

OUTCOMES BASED LEARNING MATRIX

Course: BUSN301 Organizational Behavior

Department: Business Administration

This course studies human behavior in organizations at the individual and group level. Lectures and discussions include the effect of organization structure on behavior. Specific attention given to using concepts for developing and improving interpersonal skills. Concentrates on motivation, communication, influence, power, group decision processes, leadership, conflict, change, cultural systems, and perception. Explores management techniques such as team development in order to improve the management of people. Prerequisites: ENGL092 Preparing for College Reading II and ENGL099 Introductory Writing; waiver by placement testing results; or departmental approval.

Core Competencies for outcomes activities and assessment tools: Written Communication (WC); Quantitative Literacy (QL); Oral Communications (OC); Information Literacy (IL); Critical and Creative Thinking (CCT); Civic Engagement (CE); Integrative Learning (IG); Global Learning (GL).

COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
Students will be able to (a) explain how individual differences—such as personalities, perceptions, attitudes, and ethics—affect employee performance and (b) describe how managers can capitalize on employee diversity.	<ul style="list-style-type: none"> • Lecture and discussion on theories of personality, the perceptual process attitude formation, and ethical development in individuals. (OC, IL) • Student self-assessment exercises. (WC, CCT) • Group discussion of ethical dilemmas. (WC, OC, CCT, IG) • Case study on diversity in organizations. (WC, OC, CCT, IG) 	<ul style="list-style-type: none"> • Case analysis to be presented by assigned groups (WC, OC, CCT, IG) • Multiple choice and essay exam questions. (WC, IL, CCT) • Research on a Fortune 500 corporation by utilizing company web sites and business articles to describe their Corp. Social Responsibility programs for stakeholders. (WC, QL, OC, CCT, IG, CE)
Students will be able to apply different motivational theories and methods to increase the productivity and job satisfaction of employees.	<ul style="list-style-type: none"> • Lecture and discussion on motivational theories applicable to today's workplace. (OC, IL) • Class discussion on students' own needs at work as they relate to motivational systems developed by employers. (WC, OC, CCT, IG) • Group exercises in which students apply motivational theories in various workplace scenarios (OC, CCT, IG) • Case study on how to design a motivational reward system. (WC, CCT, OC, IG) 	<ul style="list-style-type: none"> • Case analysis to be submitted in report form. (WC, IL, CCT) • Multiple choice and essay exam questions. (WC, IL, CCT) • Research a corporation and describe ways they motivate employees and relate their motivational practices to a company in which you have worked. (WC, QL, OC, CCT, IG)

Students will be able to identify the characteristics of successful teams in order to function effectively as a team members and leaders.	<ul style="list-style-type: none"> • Lecture and discussion on the variety, roles, challenges, and benefits of teams in organizations. (OC, IL) • In-class team project with video analysis. (WC, QL, CCT, OC, IG) 	<ul style="list-style-type: none"> • Prepare a written essay and present in class student's experiences working in teams and analyze how these teams could be improved by reflecting on elements of effective teams and meetings. (WC, QL, OC, CCT, IG)
Students will be able to demonstrate how to make better decisions both individually and in a group.	<ul style="list-style-type: none"> • Lecture and discussion on the decision making process. (OC, IL) • Discussion of students' personal examples of effective/ineffective decision-making. (CCT, OC) • In-class group decision making exercises (e.g. Lost on the Moon) (WC, CCT, OC) 	<ul style="list-style-type: none"> • Multiple choice and essay exam questions. (WC, IL, CCT) • Written Case analyses of effective and ineffective organizational decision-making. (WC, CCT, OC, IG)
Students will be able to analyze the interpersonal communication process to increase their effectiveness as communicators.	<ul style="list-style-type: none"> • Demonstration of communication process in class (CCT, OC) • Lecture and discussion on barriers to effective communication. (OC, IL) • Student self-assessment of communication style. (CCT, OC, IG) • Group exercises which students practice effective communication techniques. (OC) 	<ul style="list-style-type: none"> • Written case analysis (CT, QS, R, W) • Multiple choice and essay exam questions (WC, IL, CCT) • Team company analysis, which includes a written report and oral presentation (WC, CCT, OC, IG)
Students will be able to determine appropriate leadership styles to use in particular situations.	<ul style="list-style-type: none"> • Lecture and discussion of leadership theories. (CCT, OC) • Student self-assessment of leadership style. (CCT, OC, IG) • Exercises and/or role-plays in which students select/demonstrate leadership styles appropriate to the situation. (OC, CCT, IG) 	<ul style="list-style-type: none"> • Essay questions based on assigned cases in class (WC, IL, CCT) • Multiple choice and essay exam questions (WC, IL, CCT,) • Case analyses highlighting the leadership styles of business leaders and reflecting on own leadership style. (WC, CCT, OC, IG) • Case analysis highlighting the impact of organizational structure and/or culture on organizational performance. (WC, CCT, OC, IG)
Students will be able to describe how to ethically use power, politics, and influence to accomplish their work.	<ul style="list-style-type: none"> • Lecture and discussion on sources of power and influence tactics. (OC, IL) • Role-play in which students select and demonstrate various influence tactics. (CCT, OC) 	<ul style="list-style-type: none"> • Written Case analysis highlighting ethical and unethical uses of power. (WC, CCT, OC) • Multiple choice and essay exam questions (WC, CCT, OC)

<p>Students will be able to demonstrate effective techniques for managing conflict.</p>	<ul style="list-style-type: none"> • Lecture and discussion on conflict management styles. (OC, IL) • Student self-assessment of conflict management style. (CCT, OC, IG) • Role-play in which students demonstrate the appropriate use of conflict management styles. (CCT, OC) 	<ul style="list-style-type: none"> • Multiple choice and essay exam questions (WC, IL, CCT) • Write a reflective essay outlining a situation when student used positive and negative conflict resolution techniques and analyze how they could have managed negative case more positively. (WC, CCT, OC, IG)
<p>Students will be able to (a) recognize how a changing business environment requires organizations to adapt and (b) describe methods for successfully managing that change.</p>	<ul style="list-style-type: none"> • Lecture and discussion on why people resist change, how to overcome resistance to change, and models for managing a change program. (OC, IL) • Exercise in which students plan a personal change program. (WC, CCT, OC, IG) 	<ul style="list-style-type: none"> • Multiple choice and essay exam questions (WC, IL, CT) • Students research a U.S. Fortune 500 company to identify and summarize how the business manages change outside of the U.S. (WC, CCT, OC, GL)
<p>Students will be able to recognize stress in the workplace and develop programs to successfully reduce stress of employees.</p>	<ul style="list-style-type: none"> • Lecture and discussion of types of stress and methods to control stress at work. (OC, IL) • Exercise and discussion which students evaluate current stress levels through a questionnaire. (OC, IG) • Case review on corporations that promote positive work/life balance. 	<ul style="list-style-type: none"> • Research and prepare a written essay of a corporation's employee well-being policies and programs; present findings. Compare chosen corporation employee well-being programs to current or former employer. (WC, CCT, QL, OC, IG)