45 contact hours, 3 credits)

This syllabus is informational in nature and is not an express or implied contract. It is subject to change due to unforeseen circumstances, as a result of any circumstance outside the University's control, or as other needs arise. If, in the University's sole discretion, public health conditions or any other matter affecting the health, safety, upkeep, or well-being of our campus community or operations requires the University to move to remote teaching, alternative assignments may be provided so that the learning objectives for the course, as determined by the faculty and the University, can still be met. The University does not guarantee specific in-person, on-campus classes, activities, opportunities, or services or any other particular format, timing, or location of education, classes, activities, or services.

Mask Policy

Please be advised that the mask policy in this class will follow Sant'Anna Institute requirements. When/if the University enacts a mask policy, all students are expected to adhere to the policy.

COURSE DESCRIPTION

The "Organizational Behavior" course is an immersive exploration into the dynamic interplay between individuals, groups, and structures within organizational contexts. It offers a profound understanding of how human behavior affects organizational effectiveness and efficiency, drawing from a range of disciplines including psychology, sociology, communication, and management. The course is designed to equip students with both the theoretical frameworks and the practical skills necessary to analyze and improve workplace environments and outcomes.

Starting with an in-depth look at individual behavior, the course examines how personality, emotions, perceptions, and values influence employees' actions and attitudes. Special attention is given to motivation theories and their application in designing jobs and rewards systems that enhance performance and satisfaction.

As the course progresses, it shifts focus to group dynamics, exploring the mechanisms of team formation, cohesion, and conflict. Students will learn about the critical role of communication in building effective teams and resolving disagreements. Through case studies and group projects, students will have the opportunity to apply these concepts in analyzing team challenges and proposing solutions.

Leadership is another cornerstone of the course, with a module dedicated to understanding the various leadership styles and their impact on organizational culture and change. Through a combination of lectures, guest speakers, and leadership simulations, students will explore what it means to be a transformative leader in today's fast-paced and complex organizational environments.

The course also delves into the structure and design of organizations, examining how different organizational architectures affect behavior and performance. It covers contemporary issues such as remote work, organizational agility, and the use of technology in the workplace.

An integral part of the course is the emphasis on ethical decision-making and the promotion of diversity and inclusion within organizations. Students will engage in discussions and activities that challenge them to consider the ethical implications of business decisions and the importance of creating inclusive work environments.

By integrating theoretical knowledge with practical applications, the course prepares students to effectively tackle organizational challenges. Through a variety of pedagogical methods including lectures, interactive discussions, case analyses, simulations, and reflective writing, students will develop a nuanced understanding of organizational behavior and the skills to make a positive impact in their future workplaces.

Upon completion of this course, students will emerge with a comprehensive toolkit for understanding and influencing human behavior in organizations, ready to apply their learning in leadership, management, HR, or consultancy roles. This course is not just about theories and concepts; it is about understanding the heart and soul of organizations and the people within them, and using that understanding to build better, more effective, and more humane workplaces.

COURSE OBJECTIVES / LEARNING OUTCOMES

This course aims to empower students with the knowledge and skills to effectively analyze and influence organizational behavior, leading to improved performance and organizational effectiveness. Through engaging with the course material, students will be prepared to tackle complex challenges in their future careers and contribute positively to organizational success.

Upon successful completion of this course, students will be able to:

1. **Understand the fundamentals of organizational behavior:** Gain a comprehensive understanding of the key concepts, theories, and frameworks in organizational behavior.
2. **Analyze individual behavior:** Evaluate how individual differences, personality, perception, and motivation affect behavior in organizations.
3. **Examine group dynamics and teamwork:** Understand the processes involved in group behavior, team dynamics, and effective teamwork within organizations.
4. **Assess leadership and management practices:** Analyze various leadership theories and styles, and their impact on organizational culture and performance.
5. **Understand organizational structures and processes:** Examine the influence of organizational structure and design on behavior and effectiveness.
6. **Improve communication and decision-making skills:** Develop skills for effective communication and strategic decision-making in organizational contexts.
7. **Manage organizational change:** Understand the principles of change management and strategies for implementing successful organizational change.
8. **Apply ethical principles in organizational settings:** Recognize the importance of ethics, diversity, and inclusion in shaping organizational behavior and decision-making.
9. **Develop practical solutions to organizational issues:** Apply organizational behavior concepts to diagnose and solve real-world organizational problems.
10. **Enhance teamwork and leadership skills:** Cultivate the skills necessary for effective leadership and collaboration in diverse team environments.

FORMAT

- The course will include lectures, student-led discussions, and presentations.
- Students will engage in small group work and peer reviews.

REQUIRED TEXTS

- Griffin, R. W., Phillips, J. M., & Gully, S. M. (2020). *Organizational behavior: Managing people and organizations*. CENGAGE learning.
- Robbins, S. P., & Judge, T. A. (2018). *Essentials of organizational behavior*. Pearson.

In this course, students will have access to a wide range of educational materials curated by the instructor to enhance their learning experience. Among these resources, special attention will be given to scientific articles that delve into the latest research and advancements in the field. These articles, selected for their relevance and insight, will serve as a vital component of the course's curriculum. They will not only supplement the lectures and textbook readings but also stimulate critical thinking and discussion among students. By engaging with these scientific articles, students will gain a deeper understanding of the subject matter and stay abreast of the current trends and debates within the academic community. The instructor will guide students through the analysis of these articles, facilitating a richer educational journey that bridges theory with the cutting-edge research shaping the field today.

EXAMS and ASSIGNMENTS

The assessment for this course is designed to evaluate students' understanding and application of the principles of organizational behavior through a variety of methods. The assessment components include a midterm exam, a final exam, and class participation in experiential activities.

1. **Mid-term exam:** The mid-term exam will be a written test covering all material presented in the first half of the course. It will consist of a mix of multiple-choice questions, short-answer questions, and problem-solving exercises. This exam is designed to assess students' foundational knowledge and their ability to apply theoretical concepts to practical scenarios.
2. **Final exam:** The final exam, also written, will encompass the entire course content, with a focus on the material covered in the second half of the course. Similar to the mid-term, it will include multiple-choice questions, short-answer sections, and practical problem-solving tasks. The final exam aims to evaluate the comprehensive understanding of organizational behavior principles, their application, and critical thinking skills.
3. **Class participation in experiential activities:** Beyond the written exams, students' participation in class is crucial for the whole learning experience. Participation will be evaluated based on engagement in experiential activities conducted during the course. These activities are designed to foster practical understanding, encourage active learning, and facilitate the application of theoretical knowledge in real-world scenarios. Active and meaningful participation in these activities will contribute positively to the final grade, reflecting the students' commitment to applying organizational behavior principles in practical settings.

Students are encouraged to actively participate, engage with the course materials, and apply themselves in both the written exams and the experiential activities. This comprehensive approach

to assessment is intended to cultivate a deep understanding of the subject matter, critical analytical skills, and the ability to apply organizational behavior principles effectively in various contexts. These examination modes generate a score that is expressed in percentage values and with which a grade is associated as a letter grade. Specifically, students who earn a final score as follows:

GRADING SCALE

- A 95%-100%
- A- 90%-94%
- B+ 87%-89%
- B 83%-86%
- B- 80%-82%
- C+ 77%-79%
- C 73%-76%
- C- 70%-72%
- D+ 67%-69%
- D 63%-66%
- D- 60%-62%
- F < 60%

SCHEDULE OF TOPICS

The course is divided into thematic modules designed to comprehensively cover the key aspects of organizational behavior. Each module in this program is designed to be self-contained, offering a complete exploration of specific aspects of organizational behavior, from the individual level to the organizational level.

- **Module 1: Introduction to organizational behavior**
 - **Objectives:** Introduce the field of organizational behavior and its relevance to management and understand the historical development and key concepts of organizational behavior.
 - **Main topics:** Definition and scope of organizational behavior, Historical foundations, The role of organizational behavior in management.
- **Module 2: Individual behavior and processes**
 - **Objectives:** Examine the factors influencing individual behavior in organizations and analyze the role of personality, attitudes, and motivation in the workplace.
 - **Main topics:** Personality and individual differences, Perception and attribution, Motivation theories and applications.
- **Module 3: Group dynamics and teamwork**

- **Objectives:** Understand the dynamics of group behavior and the importance of teamwork and explore the stages of team development and strategies for effective teamwork.
- **Main topics:** Group formation and cohesion, Conflict and negotiation, Teamwork and collaboration in organizations.
- **Module 4: Leadership in organizations**
 - **Objectives:** Study various leadership theories and their application in managing teams and organizations and explore the role of leadership in influencing organizational culture and change.
 - **Main topics:** Leadership theories and styles, Power, politics, and influence, Leading organizational change and development.
- **Module 5: Organizational structure and design**
 - **Objectives:** Analyze different organizational structures and their impact on organizational behavior and understand the principles of organizational design and its effect on performance.
 - **Main topics:** Organizational structure and design, Culture and ethical behavior in organizations, Technology and organizational structure.
- **Module 6: Communication and decision making**
 - **Objectives:** Examine the processes and barriers of effective communication in organizations, Understand decision-making processes and techniques in organizational contexts.
 - **Main topics:** Communication channels and barriers, Decision-making models and biases, Organizational communication strategies.
- **Module 7: Organizational change and development**
 - **Objectives:** Explore the theories and practices of organizational change and development and analyze strategies for managing change and overcoming resistance.
 - **Main topics:** Change management models, Resistance to change and strategies to manage it, Organizational development techniques.

Each module includes required readings, case studies, practical exercises, and class discussions to consolidate understanding of the covered topics.

CLASS POLICY

Attendance

You are allowed **ONE** unexcused absence. Documentation for any other absence **MUST** be produced and **APPROVED** by your faculty. For absences due to illness, please provide the faculty with a doctor's note upon returning to class as well as inform them and/or the Office the first day of illness.

Participation grants the student one point for each lesson they attend. Unjustified absences result in 0 points. Participation in **field-trips**, if any, awards 2 points, while non-participation results in a loss of 2 points.

Late

submissions:

Assignments not submitted by the due date will receive a penalty of 10% for the first 24 hours, 20% for a 48-hour delay. No submissions will be accepted more than 3 days after the deadline, unless arrangements have been made with the instructor (for extensions under exceptional circumstances, apply to the course instructor).

Personal

Please turn cell phones off during class. You can use laptops to take notes, however social networking, e-mailing, surfing the Internet, playing games, etc. are forbidden during class. Any student caught using their laptop/cell phones inappropriately during class will be asked to turn them off. Repeated violations of this rule after the first warning will result in the student being marked absent for the day and permanently losing their laptop privileges. Please be respectful and limit your use of personal electronic devices during class to academic purposes.

Technology:**Contesting****a****grade:**

If students wish to contest a grade, they must make an appointment to do so in person. The student should contact the instructor with any concerns within ONE week of receiving the grade. The student must also demonstrate that they have read the comments accompanying the grade by presenting a brief written statement specifying why the grade does not reflect the quality of the work. It is at the discretion of the instructor to decide whether the work and the student's request warrant any increase or decrease in the grade. Students should retain a copy of all submitted assignments and feedback (in case of loss) and should also retain all of their marked assignments.

Recommended behavior:

- Class begins promptly at the beginning of the class period. It is advisable that you be in your seat and ready to start participating in class at that time.
- Always bring the required supplies and be ready to be actively engaged in the learning process. This communicates preparedness and interest.
- Turn your cell phone off or to vibrate mode before the start of class;
- It is fine to bring a drink or a snack to class, as long as it is not distracting. In conjunction with this, please pick up your trash when you leave the room.
- Your professor expects your full attention for the entire class period. If you know that you'll need to leave before the class is over, try to sit as close to the door as possible so as not to disrupt others. Similarly, if you arrive in class late, just slip in as quietly as possible and take the first available seat you come to.
- Do not sleep in class! Laying your head on the desk or sleeping in class is rude, and it is distracting to others. Turn in assignments on time.
- When you have a question or comment, please raise your hand first as a courtesy to your classmates and the professor. Remember, your questions are NOT an imposition – they are welcome. So, ask questions! You'll learn more, it makes the class more interesting, and you are helping others learn as well.
- If an emergency arises that requires an absence from a session, it is your responsibility to get the notes and all other information that was covered in class from a colleague you trust.

Secular and religious holidays:

Sant'Anna Institute recognizes that there are several secular and religious holidays - not included in the Italian calendar - that affect large numbers of its community members. In consideration of their significance for many students, no examinations may be given and no assigned work may be required on these days. Students who observe these holidays will be given an opportunity to make up missed work in both laboratories and lecture courses. If an examination is given on the first class day after one of these holidays, it must not cover material introduced in class on that holiday. Students who wish to observe such holidays must inform their instructors within the first two weeks of each semester of their intent to observe the holiday even when the exact date of the holiday will not be

known until later so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity.

Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. For this reason it is desirable that faculty inform students of all examination dates at the start of each semester.

ACADEMIC HONESTY

“Members of the Jacksonville University community are expected to foster and uphold the highest standards of honesty and integrity, which are foundations for the intellectual endeavors we engage in.

To underscore the importance of truth, honesty, and accountability, students and instructors should adhere to the following standard:

“On my honor as a student of Jacksonville University, I promise to uphold the values of honesty, trust, fairness, respect, and responsibility in all my dealings with faculty, staff, and students.”

Academic misconduct occurs when a student engages in an action that is deceitful, fraudulent, or dishonest regarding any type of academic assignment that is intended to or results in an unfair academic advantage. In this context, the term “assignment” refers to any type of graded or ungraded work that is submitted for evaluation for any course. Academic misconduct includes but is not limited to cheating, collusion, falsification, misrepresentation, unauthorized collaboration on assignments, copying another student’s work, using or providing unauthorized notes or materials, turning in work not produced by the individual, attempting to get credit for a single instance of work submitted for more than one course, and plagiarism. Furthermore, providing deceitful, fraudulent, or dishonest information during discussions of an academic matter with faculty are also examples of academic misconduct.” (Jacksonville University Academic Integrity [Policy](#)).

Throughout this course we will be reading and reporting about the work of others. All information that is not original to the student must be appropriately attributed in both presentations and written work. All students are expected to do their own work and give appropriate credit for all sources used in the process of preparing papers, presentations, and homework assignments. Group assignments will be graded based on the product of the work, although some adjustment may be made for participation. [If you have a question about whether or not collaboration is allowed, or how to cite a reference, please ask. It is always better to check than to be accused of an unintended violation of the academic honesty policy]. Violations of the academic honesty policy will be dealt with in accordance with university policies [Refer to current Academic Catalog “Academic Integrity and Misconduct”].

Course Level Penalties: A first offense may result in a failing grade for the assignment. Second offenses may result in failure in the course. Significantly egregious violations may result in expulsion from the university. When in doubt give credit for all information that did not come directly out of your head!

DISABILITY STATEMENT

Students with a documented disability requesting classroom accommodations or modifications, either permanent or temporary, resulting from the disability are encouraged to inform the faculty in the first week of the program.