# California State University
Channel Islands

MGT/PSY 424:

Organizational Behavior
Course Syllabus Spring 2024 – Stateside – Online
January 20 – March 15 2024

COURSE TYPE:

This is an **online course** that is delivered in an 8-week format. It compresses the workload of a full 15-week course into only 8 weeks. You should therefore expect a higher than usual workload during the weeks of the course. Also, it is important that you actively participate throughout the course, starting with the first day of the term. This includes that you ensure access to the necessary technology prior to the start of the course, that you have studied all relevant material prior to each week's discussions, and that you deliver all assignments by the deadlines indicated.

INSTRUCTOR INFORMATION:
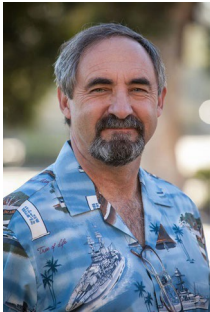
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TIME / PLACE:

- **Term Dates**: January 20 – March 15 2024
- **Classroom:** Online
- **Drop Date:** Second Class Meeting

REQUIRED TEXT:

ORGANIZATIONAL BEHAVIOR (2023)8th
Colquitt, J., LePine, J., and Wesson, M.
ISBN 9781264124350 McGraw Hill

COURSE DESCRIPTION:

An application of behavioral science theory and concepts with a focus on individual, interpersonal and group processes in a diverse workforce. Topics include personality traits, emotions, values, work attitudes, work motivation, organizational politics, group effectiveness and conflict. Extensive use of individual and group case analysis.

PREREQUISITES:

Junior Standing

Program Learning Goals

1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Collaboration
5. Conduct (Ethics)
6. Competency in Discipline

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) Analyze 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

DIDACTIC APPROACH:

This course rests on several components – self-study, lectures, interaction, as well as practice and application:

- Self-Study
  - Preparation in self-study by students before discussons to become familiar with new material and to stimulate thinking, and generate ideas and questions.
  - Watch the assigned films early in the week to prepare for the discussions.
- Lecture
  - Presentation of topics in class by instructor using PowerPoint slides.
- Student-Instructor Interaction
  - Individual or group meetings to be arranged with instructor.
  - Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards.
  - Direct interaction between student and instructor.
- Practice and Application
  - Preparation of short assignments by students before class.
  - Participation in discussion boards.
  - Deepening of concepts in discussion.
  - Final project/presentation on a selected topic.

ASSESSMENT AND GRADING:
Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment requires a different set of knowledge, skills and abilities:

Attendance:
Since this course is an asynchronous course, there are not scheduled meetings with the class. However, participation in discussions is critical to the success of the students in this course.

GRADING STANDARDS

Details on grading standards for each form of assessment can be obtained from the following information:

Participation :
Class participation is **strongly** encouraged, and in the case where a student is within one point of a higher grade, the instructor will consider the quality (not the sheer volume) of participation in discussions for the determination of the final grade.

Final Project/Paper Grading Criteria

Final Project/Paper Grading Rubric				
Criteria (25 total points)	**0 Non-performance**	**2 Basic**	**3 Proficient**	**4-5 Distinguished**
Applies the concepts of behavior in organizations and explores practical approaches to real-life leadership and management issues. **(5 points)**	Fails to list the concept or concepts of behavior in organizations and does not explore practical approaches to real-life leadership and management issues.	Lists the concept or concepts of behavior in organizations, but fails to explore practical approaches to real-life leadership and management issues.	Applies the concepts of behavior in organizations and explores practical approaches to real-life leadership and management issues.	Evaluates the concepts of behavior in organizations and integrate practical approaches to real-life leadership and management issues.
Proposes improvements or formulates a considered opinion or perspective on the behavior in organizations approaches. **(4 points)**	Fails to include improvements and does not illustrate a considered opinion or perspective on the behavior in organizations approaches.	Includes some improvements or illustrates a considered opinion or perspective on behavior in organizations approaches.	Proposes improvements or formulates a considered opinion or perspective on behavior in organizations approaches.	Makes recommendations for improvements and substantiates a considered opinion or perspective with supporting research on behavior in organizations approaches.
Analyzes available literature to provide greater understanding of research topics related to behavior in organizations. **(4 points)**	Fails to include available literature to provide greater understanding of research topics related to behavior in organizations.	Includes available literature to provide greater understanding of research topics related to behavior in organizations.	Analyzes available literature to provide greater understanding of research topics related to behavior in organizations.	Analyzes available literature to provide greater understanding of research topics related to behavior in organizations, and makes recommendations for future areas of research.
Analyzes the practices of the selected organization, using the concepts of behavior in organizations. **(4 points)**	Fails to review the practices of selected organization, using the concepts of behavior in organizations.	Reviews the practices of the selected organization, using the concepts of behavior in organizations.	Analyzes the practices of selected organization, using the concepts of behavior in organizations.	Assesses the practices of the selected organization, using the concepts of behavior in organizations, and makes recommendations supported by the research.
Analyzes the approach of an organization or area of study on the selected dimension(s), including the strengths and weaknesses of the current approach in the organization, citing relevant research and theories. **(4 points)**	Fails to describe the approach of an organization on the selected dimension(s), including the strengths and weaknesses of the current approach in the organization, and does not cite relevant research and theories.	Describes the approach of an organization on the selected dimension(s), including the strengths and weaknesses of the current approach in the organization, citing some relevant research and theories.	Analyzes the approach of an organization on the selected dimension(s), including the strengths and weaknesses of the current approach in the organization, citing relevant research and theories.	Critiques the approach of an organization on the selected dimension(s), including the strengths and weaknesses of the current approach in the organization, and analyzes relevant research and theories within the context of the organization or area of study.
Flow, Mechanics, Parsimony (4 points)	Paper does not flow, has more than 6 errors, lacks continuity of thought.	Paper has 4-5 grammatical and mechanical errors, needs minor improvement in flow, needs some work in continuity.	Paper has 1-3 grammatical and mechanical errors, good flow, minor errors in continuity.	Paper has excellent grammar, provides excellent flow, and has a continuous look and feel.

Final Project Points-to-Grade Conversion

The points you earn on this activity will be converted to a percentage grade according to the chart below and will be used tin determining, along with the other graded items, your final course grade.

- 0-14 Points = 0-56% = F
- 15 Points = 60% = D-
- 16 Points = 64% = D
- 17 Points = 68% = D+
- 18 Points = 72% = C-
- 19 Points = 76% = C+
- 20 Points = 80% = B
- 21 Points = 84% = B
- 22 Points = 88% = B+
- 23 Points = 92% = A-
- 24 Points = 96% = A
- 25 Points = 100% = A

OVERVIEW AND SCHEDULE OF TOPICS AND ACTIVITIES:

Note: All reading of the assigned material is to be done **_prior_** to the class sessions shown below. Do plan to come to class prepared.

Samples for the assignments will be available in the Blackboard course.

Week #	Lesson	Chapters Colquitt, Lepine, and Wesson (2023), Organizational Behavior. McGraw Hill	Topics Covered	Film (available through NetFlix, Amazon, or in some cases public TV)
1 20 January - 26 January	Introduction to Organizational Behavior	1, 2	▪ Introduction to OB ▪ Job Performance	"Darkest Hour"
2 27 January– 2 Jul	Individual Mechanisms in Organizational Behavior **Project Topic Paper due**	9	▪ Personality	"Apollo 13"
3 3 Feb – 9 Feb	Motivation Justice in organizations, Decision making **Project Outline due**	3, 6	▪ Organizational Commitment ▪ Theories of motivation	"Secretariat"
4 10 Feb – 16 Feb	Individual Characteristics **Annotated Bibliography due**	4, 8	▪ Job Satisfaction ▪ Learning and Decision Making	"12 Angry Men"
5 17 Feb – 23 Feb	Groups and teams **Exercise Response Paper due**	11, 12	▪ Group behavior ▪ Work teams ▪ Communication	"We Are Marshall."
6 24 Feb – 1 Mar	Leadership	13, 14	▪ Leadership theories ▪ Power ▪ Organizational Politics	"Iron Lady"
7 2 Mar – 8 Mar	Organizational Culture and Structure	15, 16	▪ Culture in Organizations ▪ Organizational Structure ▪	"12 O'clock High"
8 9 Mar – 15 Mar	Applied OB **Final Project Due**	5	▪ Stress in organizations. ▪ Organizational Change	"Hidden Figures"

DESCRIPTION OF ACTIVITIES:

Each week we will discuss the case study or the movie. Also, the discussion forums will also ask for you to conduct additional, supported analysis of the case study or the film as it relates to that week's topic.

GRADING:

All assessments are based on a possible 100% grade. Appropriate weighting for each item will be assigned as per the below values. Grading in this class will be based on the following elements and the grading scale provided below:

Percentage	Grade	Activity	Due	Percent
>96%	A+	Discussion Boards including responses (averaged)	Weekly	30%
94% to 96%	A	1 Topic Paper for Signature Assignment on Org Behavior	Week 2	10%
90% to 93%	A-	1 Annotated Bibliography and Outline	Week 4	5%
87% to 89%	B+	1 Exercise Response Paper	Week 5	15%
84% to 86%	B	8 Quizzes (averaged)	Weekly	10%
80% to 83%	B-	1 Final Project	Week 8	30%
77% to 79%	C+			
74% to 76%	C			
70% to 73%	C-			
67% to 69%	D+			
64% to 66%	D			
60% to 63%	D-	Total		100%
<60%	F			

Note: *Students must receive a grade of C or better to pass and receive credit for this course.*

STUDENT WORKLOAD FOR THIS COURSE:

A detailed breakdown of time (1 hour = 50 minutes) and activities can be found from the following table:

STUDENT WORKLOAD FOR THIS COURSE:

This is an **8-week**, four credit unit course that consists of **a minimum** of 60 hours of instructor-led components and a minimum of 120 hours of non-instructor led, independent activities. A detailed breakdown of times (1 hour = 50 minutes) and activities can be found from the following table:

Activity	Instructor-Led		Independent		Remarks
	Weekly	**Course**	**Weekly**	**Course**	
Pre-recorded Lecture	2	16			PowerPoint and Video Lectures
Online Discussion Questions	3	24			Assigned by instructor through Blackboard including researching topic, initial discussion post, and responses to fellow students
Preparation for forums	2	16	2	16	
Film viewing			2.5 (avg)	12.5	Students to rent or purchase videos
Chapter readings			5	40	
Quizzes	1	8			
Assignment Preparation			5	40	Project assignments and exercise response paper
Article research and readings			5	40	
Total	8	64	19.5	148.5	

COURSE POLICIES:

COMMUNICATIONS WITH THE INSTRUCTOR

For a variety of reasons, communication via email is preferred. The instructor will send all communications, including those regarding assignments, updates, schedule changes, reminders, etc. only to your CSUCI email address. *You must therefore regularly check your CSUCI email address.*

While every effort is made to provide replies within 48 hours of receipt of a communication, sometimes circumstances result in longer response times. If you have not received a reply within four days after sending a communication, please do send another message.

If you do not understand an assignment, or material covered in class – DO email the instructor OR make an appointment to meet in person. Do not make assumptions about what you are supposed to do or ask another student. Always ask the instructor who is very happy to answer your questions!

ADDITIONAL INFORMATION REGARDING ASSIGNMENTS AND PRESENTATIONS

FORMAT REQUIREMENTS

Unless otherwise indicated, all written work should be:

• written in APA style;
• carefully edited for grammar, spelling and punctuation;
• prepared using the appropriate requirements for academic papers (i.e., all citations are properly referenced both in the body of the paper as well as in the reference section properly using APA ONLY)

In this class we will be using the *APA* (American Psychological Association) citation style to cite references in our papers. You can go to the CSUCI Library Resource website or Answers.com for assistance in learning more about APA, or you can learn more by working with one of the tutors at the Writing Center.

If your work is not cited properly, at *minimum*, points will be deducted from your grade for your assignments (information about point deductions in this area can be found on the assignment evaluation forms which will be handed out in class). As

stated under the information on "Academic Integrity", if plagiarism or blatant dishonesty is detected *you can receive a grade of F for the course and/or be placed on academic probation and/or be dismissed from the University.*

ASSIGNMENTS
Detailed information pertaining to each assignment will be handed out at various times during the course of the term.

All assignments are due on the date and time specified *unless* other arrangements have been made with the professor. In discussion with the professor, a new deadline date may be determined. If that deadline date is missed, points will be deducted from the paper (see below) or the paper will receive a zero grade.

Points will be deducted from your work if your paper is turned in late without advance notice OR if the new/agreed upon deadline date has been missed, OR if you do not turn your paper in to turnitin.com if it was required. Since all assignments are based on a potential 100%, 10% will be deducted from an assignment (in addition to quality points) for each day a paper is submitted late.

All assignments (unless otherwise indicated) will be checked for plagiarism using the Turnitin.com system.

RE-DOING ASSIGNMENTS
Students cannot redo their work for any of the assignments, even if they receive a failing grade (C- or lower). It would not be fair for a student who received a low C on a paper to have the opportunity to raise their grade when a student with a B is not given the same chance to raise their grade to an A, for example. So please, ***follow all directions and read the assignment handouts carefully. Also, pay close attention to the assignment evaluation sheets.***

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 Central Question assignments, these may be written or recorded on video. These assignments are due a couple days before the class in which the topic 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 page on CI Learn that describes these assignments before starting them.

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. 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, you know what you are talking about, and you can back up your ideas with relevant concepts and research. You may do this alone or with one other student from the class.

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

Module Assignments. The weekly modules in CI Learn have some smaller assignments embedded in them, e.g., quizzes about the reading or uploading certificates from completing LinkedIn Learning classes. These assignments are there to make sure you did the required preparation for class.

Quizzes. I will have five pop quizzes during the semester. The point of these is to 1) make sure that you come to class prepared and 2) help you remember important concepts and theories from class.

Class Participation. This part of your grade will be based on the quality and quantity of your participation in classroom discussions and active participation in class 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.

Take a look at the participation rubric on CI Learn.

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.

Late Assignments. I will not generally accept late homework in this class, because the homework is meant to prepare you for class forums and discussions. If you missed the deadline for one of the Central Question or Key Concept 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.

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 and Multiliteracy Center (WMC) provides all CI students with FREE support services and programs that help them become more effective writers and communicators. Peer tutors help students on a range of assignments at any stage of the composition process in all disciplines. Students visit the WMC with assignments such as expository essays, literature review, lab reports, marketing reports, legislative testimonials, oral presentations, research posters, short video projects, and many more. Students are welcome to bring in other types of non-academic work such as resumes, letters of application, and personal statements for graduate school applications. Make an appointment, or drop by our Virtual WMC to ask questions or see if a tutor is available. To learn more or see our additional resources for writers and presenters, visit us at http://www.csuci.edu/wmc. You can also email us at wmc.tutors@csuci.edu.

Watch a tutor's video pitch of WMC's services and support.

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

CSUCI SERVICES AND POLICIES

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. Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

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.

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 in 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.

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); students can also email CAPS at caps@csuci.edu or visit the CAPS website.

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.

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 CSUCI's 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.