**MGT/PSY 424: Organizational Behavior**

**Spring Semester 2020**

(Syllabus Version 2)

**Time of class:** Mondays and Wednesday 1:30 – 2:45 pm

**Location of class:** Bell Tower 2582

**Professor:** Dylan Cooper, PhD

**Office:**  Sage 2133

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

**Office hours:** <https://calendly.com/dylan-ci/office-hours>

**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: Jan 27 & 29 | Introduction to Organizational Behavior |
| W2: Feb 2 & 3 | Emotions at Work |
| W3: Feb 10 & 12 | Work Attitudes  Visitor: Finding reliable information on the internet |
| W4: Feb 17 & 19 | Personality and Values |
| W5: Feb 24 & 26 | Creativity  NO CLASS FEB 26 |
| W6: Mar 2 & 4 | Motivation |
| W7: Mar 9 & 11 | Motivation |
| W8: Mar 16 & 18 | (Un)ethical Workplace Behavior |
| Mar 23 & 25 | NO CLASS: Spring Break |
| W9: Mar 30 & Apr 1 | Organizational Justice |
| W10: Apr 6 & 8 | Negotiation |
| W11: Apr 13 & 15 | Groups and Teams |
| W12: Apr 20 & 22 | Leadership |
| W13: Apr 27 & 29 | Leadership |
| W14: May 4 & 6 | Power and Politics |
| W15: May 11 & 13 | Organizational Culture |
| W16: May 20 (**1 pm**) | Last class meeting |

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

**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 Saturday 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 in 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 Neck, 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 are only two editions.

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.

Note that I am one of the advisors for the business major. I have many office hours times that are available to both students from my classes and students who want business major advising. I also reserved two half-hour times for ONLY students from my classes. To guarantee that I will be available, please use this link, <https://calendly.com/dylan-ci/office-hours>, to schedule a meeting. If you cannot make it at any of those times, please email me.

**GRADES**

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

Central Question (5 assignments) 25%

Key Concepts (5 assignments) 25%

Project 35%

Class Attendance 5%

Class Participation 10%

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Total 100%

Grades will be assigned according to the following scale:

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

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

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

1. – 69.99% = D+ 63.00 – 66.99% = D 60.00 – 62.99% = 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 Saturday 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 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 Saturday 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 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 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. **You must attend at least 24 class 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** website (aka Canvas) to post announcements, assignments, readings, grades, class notes, and additional information. You should regularly check CI Learn (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 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 & MULTILITERACY CENTER**

The Writing & Multiliteracy Center (WMC) provides all CSUCI students with free support services and programs that help them address 21st Century challenges of creatively thinking about and composing in written, oral, visual, and digital forms of communication. Peer consultants help you at any stage of the composition process via one-to-one or group consultations, online consultations, and workshops offered throughout the semester. To make an appointment to work with a consultant or to learn more, visit the [WMC webpage.](http://r20.rs6.net/tn.jsp?f=001bVYZ2nQHupCVFlvb96IuQ2GXEZNzlzoM-965ykncO1nbjE7XuIE1dAqWI2FItZuzcLOezjLFwebRaXtDnxmb1Ia0vMU4d6C_SG46gHCjr_UC0yuF61eMpo_SOAWoH4hFzt-whXoRoaN4MMcJ8Z76qQ==&c=5Rv9YNau7ESu1ZSmC6Z0csiNAanjv8DikzVdhYclJUz30sK1BGVgIQ==&ch=mVQTvmSeRK7BEvpZY-AxpSIZQylD8zCwM15ZCYOJmKnxHn_nu3P3CQ==)

We do a lot of writing and/or videos in this class. Use the WMC!

**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>. If using laptops for non-class related purposes becomes a problem in this class, I will disallow their use.

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

**CSUCI SERVICES AND POLICIES**

**1. Disability Accommodations.** 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 Accommodation Services 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 Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of needed services. You can [apply for DASS services here](http://r20.rs6.net/tn.jsp?f=001bVYZ2nQHupCVFlvb96IuQ2GXEZNzlzoM-965ykncO1nbjE7XuIE1dAqWI2FItZuzr3XbEE8v0O7gwNPWLJkvmW4ONpSt_RYVv4NC55KSD1c3lT32cC2ZI8B-4wjw6wOZ5SoBJHBsYyERaHkfqSwghf_BqC81ivX1IDGv9duyKlvVSzzTpcoOKzXtU-KgK1_u&c=5Rv9YNau7ESu1ZSmC6Z0csiNAanjv8DikzVdhYclJUz30sK1BGVgIQ==&ch=mVQTvmSeRK7BEvpZY-AxpSIZQylD8zCwM15ZCYOJmKnxHn_nu3P3CQ==). Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

**2. Counseling and Psychological Services (CAPS).** CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867, and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support); you can also email us at [caps@csuci.edu](mailto:caps@csuci.edu) or visit our [website.](http://r20.rs6.net/tn.jsp?f=001bVYZ2nQHupCVFlvb96IuQ2GXEZNzlzoM-965ykncO1nbjE7XuIE1dAqWI2FItZuz8nXTAzZEyfexPw5HHFBrHBfrvrbCHmOgZ-Ie-nlLLluiG-DczOs10iTWNYGGApZ7XbToSKrUDxKAMbe4XMUb-w==&c=5Rv9YNau7ESu1ZSmC6Z0csiNAanjv8DikzVdhYclJUz30sK1BGVgIQ==&ch=mVQTvmSeRK7BEvpZY-AxpSIZQylD8zCwM15ZCYOJmKnxHn_nu3P3CQ==)

**3. Emergency Intervention and Basic Needs.** If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is currently located in Arroyo Hall and offers free food, toiletries and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805) 437-8512 or visit Bell Tower 2565. Please visit the website for the most up to date information on the [Basic Needs Program](http://r20.rs6.net/tn.jsp?f=001bVYZ2nQHupCVFlvb96IuQ2GXEZNzlzoM-965ykncO1nbjE7XuIE1dAqWI2FItZuz9nm4Yl83ZuDphHAEYMBTglNl2bEJt9pVZE1Ud2EhqIy3ZfTgEYf8F1kdruu-K8BpjaZbDrdWcZc7ISURE8iZc22T5XREejRI&c=5Rv9YNau7ESu1ZSmC6Z0csiNAanjv8DikzVdhYclJUz30sK1BGVgIQ==&ch=mVQTvmSeRK7BEvpZY-AxpSIZQylD8zCwM15ZCYOJmKnxHn_nu3P3CQ==).

**4. Campus Tutoring Services.** The Learning Resource Center (LRC) offers free one-on-one peer tutoring for all MVS School undergraduate courses. The LRC tutors will help students with study skills, fundamental concepts, comprehension, homework, test preparation, and much more. The LRC now also offers online tutoring through Zoom! The Peer Tutor Schedule is available via the [LRC webpage.](http://r20.rs6.net/tn.jsp?f=001bVYZ2nQHupCVFlvb96IuQ2GXEZNzlzoM-965ykncO1nbjE7XuIE1dAqWI2FItZuz-TygdKuVCCmxqghtaolBjsDIvLzKKPZ3os3GzHxKyeV0B6bS2gAOqwSCHRso5xA_WZLLAYbgc3XwLZVrE3jVVRHTTA2EizMCDhDEQcFjXZVPoZkl8bMNLA==&c=5Rv9YNau7ESu1ZSmC6Z0csiNAanjv8DikzVdhYclJUz30sK1BGVgIQ==&ch=mVQTvmSeRK7BEvpZY-AxpSIZQylD8zCwM15ZCYOJmKnxHn_nu3P3CQ==)

**5. Title IX and Inclusion.** Title IX & Inclusion manages the University’s equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus’ response to the University’s nondiscrimination policies. CSUCI prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands’ commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit the [Title IX webpage.](http://r20.rs6.net/tn.jsp?f=001bVYZ2nQHupCVFlvb96IuQ2GXEZNzlzoM-965ykncO1nbjE7XuIE1dAqWI2FItZuzu9p6a_UZkALYznNq4LeZ3NGppWcj34XTOQZJ2cj_vhFd8FDUQNgrneJJ7pqDHROr2YnIclQ-BrDcVvHiRWWXjbDPELvcfXMW&c=5Rv9YNau7ESu1ZSmC6Z0csiNAanjv8DikzVdhYclJUz30sK1BGVgIQ==&ch=mVQTvmSeRK7BEvpZY-AxpSIZQylD8zCwM15ZCYOJmKnxHn_nu3P3CQ==)

**6. Academic Integrity.** As an institution of higher learning, CSUCI values academic integrity and will not tolerate acts of academic dishonesty. Academic dishonesty includes but is not limited to such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. If a student is found responsible for committing an act of academic dishonesty in this course, an appropriate academic penalty will be assigned, and the incident will be referred to the Dean of Students Office. For additional information, please refer to CSUCI’s [Policy on Academic Dishonesty](http://r20.rs6.net/tn.jsp?f=001bVYZ2nQHupCVFlvb96IuQ2GXEZNzlzoM-965ykncO1nbjE7XuIE1dAqWI2FItZuz3nIDZ-KHjlgUuAN6uglHfZjfV4lARdDaWAHoup4sk1x6WDFdT61H_CMZ4WSjNdalxNs4KrgukPVs-oHcLARysWs2KWNKVmXSO_HM5IXgT5Wp8hA9E-slyWdc1DeAlCQ5s2ygiXFXgkCnGwqSimcsg7PxoPCLj1y0-CfWKjximxgaHVpjNBD5Ng==&c=5Rv9YNau7ESu1ZSmC6Z0csiNAanjv8DikzVdhYclJUz30sK1BGVgIQ==&ch=mVQTvmSeRK7BEvpZY-AxpSIZQylD8zCwM15ZCYOJmKnxHn_nu3P3CQ==).

Academic dishonesty is a serious violation of the trust upon which the success of our community depends. Understand that, by registering in this course, you agree to uphold your end of the deal.

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.

***With all that out of the way…I look forward to working with you this semester!***