NOTE: This schedule is subject to change during the semester.

Course
Organizational Behavior
Class No. PSY 424, #
Class No. MGT 424, #
Tuesday, 6:00 pm to 8:50 pm, Broome Library 2490

Professor
Jeffrey Stone, Ph.D.

Email
Jeffrey.Stone@csuci.edu

Office & Phone
Sage Hall 2152, 805-437-8980

Office Hours
Tue., 8am-9:00am; 5pm-6pm
Fri., 8am-9am
and by appointment.

Required Text

COURSE DESCRIPTION

This course focuses on the application of behavioral science theory and concepts to individual, interpersonal and group processes in a diverse work force. Topics include personality traits, emotions, values, work attitudes, work motivation, organizational politics, group effectiveness and conflict. The course makes extensive use of individual and group experiential exercises and case analysis.

Understanding human behavior at work is an essential aspect of successful management. Most management programs require an Organizational Behavior class. Organizational Behavior focuses on improving productivity, quality, and assisting managers to design more positive organizations. The course is an introduction to the interaction between people, structure, and environment. The course provides a micro-level analysis of behavior of individuals and groups within their organizations, and the influence of the environment on behavior patterns.

STUDENT LEARNING OUTCOMES

The following four items describe the student learning outcomes for this class. The number(s) in parent his following each learning income indicate the Martin V. Smith School of Business and Economics learning goals.

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 the behavioral sciences 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, (6) Collaboration

COURSE COMPONENTS

ATTENDANCE AND PARTICIPATION (15% of class grade — Individual grade)

Attendance. I will take attendance periodically and randomly at the beginning and the end of class. No credit will be given for missing class or leaving early, regardless of any reasons or excuses.

Participation. Much of your learning about proper (and improper) organizational behavior derives from experiencing and learning through simulations and role-playing exercises. Most class periods will provide opportunities for you to play a role or to observe others as they play a role demonstrating a particular topic. Additionally, you will work with a small group of classmates in experiential exercises

Class discussion and group participation grades will be based on the following criteria:

A Student is always well prepared, participates frequently, raises relevant issues and points, is respectful of other students and the professor, encourages others to participate, plays a leadership role in the class.

B Student is usually well-prepared, participates in most classes, makes relevant responses to questions raised, is respectful of other students and the professor, and generally encourages other students to participate.

C Student is sometimes prepared. If called upon makes a relevant response but seldom volunteers.

Below C Does not meet expectations, is usually not prepared, sometimes cannot make a relevant response to questions, is not respectful of other students or the professor, discourages other participation

REINFORCEMENT EXERCISES (15% of class grade — 5 assignments @ 3% each, Individual grade)

There will be six written assignments requiring you to analyze a case or answer a number of essay questions about the topic of the week. I will drop your lowest score. The assignments are intended to reinforce your learning and application of organizational behavior skills. They supplement your classroom
experiential learning. All written assignments must be typewritten, double-spaced, 12-point font, 1 inch margins. The length of each written assignment varies, but will be between two and four pages. All written exercises are due at the beginning of class on the due date. Late papers will not be accepted.

TEAM RESEARCH PROJECT (25% of class grade — Team grade)

Much of the information about organizational behavior found in. Executives, managers and employees increasingly use the popular press or various websites based on common knowledge, personal experience, or urban myths to guide their work or organizational behavior. This assignment provides the opportunity for you to learn how to propose a study and conduct research empirically to test an organizational behavior question.

For this assignment, you will form teams of four classmates to write and present an Organizational Behavior (OB) research paper which reviews the professional/academic literature, proposes three to four hypotheses derived from the literature review, and designs a research project to test the validity of your hypotheses. The paper must focus on one of the topics covered in the course and your topic must be approved by the professor before beginning the project. Your team will collectively determine the topic and scope of the paper. The following describes the steps you will follow.

1. Preliminary topic research. The team will determine a topic from the course material. You may do a preliminary google search to find potential topic(s) to study. For example, one topic may be “job satisfaction.” Based on this preliminary research, you should be able to pose some specific questions. Secondly, discuss the proposed subject and review the textbook material. What specific questions does the team have about the topic? If you don’t find anything really interesting, just pick another topic and repeat the process. Your preliminary research topic must be turned in no later than 9/30. Academic literature review. Begin your literature review using the CSUCI library journal resources. You should begin with a database search of your topic using ABI/Inform, PsycINFO, or Business Source Premier. You must limit your search to academic, peer-reviewed or refereed journal articles. No business or industry publications meant for the general public may be used. Your literature review must cite at least ten journal articles dated no earlier than 2006.

2. On 10/14, your team will turn in a two page initial proposal stating the overall topic of the research paper with at least three qualified peer reviewed references. The proposal will state the general topic of the paper, why you chose the topic, what you hope to learn, and how the team plans to research and test the proposal. Comments will be returned on 10/21.

3. Generate research hypotheses. Based on your literature review, you should have three to four questions that interest you. For example, what is it about certain professions that cause individuals to report higher job satisfaction than others? Is it the nature of the work, working conditions, pay, or something else? One hypothesis may be that “individuals who are paid more than others have higher reported job satisfaction.”

4. Design a study to test your hypotheses. Follow APA guidelines for the proposal. Your paper must have the following sections: (a) Introduction, ending with your research hypothesis; (2) Methods/Procedure, defining how you will test your hypothesis including operational definitions of terms, description of your subjects/sample, experimental, quasi-experimental, survey design; (3) Results, describing how you will analyze the data; (4) Bibliography. A document describing the format of this paper will be available and reviewed in class.
Presentation. On 12/2, your team will make a professional presentation to the class using Powerpoint or Prezi. The duration of the presentation should be between ten and fifteen minutes. The presentation should address the overall topic and why your group chose that topic, what you thought interesting about the topic, the research literature that is especially relevant to the topic, your hypotheses and how they relate to the literature, and a brief discussion on how you would statistically validate your hypothesis. All team members must contribute to the planning, production and delivery of the presentation. The quality of the presentation will contribute 5% to your course grade. All presentation materials must be submitted on 12/2. Contributions to the presentation will factor into your peer evaluation score. The instructor will provide specific details on the format and style of the presentation in another document.

Final Written Paper. On 11/18 you will turn in your final research paper as outlined above. The length of the paper must be approximately ten to twelve pages, double-spaced, 12-point font, one inch margins all around. The final paper will contribute 15% to your course grade.

Peer Evaluation. During the course of the semester, you need to document meetings, discussions or other team-related activities. Ideally, your team will generate a project plan that indicates what will be done, by whom, by when, and who will make use of that work. The instructor will provide details on how to document your team project. Keep detailed meeting notes and personal reflections on the progress of your team, paying special attention to the quality and scope of work completed as well as your interpersonal effectiveness and that of your teammates. Much, if not most, organizational behavior today is team-based. It is very important to pay careful attention to team dynamics during this project. You will be able to apply your considered understanding of team behavior during your career. At the end of the semester, you will use the team minutes and your personal reflections to provide a comprehensive peer review of yourself and your teammates. Your peer evaluation will contribute 5% to your course grade and is due on 12/9 at the final exam.

EXAMS (40% of your class grade)

Midterm Exam, 15%: The midterm exam will be in a multiple-choice format and will cover textbook, lecture, and exercise topics.

In-class multiple choice Final Exam, 15%: The final exam will consist of two components: an in-class multiple choice exam covering the second half of the course topic including textbook, lecture and exercise topics.

Take-home essay Final Exam, 10%: The other component will be two essay questions in a take-home format. For the take-home final, you may not use any references outside the course material, collaborate with fellow students or receive any guidance from either class members or others. The final exam must be typewritten using 12-point font, double-spaced, with 1 inch margins, and be no longer than six pages. You will receive the final exam questions on
SELF-ASSESSMENT REFLECTION (5% of your class grade)

During the semester, you will have numerous opportunities to experience new and perhaps better ways of behaving in an organizational context. This assignment is your opportunity to reflect upon how you have progressed in your understanding and demonstration of your own appropriate organizational behavior. After each class, you should spend a few minutes reflecting on what you learned about yourself and others, the ease or difficulty you experienced participating in the classroom exercise, and what you have taken away or learned from that class experience. This paper will be graded on the degree of insight you have gained during the semester. At the end of the semester you will write up a 5 to 7 page summary of how you have changed or what insights you have obtained during the semester. Papers must be double spaced, use 12 point font, and have 1 inch margins all around. This assignment will be due on.

GRADING

Plus/minus grading will be used in this class. I do not accept requests for extra credit assignments. Overall class grades will be based on a curve, with the class average around 2.5. In general, for this course, you may expect approximately 12% A’s, 31% B’s, 47% C’s, and 10% D’s and F’s.

There are no grade changes except for grade calculation errors.

Please note: Every semester, students’ grades are lowered because they fail to turn in assignments or do not take class participation seriously.

CLASSROOM PROTOCOL, ACADEMIC HONESTY, DISABILITIES

NOTE: You must use your CSUCI email account to communicate in this class. To protect your confidentiality, I will not respond to email from a personal email account or communicate with your family or friends.

- Powerpoint slides and case assignments will be available in Blackboard before class. You should print the slides before class using the “black and white” option in Powerpoint.
- Internet use: During class, you can take notes on the printed slides. Alternately, you may use a laptop computer or tablet to take notes. If you chose to use a laptop or tablet, you must use it only to take notes. Connecting to the internet, without consent of the professor, is prohibited.
- Texting: Texting during class is prohibited. Texting or web surfing during class is unprofessional, disrespectful to the course material, the professor and your fellow students.
- Sleeping: If you cannot stay awake during class, you will be asked to leave and receive no credit for attendance.
- Disruptive Behavior: Disciplinary action will be undertaken if your behavior is disruptive to the class.
- Academic Honesty: The corporate world of today places significant emphasis on ethics, as does CSUCI and the Smith School of Business and Economics. In this class, therefore, you must not collaborate on your case assignments or use material outside the scope of the requirement. This includes outside references (other than the textbook or class materials) such as other papers or web sites. Suspect papers
will be checked carefully, and plagiarism will be disciplined appropriately. Please review the current University policy on academic honesty at \url{http://catalog.csuci.edu/content.php?catoid=11&navoid=683}

- **Disabilities Statement:** Students who have disabilities or special needs and require accommodations in order to have equal access to classrooms MUST register with the designated staff member in Student Affairs in order for CSUCI to better accommodate special needs. Students are required to provide documentation of a disability when accommodations are requested. Details are found at \url{http://www.csuci.edu/drp/index.htm}
## Class Schedule MGT/PSY 424, Tuesday 5:00pm to 7:45pm

<table>
<thead>
<tr>
<th>WK</th>
<th>Date</th>
<th>Topic and Class Activities</th>
<th>Assignments for This Class (COMPLETE IN ADVANCE)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26/14</td>
<td><strong>Overview of Class — What is Organizational Behavior?</strong></td>
<td>Read textbook Ch. 1</td>
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<td>2</td>
<td>9/2/14</td>
<td><strong>Emotions and Moods</strong>&lt;br&gt;emotional awareness, emotional intelligence&lt;br&gt;emotional awareness scale&lt;br&gt;emotional intelligence group exercise&lt;br&gt;• Complete Reinforcement Exercise 1 for next week</td>
<td>Read textbook Ch. 4</td>
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<td>3</td>
<td>9/9/14</td>
<td><strong>Personality and Values</strong>&lt;br&gt;Big 5 personality traits, terminal vs. instrumental values,&lt;br&gt;person-job fit, person-organization fit,&lt;br&gt;assertiveness, personality, Type-A behavior scales&lt;br&gt;• Discuss Reinforcement Exercise 1&lt;br&gt;• Complete Reinforcement Exercise 2 to turn in next week&lt;br&gt;• Discuss team roles, responsibilities and expectations&lt;br&gt;• Form Research Project teams&lt;br&gt;• Create Team Contract to turn in on 9/23</td>
<td>Read Textbook Ch. 5&lt;br&gt;Turn in Reinforcement Exercise 1</td>
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<td>4</td>
<td>9/16/14</td>
<td><strong>Attitudes and Job Satisfaction</strong>&lt;br&gt;cognitive dissonance&lt;br&gt;job satisfaction and Herzberg two-factor theory, job characteristics model.&lt;br&gt;• Discuss Reinforcement Exercise 2&lt;br&gt;• Read Appendix on page 616</td>
<td>Read Textbook Ch. 3&lt;br&gt;Turn in Reinforcement Exercise 2</td>
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<td>5</td>
<td>9/23/14</td>
<td><strong>Perception and Individual Decision Making</strong>&lt;br&gt;Attribution Theory, Locus of Control, decisions in organizations, biases, ethical considerations in decision making&lt;br&gt;• Locus of Control scale</td>
<td>Read textbook Ch. 6&lt;br&gt;Turn in Team Contract</td>
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<td>6</td>
<td>9/30/14</td>
<td><strong>Motivation</strong>&lt;br&gt;Theories including Herzberg, Vroom, Maslow, McGregor, McClelland, Path-Goal, MBO, Self-efficacy, Equity, Expectancy.</td>
<td>Read textbook Ch. 7 and 8&lt;br&gt;<strong>Turn in Research Paper topic</strong></td>
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<td>7</td>
<td>10/7/14</td>
<td><strong>Midterm Exam</strong>&lt;br&gt;Covering chapters 1, 3, 4-8 (75 minutes)&lt;br&gt;<strong>Coaching, Counseling and Mentoring</strong>&lt;br&gt;• Lecture and exercise on coaching a problem employee</td>
<td>Read textbook Ch. 9 and 10&lt;br&gt;<strong>Turn in Research Paper proposal</strong></td>
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<td>8</td>
<td>10/14/14</td>
<td><strong>Groups and Teams</strong>&lt;br&gt;Differences, stages of formation, conformity, group decision making&lt;br&gt;• Discuss Reinforcement Exercise 3&lt;br&gt;• Complete Reinforcement Exercise 4 to turn in next week</td>
<td>Read textbook Ch. 11&lt;br&gt;Turn in Reinforcement Exercise 4</td>
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<td>9</td>
<td>10/21/14</td>
<td><strong>Communication</strong>&lt;br&gt;Simon’s model, active listening, supportive feedback&lt;br&gt;• Receive professor’s review of the Research Proposal&lt;br&gt;• Discuss Reinforcement Exercise 4</td>
<td>Read textbook Ch. 12</td>
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<td>11</td>
<td>10/28/14</td>
<td><strong>Leadership in Organizations</strong>&lt;br&gt;Trait theories, contingency theories, charismatic leadership,&lt;br&gt;authentic ethics and true, empowerment through delegation&lt;br&gt;• Complete Reinforcement Exercise 5</td>
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<td>12/11/14</td>
<td>Power and Politics</td>
<td>Read textbook Ch. 13</td>
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<td>bases of power, power tactics, political behavior, impression</td>
<td>Turn in Reinforcement Exercise 5</td>
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<td>management</td>
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<td>• Discuss Reinforcement Exercise 5</td>
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<td>11/11/14</td>
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<td>11/18/14</td>
<td>Conflict and Negotiation</td>
<td>Turn in Research Paper</td>
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<td>conflict management styles</td>
<td>Turn in Reinforcement Exercise 6</td>
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<td>• Discuss Reinforcement Exercise 6</td>
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<td>• <strong>Receive Take-Home Final Exam</strong></td>
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<td>11/25/14</td>
<td>Organizational Change and Stress Management</td>
<td>Read textbook Ch. 18</td>
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<td>Lewin’s and Kotter’s change models, tools to assist</td>
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<td>organizational change</td>
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<td>• Team meetings</td>
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<tr>
<td>12/2/14</td>
<td><strong>Research Paper Presentations</strong></td>
<td>Turn in presentation materials</td>
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<tr>
<td>12/9/14</td>
<td><strong>Final Exam</strong></td>
<td>Turn in final exam essay answers</td>
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<td>Covering chapters 9-14, 18 (75 minutes in class)</td>
<td>Turn in Peer Review</td>
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<td>Turn in Self-Assessment</td>
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*MGT/PSY424—Fall, 2014 Prof. Stone*