



Organizational Behavior

Master Degree

Syllabus

BOK 2.15

MBA 525

Specialty: 073 “Management”

Educational program “Business Administration”

Instructor: Olga Verkhohlyad, Ph.D.

ECTS Credits: 6

US Credits: 3

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Course Description

Organizational behavior (OB) is the study of how people behave in an organization. It is the study of what people think, feel, and do in organizations. Organizational behavior field teaches how to understand, influence and predict organizational events.

OB is a field of study that researches the impact that individuals, groups and structure have on behavior within organization with the aim of improving the effectiveness of the organization.

Through their research, OB scholars help companies and organizations succeed.

Course Outcomes

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

PH4 Systematize and streamline the information received on the processes and phenomena in the world economy; evaluate and explain the influence of endogenous and exogenous factors on them; formulate conclusions and develop recommendations, taking into account the peculiarities of the national and international environment.

PH5 Possess the skills of introspection (self-control), be understandable for representatives of other business cultures and professional groups of different levels (with specialists from other fields of knowledge / activities) on the basis of appreciating diversity, multiculturalism, tolerance and respect for them.

PH6 Plan, organize, motivate, evaluate and increase the effectiveness of teamwork, conduct research in a group under the leadership of a leader, taking into account today's requirements and features in a limited time.

PH7 Apply the acquired theoretical knowledge to solve practical problems and meaningfully interpret the results.

PH15 Determine the functional features, nature, level and degree of interconnections between subjects of international economic relations of different levels and establish communications between them.

PH16 Demonstrate knowledge about the state of research in international economic relations and the world economy in an interdisciplinary combination with political, legal, natural sciences.

PH17 Determine the reasons, types and nature of international conflicts and disputes, justify and apply economic, legal and diplomatic methods and means of their solution at the international level, defending the national interests of Ukraine.

PH18 Investigate economic phenomena and processes in the international sphere based on an understanding of categories, laws; highlighting and summarizing trends, patterns of functioning and development of the world economy, taking into account the cause-effect and space-time relationships.

PH20 Defend the national interests of Ukraine, taking into account the security component of international economic relations.

PH21 Understand and have the skills to maintain business protocol and business etiquette in the field of international economic relations, taking into account the peculiarities of intercultural communication at the professional and social levels, both state and foreign languages.

PH22 Apply appropriate methods, rules and principles of functioning of international economic relations for the development of foreign economic activity of Ukraine.

PH24 Substantiate the choice and apply information and analytical tools, economic and statistical calculation methods, complex analysis techniques and methods of monitoring world markets.

PH25 Present the results of the research on the basis of which recommendations and measures for adaptation to changes in the international environment are developed.

Competences:

3K4 Ability to plan and manage time.

3K9 Ability to be critical and self-critical.

3K10 Ability to communicate with representatives of other professional groups at different levels (with experts from other fields of knowledge / types of economic activity).

3K11 Ability to work in a team.

3K12 Knowledge and understanding of the subject area and understanding of professional activity.

Internationality:

The OB course has strong international component due to importance of globalization in the labor market. Students are encouraged to learn more about each other's cultures and countries. Students are encouraged to form study teams and assignments teams with students who come from different countries. This will help everyone learn and appreciate different world cultures.

Communications

For individual issues, students should contact the professor **ONLY** by given e-mail or by Moodle. In the Subject line they should put: UACUFirstNameLastName. E-mail messages will normally be answered within 24 hours.

Note! Only emails sent from the student's corporate email address will be answered.

Student Responsibilities

Time Commitment

The study of technical courses is cumulative (i.e., an understanding of earlier material is necessary to grasp concepts covered later). Past experience has shown a high correlation between procrastination and low grades. Students must be committed to completing tasks on time.

Technical Aspects

The student is obliged to provide himself/herself with all the necessary technical equipment for the educational process (laptop or computer, webcam, headsets or headphones and microphone), as well as access to the Internet.

Only students signed-in with their own first and last name are allowed into video lectures in Zoom.

Grading Policy

The course is based on mastery of course outcomes. Student grades for this course will be calculated based on performance.

Note: the minimal grade to pass a subject is 70%.

Graduate Grading Guidelines

The assignment of a letter grade for a course is an indication of the student's overall success in achieving the learning outcomes for the course. The course letter grade may be viewed as a summary statement of the student's achievement in individual assessments (assignments & activities). These assessments are intended to identify for students their strengths as well as those areas in need of improvement. Student work is assessed according to the guidelines below.

Course-level Grading guidelines:

| Grade | ECTS Grade | International Grade |
|--------------|-------------------|----------------------------|
| 90% - 100% | A | 5 (Excellent) |
| 83% - 89% | B | 4 (Very Good) |
| 75% - 82% | C | 4 (Good) |
| 70% - 74% | D | 3 (Good) |
| 60% - 69% | E | Not acceptable for MBA |
| 35% - 59% | FX | Not acceptable for MBA |

Criteria for grading:

| ECTS grade | Requirements for the student |
|-------------------|---|
| A | The student demonstrated a comprehensive systemic and in-depth knowledge of program material; processed basic and additional literature; obtained a solid grasp |

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| | of the conceptual apparatus, methods, techniques and tools provided by the program; found creative abilities in the presentation of the educational program material both on this issue and on related modules of the course and related courses, or the student had a current control of 90-100 points |
| B | The student demonstrated good knowledge of program material; processed the basic literature, mastered the conceptual apparatus, methods, techniques and tools provided by the program, but with some inaccuracies |
| C | |
| D | The student showed mediocre knowledge of the core program material; learned information mainly from a lecture course or just one textbook; mastered only certain methods, techniques and tools provided by the program |
| E | |
| FX | The student has significant gaps in knowledge of the main program material; fragmentary mastered the basic concepts, techniques and tools; significant mistakes are made when using them |

Maximum total possible points – 100 points

Midterm exam – 20% of the final grade

Final exam – 40% of the final grade

Presentation – 20% of the final grade

Quiz 1 – 7% of the final grade

Quiz 2 – 7% of the final grade

Essay – 6% of the final grade

Several Pass/Fail assignments which are prerequisites for Quiz 1 and Quiz 2.

Student Workload

It is assumed that for each out of 17 class sessions a student spends about 10.5 academic hours of work. This includes 3.5 academic hours of lectures with the instructor and 7 academic hours of personal work. Personal work includes completing the course homework, additional studies on the subject area, group work.

Please pay attention that 1 academic hour equals to 40 minutes.

Assignment Format

- All work should be shown in time. If the student misses the deadline – the task is failed.
- Midterm covers topics from previous lectures (weeks 1-7). It includes multiple choice questions, questions with short answers and cases (longer essays) and takes about 60 minutes.
- The Final exam covers all course material and includes multiple choice questions and cases (essays). It lasts for about 90 minutes. Admission to the Final exam is possible only if all the tasks of the curriculum are covered.

Academic dishonesty

- Academic integrity is submitting one's own work and properly acknowledging the contributions of others. Any violation of this principle constitutes academic dishonesty and

is liable to result in a failing grade and disciplinary action. Forms of academic dishonesty include:

1. Plagiarism – submitting all or part of another’s work as one’s own in an academic exercise such as an examination, a computer program, or written assignment.
2. Cheating – using or attempting to use unauthorized materials on an examination or assignment, such as using unauthorized texts or notes or improperly obtaining (or attempting to obtain) copies of an examination or answers to an examination.
3. Facilitating Academic Dishonesty – helping another commit an act of dishonesty, such as substituting for an examination or completing an assignment for someone else.
4. Fabrication – altering or transmitting, without authorization, academic information or records.

Midterm and Final are valid only if they are taken on-campus (room defined by the dean’s office) and on UACU’s computer/laptop or online on the student’s computer/laptop using Zoom and other conditions defined by the dean's office to avoid the cases of academic dishonesty. Students who will not meet this requirement will be expelled from the course with grade “0”.

In case of missed Midterm or Final exam (for a valid reason like sickness or an emergency) a request to repeat the exam is possible. Permit to repeat a midterm or final exam is done through a letter to the dean's office with request and approval of subject lecturer.

Submission or retaking of any assessment activities after deadlines are forbidden.

Submission & Return Policy

Assignments must be submitted to the professor on or before the due date and time indicated in the Course Schedule. Assignments must be submitted before the beginning of the respective class session. The assignments submitted after the due dates receive zero points.

Class Rules

- attendance is mandatory. a student may miss not more than one class during the first part of the course before the midterm exam and not more than one class during the second part of the course before the final exam.
a student who has missed more than the stated number of classes will not be allowed to write the exams.
- no make –up quizzes and exams
- students must have their video cameras **on** during the class (exceptions: (a) zoom session 1, in case a student is travelling or is still at work); (b) because of some unexpected circumstances. if a student does not have their video camera on, s/he will not be allowed to be present during the specific class session.

- students must have their full name (first and last name) next to their video/zoom picture. only students whose names correspond to the class list will be allowed to join a class session.
- if a student would like to say something during a class session, it is necessary to raise a hand (please use the icons at the bottom of zoom interface).
- being on-time is a “must.” there are three zoom sessions during each class meeting. a student may be 10 minutes late to any of them. however, students who try to join a zoom session after being late more than 10 minutes will not be allowed to join the corresponding class session. however, they will be allowed to join the next zoom session (if they are on-time or are late not more than 10 minutes.)

Schedule

| Class # | Research Projects | Assignments Due | Points |
|---------|---|---|--------|
| Class 1 | 1. Introduction to the Class; 2. Introduction to the Organizational Behavior field; | 1. Read: Chapter 1 “What is Organizational Behavior?” in Stephen P. Robbins, Timothy A. Judge (2013). Organizational Behavior. (15 th Edition). Pearson Education, Inc., Upper Saddle River, NJ, USA. | |
| | I. Understanding individual factors which influence behavior (personality, motivation, values, emotions) | | |
| Class 2 | Motivation. Individual motivation | 1. Read: Chapter 7 “Motivation Concepts” in Stephen P. Robbins, Timothy A. Judge (2013). Organizational Behavior. (15 th Edition). Pearson Education, Inc., Upper Saddle River, NJ, USA. 2. Read: Chapter 8 “Motivation: From Concepts to Application” in Stephen P. Robbins, Timothy A. Judge (2013). Organizational Behavior. (15 th Edition). Pearson Education, Inc., Upper Saddle River, NJ, USA. 3. Complete DISC Assessment Questionnaire. | |
| Class 3 | 1. Individual differences and perceptions. 2. DISC Assessment | 1. Read Chapter 5 “Personality and Values” in Stephen P. Robbins, Timothy A. Judge (2013). Organizational Behavior. (15 th Edition). Pearson Education, Inc., Upper Saddle River, NJ, USA. 2. Complete Keirsey Questionnaire. | |
| Class 4 | Individual differences and perceptions. Keirsey Assessment. | 1. Read Chapter 6 “Perception and Individual Decision making” in Stephen P. Robbins, Timothy A. Judge (2013). Organizational Behavior. (15 th Edition). | |

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| | | Pearson Education, Inc., Upper Saddle River, NJ, USA. | |
| Class 5 | Emotional intelligence. Emotions and Moods. | 1. Read Chapter 4 “Emotions and Moods” in Stephen P. Robbins, Timothy A. Judge (2013). <i>Organizational Behavior</i> . (15 th Edition). Pearson Education, Inc., Upper Saddle River, NJ, USA. | Quiz 1 7% of the final grade |
| Class 6 | Non-Verbal Communication | 1. Observe non-verbal communication of other people (you may observe people over TV, Internet, or in your everyday life) and prepare a brief report (5 minutes) on two most interesting gestures that you noticed. | |
| Class 7 | Midterm Exam | | 20% of the final grade |
| | II. Understanding group factors which influence behavior (organizational communication, group dynamics, organizational power and politics, organizational culture, organizational institutions) | | |
| Class 8 | Organizational Communication | 1. Read Chapter 11 “Communication” in Stephen P. Robbins, Timothy A. Judge (2013). <i>Organizational Behavior</i> . (15 th Edition). Pearson Education, Inc., Upper Saddle River, NJ, USA. | |
| Class 9 | Group Dynamics | 1. Read Chapter 9 “Foundations of Group Behavior” in Stephen P. Robbins, Timothy A. Judge (2013). <i>Organizational Behavior</i> . (15 th Edition). Pearson Education, Inc., Upper Saddle River, NJ, USA | |
| Class 10 | Organizational Power | 1. Read Pfeffer, J. (2013). You are still the same: Why theories of power hold over time and across contexts. <i>The Academy of Management Perspectives</i> , 27(4), 269-280. 2. Read Pfeffer, J. (2010). Power Play. <i>Harvard Business Review</i> . July-August, 84-92. | |
| Class 11 | Organizational Politics | 3. Read Chapter 13 “Power and Politics” in Stephen P. Robbins, Timothy A. Judge (2013). <i>Organizational Behavior</i> . (15 th | |

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| | | Edition). Pearson Education, Inc., Upper Saddle River, NJ, USA. | |
| Class 12 | Networking Human capital | Write an essay “What Can I do to Develop My Human Capital?” Length 2-4 pages. | Quiz 2 7% of the final grade |
| | III. Understanding Larger Organization System factors which influence behavior (organizational culture, organizational institutions and structure; organizational HR policies) | | |
| Class 13 | Organizational Culture | 1.Read Chapter 16 “Organizational Culture” in Stephen P. Robbins, Timothy A. Judge (2013). Organizational Behavior. (15 th Edition). Pearson Education, Inc., Upper Saddle River, NJ, USA. 2.Read Hoffman, B. (2012), <i>American Icon: Alan Mulally and the Fight to Save Ford Motor Company</i> , Crown Publishing Group, New York, NY. | Essay 6% of the final grade |
| Class 14 | Organizational Institutions Organizational Structure | 1.Read Chapter 15 “Organizational Structure” in Stephen P. Robbins, Timothy A. Judge (2013). Organizational Behavior. (15 th Edition). Pearson Education, Inc., Upper Saddle River, NJ, USA. 2. Read Pfeffer, J. and Sutton, R. (2006), “Do the best organizations have the best people?” Pfeffer, J. and Sutton, R., <i>Hard Facts, Dangerous Half-truths, and Total Nonsense: Profiting from Evidence-Based Management</i> , Harvard Business School Press, Boston, MA, pp.85-108. 3.Read Acemoglu, D., Johnson, S., & Robinson, J. (2004). Institutions as the fundamental cause of long-run growth. <i>NBER Working Paper Series. Working Paper 10481. National Bureau of Economic Research</i> . Cambridge, MA. | |
| Class 15 | Organizational HR Policies Assessment Center Assessment Center Exercises | 1.Read Chapter 17 “Organizational HR Policies and Practices” in Stephen P. Robbins, Timothy A. Judge (2013). Organizational Behavior. (15 th Edition). Pearson Education, Inc., Upper Saddle River, NJ, USA. | |

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| Class 16 | Team Presentations | | 20% of the final grade |
| Class 17 | Final Exam | | 40% of the final grade |

Recommended Materials

1. Organizational Behavior (18th Edition) (What's New in Management). 2020.
2. Stephen P. Robbins, Timothy A. Judge (2013). Organizational Behavior. (15th Edition). Pearson Education, Inc., Upper Saddle River, NJ, USA.
3. Hoffman, B. (2012), *American Icon: Alan Mulally and the Fight to Save Ford Motor Company*, Crown Publishing Group, New York, NY.
4. Acemoglu, D., & Robinson, J. (2012). *Why nations fail. The origins of power, prosperity and poverty*. New York, NY: Crown Publishers.
5. Pfeffer, J. and Sutton, R. (2006), "Do the best organizations have the best people?" Pfeffer, J. and Sutton, R., *Hard Facts, Dangerous Half-truths, and Total Nonsense: Profiting from Evidence-Based Management*, Harvard Business School Press, Boston, MA, pp.85-108.
6. Acemoglu, D., Johnson, S., & Robinson, J. (2004). Institutions as the fundamental cause of long-run growth. *NBER Working Paper Series. Working Paper 10481. National Bureau of Economic Research*. Cambridge, MA.
7. Pfeffer, J. (2013). You are still the same: Why theories of power hold over time and across contexts. *The Academy of Management Perspectives*, 27(4), 269-280.

** The above schedule and procedures are subject to change in the event of extenuating circumstances.*

Протокол засідання кафедр № 4 від 23.08.2022 року

Проректор з навчально-методичної роботи



Л.І.Кондратенко

Завідувач кафедри



Г.А.Бевзо

Викладач



О.О.Верхогляд