

SEMESTER AT SEA COURSE SYLLABUS
Spring 2013
Faculty Name: Dr. Rebecca J. Oliphant
SEMS 3500-115: Organizational Behavior
Upper Division

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, reflection paper from field experience and videos.

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. We will start the class with a True Colors assessment. This active exercise is based on Myers-Briggs MBTI but adds an easy to remember four color analysis.

Course Textbook

Organizational Behavior: Improving Performance and Commitment in the Workplace

Jason A Colquitt, UNIVERSITY OF GEORGIA

Jeffrey A LePine, ARIZONA STATE UNIVERSITY

Michael J. Wesson, Texas A&M University

Hardcover, 640 pages

©2013, ISBN-13 9780078029356

MHID 007802935X

(I do believe this can also be downloaded for a lesser price)

Methods of Evaluation:

Exams: There will be four exams. These exams will include multiple choice, true/false and short answer. Each exam will be a section covered although concepts and terms may span across exams. The fourth 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. Student can also choose to look at

True Colors: Student will be asked to compare and contrast their True Colors spectrum. A review of the Myers-Briggs assessment will be used as a comparison. Details of this assignment will be made on the day of the True Colors workshop.

Field Experience:

Our field lab will take place on April 10 in Ghana. Attendance is mandatory.

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 Ghana. Models, social systems, and work life will be compared and contrasted within both countries. After

the meeting we will eat lunch at a local Ghana restaurant and meet with a business unique to Ghana (not found in the United States. In the afternoon we will visit the Ghana Institute for Management and Public Administration (GIMPA) to discuss with student from the university issues that deal with Organizational Behavior.

Field Work:

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.

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

True Colors/MBTI Assessment	10%
Three Exams	30% (10% each)
Individual Case Study Analysis	15%
Journals/	15%
Field Experience Reflection	20%
Participation and Attendance	10%

Statement on Plagiarism

Academic Integrity – Any act of plagiarism, using material without giving proper credit or citation will result in a failing grade for the course. All assignments are expected to be the original work of the student. Sources and research findings should be properly cited. If quotations are used, these must be acknowledged. If larger sources are used for general inspiration or form, these sources must be credited. Assignments must be the expression of the student's own thinking and not merely an account of previously heard material. Plagiarism on any assignment will result in a failing grade in this course.

Class days	Readings and Assignments Due	Book Chapters and Materials
Class 1	Introduction to class	
Class 2	What is Organizational Behavior	Chapter 1
Hilo, Hawaii		
Class 3	Job Performance	Chapter 2
Class 4	Organizational Commitment	Chapter 3
Study Day		
Class 5	Job Satisfaction 1	Chapter 4
Class 6	Job Satisfaction 2	Chapter 4
Japan		
Class 7	Exam # 1	Chapters 1-2-3-4
Shanghai, China		
Hong Kong		
Class 8	True Colors	In class Experiential
Class 9	Finish True Colors	In class Experiential
Ho Chi Minh City		
Class 10	Stress 1 and 2	Chapter 5
Singapore		
Penang, Malaysia		
Class 11	Motivation 1	Chapter 6
Class 12	Motivation 2	Chapter 6
Cochin, India		
Class 13	Trust, Justice, Ethics 1	Chapter 7
Study Day		
Class 14	Trust, Justice Ethics II	Chapter 7
Class 15	Learning and Decision Making	Chapter 8
Port Louis, Mauritius		
Class 16	Personality I and II	Chapter 9
Study Day		
Class 17	Exam #2	Chapters 6-7-8-9
Cape Town, South Africa		
Class 18	Ability	Chapter 10
Class 19	Teams I and II	Chapter 11 and 12
Study Day		
Class 20	Leadership I and 11	Chapters 13 and 14
Tema, Ghana		
Class 21	Organizational Structure	Chapter 15
Class 22	Organizational Culture	Chapter 16

Study Day		
Class 23	Team Presentations	
Study Day		
Casablanca, Morocco		
Class 24 Final Exams	Final Exam	Course Integration

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]."

As this is not a traditional classroom it is anticipated some dates and assignments may be adjusted to allow for the rhythm and flow (no pun intended) of life abroad a floating classroom. Please be willing to adjust accordingly. I will always keep the class up to date on assignments and class lectures.

What is a reflection paper?

Reflection papers and assignments are designed to reinforce what has been learned through lectures, discussions, and activities presented in class and in the readings. Most reflection papers are two-three pages in length. In addition, they are often about personal reactions and thoughts; they should not be done in collaboration with other students unless directed to do so by the instructor. (I am not directing you to do so)

IF YOU ARE INTERESTED IN DOING THIS AS A POWER POINT PLEASE EMAIL ME.

How do I write an effective reflection paper?

Remember that the rules of writing apply to papers about your thoughts and feelings. Although you are writing about a personal experience, this does not allow you to use a free-form of writing. Here are five steps to follow:

Five Steps for Writing Effective Reflection Papers

1. Focus your feelings

Before writing a reflection paper, the writer needs to stop and decide what it is that he or she going to write about. By establishing a theme, the writer will be able to write in a **clear** and **concise** manner.

2. Be organized

Being organized will also allow the writer to write in a **clear**, **concise**, and **cogent** manner.

- Make a point--State what you have established as your theme and the pertinent information that surrounds the theme.
- Divide your paper into paragraphs--Give each major point its own space so that the reader will be able to understand and conceptualize the different components of your theme.
- Use topic sentences in paragraphs--These sentences should correspond with your major points and draw the attention of the reader.

A reflection paper is not a random free-flow of ideas. It needs to grab the interest of the reader and present ideas in a clear, concise, and cogent manner.

3. Develop observations and feelings Observations and feelings are an essential component of a reflection paper; however, in order for these components to be properly conveyed by the writer, they must be developed.

- Identify specific aspects or components of the situation that has been observed. One way to do this is by asking the five basic questions.

i. **Who** observed the situation?

ii. From **What** perspective was the observation made and **What** was being observed?

iii. **When** did the observation take place?

iv. **Why** was the particular situation being observed?

v. **Where** did the observation take place?

After asking these questions, state what it is that you have learned. This will give relevance to the observation and your feelings, as well as, help the reader better understand your point of view.

4. Review your work at the sentence level

- *Use good sentence structure--Remember the Mnemonic Device K.I.S.S==> **Keep It Simple Stupid**: Do not pack your sentences full of ideas but, keep them focused.*
- *Avoid sentence fragments--Write complete sentences that have a subject and verb.*
- *Avoid fused sentences--Two sentences that have been fused together into one sentence.*
- *Choose language which expresses your meaning--Again remember K.I.S.S., simplicity brings clarity. The writer does not need to use language that does not fit within the setting.*

5. Remember these tips

- *Relate ideas and link the information together from the writer's personal experience.*
- *Relate relevant information from classroom learning to the experience.*
- *Use key phrases, such as "for example," "as a result of," "another idea that supports my view is," "an opposite view is," and "a different perspective is," are all good transitional phrases that signal the introduction of specifics as well as shifts in the argument.*

Reflection Paper Grading Guidelines:

An 'A' Paper Demonstrates:

Content

- *There is evidence that the author reflected extensively on the issue. Opinions and ideas should be thoughtful, comprehensive, creative, and/or insightful. The inclusion of humor can be effective.*
- *The author provides depth to the paper by providing such things as specific example, multiple points of view, opposing points of view, analogies, quotes from various sources, comparisons, lists of ideas, etc.*
- *The author organizes content so that ideas are grouped and sequenced logically. The author uses phrases to organize ideas (example: "I have always believed that...For example...Evidence for this idea is found...")*
- *The content includes information learned from other courses (the interdisciplinary perspective).*
- *The content can include personal stories, things that have happened to you in relation to the issue. But, do not go overboard; there need to be opinions and conclusions based on those stories.*

Style

- *Flawless Spelling (the writer needs to utilize the spell checker)*
- *Grammar and punctuation that reflects college level writing*

- *All papers are to be typed, space and a half (1.50, and stapled (note: all unstapled papers will be penalized 1 point)*
- *Length: I expect at least a full page of content for each reflection (8 pages total).*
- *Margins should be one inch on each side, top and bottom.*
- *Headings for papers must include the following information*
 - your name*
 - name of assignment (or a word/phrase that describes the assignment)*
 - date due*