**MGT/PSY 424: Organizational Behavior**

**Fall Semester 2017**

(Syllabus Version 2)

**Time of class:** Tuesdays and Thursdays 10:30 – 11:45 AM

**Location of class:** Sierra Hall 2411

**Professor:** Dylan Cooper, PhD

**Office:**  Sage 2133

**Email:** dylan.cooper@csuci.edu

**Office hours:** Wednesday 10:00 – 11:30 am

Thursday 4:30 – 6:00 pm

And by appointment. Feel free to drop by any time I’m there.

**COURSE DESCRIPTION**

This course provides an overview of organizational behavior, one of the primary areas in the study of management and industrial/organizational psychology. We will discuss individual behavior, interpersonal interaction, and group dynamics within organizations, with an emphasis on the workplace. For example, one section considers factors that influence how much effort employees are willing to expend at work. We will consider these topics from both a theoretical point of view and from a practical perspective. This dual approach will allow students to gain a sense of the complexity of human behavior within organizations, critically appraise workplace issues and proposed solutions, manage other employees more effectively, and be more successful as organizational members.

**LEARNING OBJECTIVES**

After successfully completing this class, you will be able to:

1. Explain orally and in writing, how personality, emotions, values, attitudes, and perception influence behavior in organizations. (1,2,3)
2. Apply theories and concepts of motivation to develop strategies for improving work performance and organizational effectiveness. (1,5)
3. Apply theories and concepts from behavioral science to develop strategies for effective teamwork. (1,5)
4. Present, individually and in groups, analytical findings concerning the behaviors of groups. (2,3,6)

\*Aligns with Program Learning Goals for: (1) Critical thinking, (2) Oral communication, (3) Written communication, (4) Conduct (Ethics), (5) Competencies in management, and (6) Collaboration

**COURSE OUTLINE**

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| **Class Days** | **Topic** |
| W1: Aug 29 & 31 | Introduction to Organizational Behavior |
| W2: Sept 5 & 7 | Emotions at Work |
| W3: Sept 12 & 14 | Work Attitudes |
| W4: Sept 19 & 21 | Personality and Values |
| W5: Sept 26 & 28 | Creativity |
| W6: Oct 3 & 5 | Motivation |
| W7: Oct 10 & 12 | Motivation |
| W8: Oct 17 & 19 | (Un)ethical Workplace Behavior |
| W9: Oct 24 & 26 | Organizational Justice |
| W10: Oct 31 & Nov 2 | Negotiation |
| W11: Nov 7 & 9 | Groups and Teams |
| W12: Nov 14 & 16 | Leadership  Guest Speaker: Drew West, The Trade Desk |
| W13: Nov 21 | Leadership |
| W14: Nov 28 & 30 | Power and Politics |
| W15: Dec 5 & 7 | Organizational Culture |
| W16: Dec 14 (8 am) | Last class meeting |

**HOW THE CLASS WILL WORK**

Each week, class will be structured around one or more questions related to that week’s topic. We will discuss and attempt to answer these questions both individually and as a class. At the end of the previous week, I will introduce the topic with a short lecture and remind you of the related questions. I will also provide a list of theories and concepts from Organizational Behavior that are useful for thinking about the questions.

On the Sunday before we discuss the topic, approximately 1/3 of the students will submit a Central Question assignment, 1/3 of the students will submit a Theory/Concept Example assignment, and 1/3 of the students will not have homework due. These assignments are described below in the Grades section of the syllabus. Completing them before class is meant to encourage preparation for class discussions.

Small group and class discussions, as well as class exercises and supplemental readings, will be used to develop answers to the question(s) and understand real-world examples. There will be relatively little lecture in this course.

**TEXT BOOK**

This class has NO REQUIRED textbook. Instead, we will have focal questions for each topic and you are free to collect the information to answer those questions in any way you would like. It is extremely important that you collect information from reliable sources. (We will talk about this the first day of class.) Probably the easiest way to get the information you need to answer the questions is to read the relevant sections of an OB textbook. I have two recommended textbooks:

* *Organizational Behavior* by Stephen Robbins and Timothy Judge. This is the standard OB textbook used in hundreds of university classes around the world. It contains good information based on academic research. It is, however, somewhat dry reading. There are 17 editions of this textbook. You do not need to get the latest one; any of the more recent editions is fine.
* *Organizational Behavior: A Critical-Thinking Approach* by Christopher Nick, Jeffery Houghton, and Emma Murray. It contains less detail than the Robbins and Judge textbook, but it is more fun to read and easier to understand. This is a new textbook, so there is only one edition.

These books are available, both new and used, at the CSUCI bookstore, [www.chegg.com](http://www.chegg.com), [www.amazon.com](http://www.amazon.com), and [www.bookbyte.com](http://www.bookbyte.com), among other places. I suggest you buy one of these for your weekly reading and consult the other to gain an additional perspective when working on class assignments. Both textbooks are on reserve for our class in the library. Please do not count on being able to access the library’s copies at the last minute before class. There are too many students for that to work consistently.

**OFFICE HOURS**

Office hours are times that I have set aside during the week to meet with YOU and talk about whatever you want. These times are for specifically for students, so coming is never an intrusion. I am happy when you come to my office hours.

Visiting office hours is a great way to increase your learning. You can ask about things you didn’t understand from class (which, admit it, we all have), get feedback on assignments, discuss topics you didn’t want to bring up in class, or talk about anything else. Taking advantage of office hours is a valuable way to get more out CI.

If you can’t come during the official office hours, send an email and we will set up another time to meet.

**GRADES**

Your performance will be evaluated with several assignments, each weighted as shown below:

Central Question (5 assignments) 25 pts

Key Concepts (5 assignments) 25 pts

Project 30 pts

Class Attendance 5 pts

Class Participation 15 pts

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Total 100 pts

Grades will be assigned according to the following scale:

97+ pts = A+ 93.00 – 96.99 pts = A 90.00 – 92.99 pts = A-

87.00 – 89.99 pts = B+ 83.00 – 86.99 pts = B 80.00 – 82.99 pts = B-

77.00 – 79.99 pts = C+ 73.00 – 76.99 pts = C 70.00 – 72.99 pts = C-

1. – 69.99 pts = D+ 63.00 – 66.99 pts = D 60.00 – 62.99 pts = D-
2. **Central Question Assignments.** Answer one of the discussion questions for the week, using concepts from Organizational Behavior. The answers may be written, recorded on video, or presented live in class. Other options may be available. These assignments (or a summary of the points that will be made in a live presentation) are due at midnight on the Sunday before the week in which the question will be discussed. You must complete five of these assignments, and three of those must be written. You may submit up to seven assignments. If you submit more than five, I will keep only the five highest grades.

Read the document on CI Learn 2.0 that describes these assignments before starting them.

1. **Key Concepts Assignments.** Explain one of the key theories or concepts for the week in your own words and give an example of it an example from your own experiences in an organization (e.g., at work), current events, experiences of your family or friends, a television program, movie, or book. Like the Question Answer assignments, these may be written, recorded on video, or presented live in class. These assignments (or a summary of the points that will be made in a live presentation) are due at midnight on the Sunday before the week in which the question will be discussed. You must complete five of these assignments, and three of those must be written. You may submit up to seven assignments. If you submit more than five, I will keep only the five highest grades.

Read the document on CI Learn 2.0 that describes these assignments before starting them.

1. **Project.** Describe a real-life problem in an organization and present a solution. It is important to use concepts from Organizational Behavior throughout the project. This may be a written essay or a video of a pitch of the idea. The final result should be something you could give to people in the organization. If they read (or view) it, they should get the impression that you thought about the issue, know what you are talking about, and can back up your ideas with relevant concepts and research.

Read the document on CI Learn 2.0 that describes the project before starting it.

1. **Class Attendance.** You will receive credit just for showing up to class. This reflects the reality that consistent attendance at work is an important, if implicit, part of many employee performance reviews. I want to help you develop habits that will support your success in the workplace. You will lose points for absences and tardiness. If you miss class for an emergency (e.g., medical necessity) and provide documentation, you will receive credit for attendance, but not participation. The class meets 30 times. **You must attend at least 24 of those meetings in order to pass the course.**
2. **Class Participation.** This part of your grade will be based on the quality and quantityof your participation in classroom discussions and active participation in classroom exercises. All students are expected to be prepared and willing to discuss topics in class. Quality participation also includes listening to what others in the class say and responding thoughtfully to their comments. On some days I may randomly call on students. Often, I will ask students to explain their answers to questions. Remember that attendance is not participation.

I think participation is important for at least three reasons. First, it makes the class more interesting and valuable for you and the rest of us. Speaking keeps you engaged with what is going on and hearing how other people respond to your comments allows you to understand your own ideas better. Second, it helps you develop your ability to express ideas clearly. This is a skill that requires practice. Speaking my ideas out loud often helps me define what I really mean; until I put the idea into words, I often do not realize that I only half understand my own idea. Third, employees who communicate their ideas with their supervisors and work teams are often seen as more valuable employees, leading to better assignments, promotions, raises, etc. I would like you to practice the skills that will help you be one of these employees. Start by concentrating on making sure that you contribute something. You do not have to worry about it being the world’s greatest comment, just start out by saying something. I keep track of who speaks each day and, when applicable, that they had a particularly insightful comment.

If you are strongly introverted, please mention this to me in person or by email. We may be able to develop an alternative for earning participation points.

1. **Extra Credit.** It is POSSIBLE that opportunities for extra credit MAY arise during the semester. Do not plan on such opportunities as I have none scheduled at this point.
2. **Late assignments.** I will not generally accept late homework in this class. If you missed the deadline for one of the Question Answer or Theory/Concept Example assignments, do the next assignment. If you think you will be late with the Project assignment, please contact me as soon as you can.

**COURSE WEBSITE AND EMAIL**

I will use the **CI Learn** 2.0 website (aka Canvas) to post announcements, assignments, readings, grades, class notes, and additional information. You should regularly check CI Learn 2.0 (or set up alerts) so you don’t miss anything important. You can access it through *my*CI, [www.myci.csuci.edu](http://www.myci.csuci.edu). Additional information about *my*CI can be found at <http://www.csuci.edu/academics/catalog-and-schedule/schedule/2017/fall/myci.htm>.

I will also send you **email**, through CI Learn 2.0 and my own CI account. Email to me must be sent from your CI email account, so that I know that it came from you. Please do not use a private account (e.g., gmail). This allows me to maintain your privacy and conform to federal laws protecting your rights as a student. I strongly suggest checking your CSUCI email several times a day. I have it set up in my phone to alert me whenever I receive an email.

**WRITING AND MULTILITERACY CENTER**

The Writing and Multiliteracy Center (WMC) provides all CI students with FREE support services and programs that help them become more effective writers and communicators. Peer consultants help you at any stage of the composition process in any discipline for writing or speaking (such as slideshow presentations). You are also welcome to bring in other types of non-academic work such as resumes, letters of application, and personal statements. The online writing consultants will also work with you if you don’t live on campus or if you have trouble physically getting to our Center. Speaking groups help those who want to talk about or wish to learn new skills in speaking in academic contexts, whether it's oral presentations, in-class discussions, or talking with professors during office hours. To make an appointment to see a consultant or learn more, visit <http://www.csuci.edu/wmc>. You can also go directly to the Center or call 805-437-8934.

I strongly suggest taking advantage of the WMC, regardless of your current writing level. Writing is an essential skill for many jobs and we can all improve through practice and feedback from others.

**NOTICE TO STUDENTS WITH DISABILITIES**

CSU Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Resource Programs is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact Disability Resource Programs (<http://www.csuci.edu/drp/>) at 805-437-3331 for personal assistance and accommodations.

# ACADEMIC DISHONESTY NOTICE

Academic Dishonesty occurs whenever any action or attempted action is pursued that creates an unfair academic advantage or disadvantage for you and/or any member or members of the academic community. *All forms of academic dishonesty are subject to sanctions under the Policy on Academic Dishonesty.* Sanctions include: oral warning, failing grade for work involved, and failing grade in the course. Various forms of academic dishonesty include, but are not limited to cheating, fabrication of information or citations, plagiarism, and/or facilitating academic dishonesty.

*Extra note on plagiarism:* plagiarism is attempting to pass off someone else’s work or ideas as your own. If you copy words (e.g., a sentence) from another source, you have to (1) put those words quotes and (2) provide a reference saying where you copied the words from. In addition, if you reword or paraphrase ideas from another source, you have to provide a reference. Academics do not make things; all we have is our ideas. So if you try to pass off someone’s ideas as your own, academics see that as theft.

**ADDITIONAL NOTES**

Please respect the other members of this class by not talking or otherwise disrupting the class. If someone is interfering with your ability to concentrate or participate in class please let me know. If you are too shy to tell me, please move to a different part of the classroom.

You should never consider class to be officially cancelled unless an announcement is made or I do not show up to class until 20 minutes after the start time of class.

I suggest not using your laptop in class (or at least disabling internet access), because there is evidence that internet usage in class reduces your learning and grades! Check out this article about it: <https://www.scientificamerican.com/article/students-are-better-off-without-a-laptop-in-the-classroom>

A small number of supplementary, non-textbook readings will be assigned during the semester.

All dates and items on this syllabus are subject to change at my discretion.

***I look forward to working with you this semester!***