

**MGT424/PSY424**  
**ORGANIZATIONAL BEHAVIOR**  
Course Syllabus, Spring 2014  
California State University Channel Islands

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

<b>Course</b>	Organizational Behavior Class No. PSY 424-1, #2212 Class No. MGT 424-01, #2168 Tuesday, 3:00 pm to 5:50 pm, Del Norte Hall, 1530
<b>Professor</b>	Jeffrey Stone, Ph.D.
<b>Email</b>	Jeffrey.Stone@csuci.edu
<b>Office &amp; Phone</b>	Sage Hall 2152, 805-437-8980
<b>Office Hours</b>	Monday 11:00 am to 12:00 pm, Tuesday 11:00 am to 12:00pm and 2:00pm to 3:00pm, and by appointment.

**Required Text**



Robbins, S. P., & Judge, T. P. (2014). *Essentials of Organizational Behavior, 12th ed.* Upper Saddle River, NJ: Pearson Publishing. ISBN: 978-0-13-296850-8. Available at [www.coursesmart.com](http://www.coursesmart.com), [www.chegg.com](http://www.chegg.com), [www.amazon.com](http://www.amazon.com) and the CSUCI Student Bookstore.

**Recommended**     [www.mymanagementlab.com](http://www.mymanagementlab.com)     **Instructor ID: stone99452**

## **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 (20% 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 one or two opportunities for you to play a role or to observe others as they play a role demonstrating a particular topic. Therefore, a relatively large percent of your class grade is how much and how well you participate in this classroom learning activity.

Class participation in this course is determined by your classmates and the professors evaluation of your ability to demonstrate appropriate behaviors in the group exercises and modeling activities. These objective and subjective observer ratings will be factored into your participation grade. Rating forms will be completed by each student and turned in at the end of class. Rating forms will be calculated and used to determine your participation. Class discussion and group participation grades will also 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 (25% of class grade — 6 assignments, Individual grade)**

There will be seven written assignments requiring you to analyze a case or answer a number of essay questions about the topic of the week. The assignments are intended to reinforce your learning and application of organizational behavior skills. They supplement your classroom experiential learning. You may drop your lowest score. 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 (30% of class grade — Team grade)**

Much of the information about organizational behavior found in the popular press or various websites is often based on common knowledge, personal experience, or urban myths. We often marvel at the lack of organizational awareness and interpersonal skills expressed by our superiors, peers and employees. Yet, executives, managers and employees increasingly use this information 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.” You will find a plethora of websites claiming to provide guidance to their viewers. Based on this preliminary research, you should be able to pose some specific questions. Why do those sources make certain suppositions or statement? What questions do they fail to address? What data exist to back up their statements? 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 2/5**. Your preliminary research When your team has a consensus interest, proceed to Step 2.
- (2) *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.
- (3) **On 3/11**, 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 3/18**. This initial proposal will be graded and is **worth 5%** of your course grade.

- (4) *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.”
- (5) *Design a study to test your hypotheses.* Following your coursework in research methods, you will write a research proposal. 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.

*Presentation.* On **5/6**, 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 **5/6**. 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.

*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.

On **5/6** 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**.

### **FINAL EXAM (20% of class grade — Individual grade)**

The final exam will cover all course material and will be a take-home essay exam. It will test your ability to integrate all of the academic topics and experiential learning and apply your learning to a number of different organizational situations. You will receive several hypothetical situations (cases) to which you will provide an analysis and a recommended course of action similar to, but more detailed than, your

written reinforcement homework exercises. You will have experience with this type of question during the semester as you study the principles and application of organizational behavior. For the 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 ten pages. You will receive the final exam questions on **4/22**.

### **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 5/5.

### **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 <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 <http://www.csuci.edu/drp/index.htm>

**Class Schedule MGT/PSY 424, Tuesday 3:00 - 5:50**

<b>W K</b>	<b>Date</b>	<b>Topic and Class Activities</b>	<b>Assignments for This Class (COMPLETE IN ADVANCE)</b>
1	1/21/14	<i>Overview of Class</i>	Read textbook Ch. 1
2	1/28/14	<i>Emotions and Moods</i> emotional awareness, emotional intelligence emotional awareness scale emotional intelligence group exercise • Complete Reinforcement Exercise 1 for next week	Read textbook Ch. 4
3	2/4/14	<i>Personality and Values</i> Big 5 personality traits, terminal vs. instrumental values, person-job fit, person-organization fit, assertiveness, personality, Type-A behavior scales • Discuss Reinforcement Exercise 1 • Complete Reinforcement Exercise 2 to turn in next week	Read Textbook Ch. 5 Turn in Reinforcement Exercise 1
4	2/11/14	<i>Attitudes and Job Satisfaction</i> cognitive dissonance job satisfaction and Herzberg two-factor theory, job characteristics model. • Discuss Reinforcement Exercise 2 • Discuss team roles, responsibilities and expectations • Form Research Project teams • Create Team Contract to turn in next week	Read Textbook Ch. 3 Turn in Reinforcement Exercise 2
5	2/18/14	<i>Perception and Individual Decision Making</i> Attribution Theory, Locus of Control, decisions in organizations, biases, ethical considerations in decision making • Exercise on competing ethical criteria • Locus of Control scale	Read textbook Ch. 6 Turn in Team Contract
6	2/25/14	<i>Motivation</i> Theories including Herzberg, Vroom, Maslow, McGregor, McClelland, Path-Goal, MBO, Self-efficacy, Equity, Expectancy. • Exercise on setting tasks and goals for others	Read textbook Ch. 7 and 8
7	3/4/14	<i>Coaching, Counseling and Mentoring</i> • Exercise on coaching a problem employee • Small group discussion on coaching/counseling case study • Complete Reinforcement Exercise 3 to turn in next week • Obtain team agreement on Research Proposal, which is due next week	
8	3/11/14	<i>Groups and Teams</i> Differences, stages of formation, conformity, group decision making • Discuss Reinforcement Exercise 3 • Exercise on the synergy phenomenon in team work • Complete Reinforcement Exercise 4 to turn in next week	Read textbook Ch. 9 and 10 Turn in Reinforcement Exercise 3 Turn in Research Paper proposal
9	3/18/14	<i>Communication</i> Simon's model, active listening, supportive feedback • Receive professor's review of the Research Proposal • Discuss Reinforcement Exercise 4 • Exercise on active listening • Complete Reinforcement Exercise 5 for April 1	Read textbook Ch. 11 Turn in Reinforcement Exercise 4
10	3/25/14	<i>Spring Break</i>	

11	4/1/14	<i>Leadership in Organizations</i> Trait theories, contingency theories, charismatic leadership, authentic ethics and true, empowerment through delegation <ul style="list-style-type: none"> <li>• Discuss Reinforcement Exercise 5</li> <li>• Exercises on delegation skills</li> <li>• Complete Reinforcement Exercise 6</li> </ul>	Read textbook Ch. 12 Turn in Reinforcement Exercise 5
12	4/8/14	<i>Power and Politics</i> bases of power, power tactics, political behavior, impression management <ul style="list-style-type: none"> <li>• Discuss Reinforcement Exercise 6</li> <li>• Complete Reinforcement Exercise 7</li> </ul>	Read textbook Ch. 13 Turn in Reinforcement Exercise 6
13	4/15/14	<i>Conflict and Negotiation</i> conflict management styles <ul style="list-style-type: none"> <li>• Discuss Reinforcement Exercise 7</li> <li>• Group discussion on conflict management cases</li> </ul>	Read textbook Ch. 14 Turn in Reinforcement Exercise 7
14	4/22/14	<i>Organizational Culture and Diversity</i> <ul style="list-style-type: none"> <li>• Exercise on diversity in action</li> <li>• Receive Take-Home Final Exam</li> </ul>	Read textbook Ch. 2 and 16
15	4/29/14	<i>Organizational Change and Stress Management</i> Lewin's and Kotter's change models, tools to assist organizational change <ul style="list-style-type: none"> <li>• Team meetings</li> </ul>	Read textbook Ch. 17
16	5/6/14	<i>Research Paper Presentations</i>	Turn in Research Paper Turn in presentation materials
17	5/13/14	<i>Final Exam</i>	Turn in Final Exam Turn in Self Assessment Turn in Peer Evaluations