**CSU Channel Islands**

**Organizational Behavior (MGT/PSY 424)**

**Spring 2011**

Tuesdays Noon – 2:50pm

BT 1302

**Professor:** J. Goosby Smith, Ph.D.

**Office:** Sage 2129

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**Course Description**

This course introduces you to Organizational Behavior, a field of management with theoretical bases in the behavioral sciences: psychology, sociology, anthropology, and social psychology. We will cover topics including, but not limited to psychological contracts, learning styles, human motivation, work/career issues, perception, human diversity, group dynamics, power & influence, decision-making and other topics.

**Catalog Student Learning Objectives (SLOs)**

(1)Explain orally and in writing, how personality, emotions, values, attitudes, and perception influence behavior in organizations;

(2) Apply theories and concepts of motivation to develop strategies for improving work performance and organizational effectiveness;

(3) Apply theories and concepts from behavioral science to develop strategies for effective teamwork;

(4) Demonstrate enhanced communication, group dynamics, and presentation skills

**My goals for you**

This course seeks to provide you with experiences and knowledge to help you identify, understand, diagnose, improve, communicate, and act regarding various individual, group, and organizational situations in the workplace by improving your:

1. Working repertoire of organizational Behavior concepts and theories.
2. Ability to **critically think** about these concepts and apply them to teams and yourself.
3. Professional oral and written **communication** skills regarding these concepts.
4. Ability to **collaborate** effectively with team members on a performance-based task.
5. Appreciation of multiple dimensions of diversity and their impact upon management.
6. Presentation of Self.

**Course Methods**

This course is based upon experiential learning principles. My goal is to simulate some of the issues that you will experience within the workplace. In doing this, you will improve how you learn from experience.

Experiential learning requires a different role for the professor than lecture. I function as a coach by providing information, facilitating discussions and activities, interacting with you, and affording maximum space for you to take major responsibility for your learning. My primary tasks are 1) to develop a generative climate for learning by modeling respect and a non-judgmental attitude toward you and other members of our learning community, 2) organize course materials and activities, 3) give you actionable feedback, and 4) evaluate your work products fairly and promptly.

You are no longer a child; you are an adult. Thus, experiential learning requires a different role for you as a student. I expect you to:

* manage your learning by being prompt, prepared, and open to learning.
* be accountable for meeting course requirements on time.
* accept the consequences when you fall short of meeting those requirements.
* complete the day’s assignments prior to coming to class.
* be “fully present” and participate in each class meeting.
* participate in group projects.
* engage, fully consider, and respect the rights, opinions, preferences and feelings of our learning community’s members.

You will do much of your in-class experiential learning activities in management teams, which I will assign.

# Course Materials

* Organizational Behavior: An Experiential Approach, 8th Edition. (By Osland, Kolb, Rubin, & Turner)
* Myers-Briggs Type Indicator (See if you can take it free on campus first; or [www.keirsey.com](http://www.keirsey.com) )
* Selected articles and handouts that will be distributed in class, posted for you on Blackboard, or e-mailed to you
* Videos/DVDs for Topic Introductions and Group Film Analysis Project(rent these if you like)

# Assignments

You are expected to complete readings and activities for each session, which will inform your class experience and increase the conceptual strength of your work. Lack of preparation will impact the quality of your participation and your performance on quizzes, papers, and presentations.

**Quizzes:** Three in-class quizzes on the text material.

**Written Assignments** are evaluated for conceptual accuracy, clarity, depth of reflection, application of theory, organization, conciseness, and mechanics. The assignments are:

* (Individual) Experience as Other Paper (max 5 pages)
* (Individual) Personal Application Paper (max 10 pages)
* (Team) Film Analysis Paper (8 pages max)

**Presentations** are evaluated for relating to your audience, content accuracy, organization, clarity, coherence, professionalism, and adherence to time limitations.

* (Individual) Movie Clip Topic Intro
* (Team) Team Performance & Learning Summary Presentation (30 minutes max)

**Written Assignment Standards (PAY ATTENTION!!)**

* Typed on white paper using black ink
* single-sided
* double-spaced (unless specifically told otherwise)
* 12-point font
* Times New Roman or Arial
* 1” margins all four sides
* page numbers at the bottom center of each page
* headings to delineate topic changes or sections
* stapled hard copy (Unless I have approved electronic submission)
* at or under the page maximum
* submitted on time **(late assignments are not accepted without prior arrangement or medically valid excuse)**

# Performance Evaluation

Your participation in our learning community assignments, discussions, and activities is critical to your learning and that of your classmates. Therefore, barring extenuating circumstances (e.g., floods, fires, acute medical emergencies, death or grave illness of close family members, etc.) attendance at every class (in the section for which you are registered) is mandatory\*\*. Missing more than 2 classes (for once-a-week sections) or 3 classes (for twice-a-week sections) without an approved excuse, chronic tardiness, or frequent disengagement (e.g., talking, sleeping, chatting, etc.) in class will negatively impact your grade. **Though important, work and work-related absences are not excused absences. Similarly, non-emergency doctor’s appointments are not excused. However, required and non-reschedulable CSUCI-related activities are excused.**

**Absence Policy**

1-2 sessions unexcused absences: no penalty (Personal Time)

3-4 sessions unexcused absences: ½ grade penalty from course grade

5 unexcused absences: 1 grade penalty from course grade

5 unexcused absences: 1.5 grade penalty from course grade

7-8 unexcused absences: 2 grade penalty from course grade

9+ unexcused absences: maximum course grade “D”

\*\*If you are an **athlete** or if you have a **documented disability**, notify me during the first week of class. Notification means showing me official documentation, discussing specific challenges and constraints we need to manage, and mutually agreeing upon ways to ensure your success. Athletes, please give me **one** list of the dates you will miss so that we can plan accordingly.

**Weighting of Assignments**

|  |  |  |
| --- | --- | --- |
| **Individual or Team Grade** | **Graded Activity** | **% of Grade** |
| Individual | Class Participation & Attendance (per person) | 20 |
| Individual | Personal Application Paper(1 per person) | 20 |
| Individual | Experience as Other Assignment | 15 |
| **Individual Total** |  | 45% |
| Pairs | Movie Clip Topic Intro | 10 |
| Team | Learning Group Peer Evaluation (Movie Project) | 10 |
| Team | Film Analysis Presentation (1 per team) | 15 |
| Team | Film Analysis Outline (1 per team) | 10 |
| **Group Total** |  | 45% |

**Grading:**

With the exception of quizzes, I grade in “Letters” not “Numbers.” Below is the key that I use to enter your grades into a Spreadsheet or Blackboard for calculation purposes. After entering and weighting your grades, I round them to 2 decimal places. That number corresponds to a grade category below.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **numerical value:** | 0-59 | 60-63 | 64-66 | 67-69 | 70-73 | 74-76 | 77-79 | 80-83 | 84-86 | 87-89 | 90-92 | 93-100 |
| **letter grade is:** | F | D- | D | D+ | C- | C | C+ | B- | B | B+ | A- | A |
| **GPA** | 0 | .75 | 1 | 1.25 | 1.75 | 2 | 2.25 | 2.75 | 3 | 3.25 | 3.5 | 4 |

**Academic Integrity**

Breaches of academic integrity are unacceptable. Please refer to the University’s statement on Academic Integrity at the following link:

<http://www.csuci.edu/academics/catalog/2006-2007/12_policiesandregulations/50_academicdishonesty.htm>

Unless specified otherwise, assume that all assignments are to represent your individual (or your team’s as appropriate) intellectual contributions. While you are free to discuss assignments with each other, all experiences analyzed and conceptual explanations provided must be unequivocally yours. Similarly, cite authors in your papers and presentations (use American Psychological Association style). For example, it is not ethical to write about the “Hierarchy of Needs” without citing Maslow (even though “everyone knows” it’s his work). If I discover that you have cheated on any assignment, your grade on the assignment will be “F.” Additionally, you will be reported to the appropriate University Committee.

**Statement on Disruptive Behavior**

We will be respectful and act in a civil manner in this class. Any acts of disruption that go beyond the normal rights of students (and instructors) to question and discuss the educational process relative to subject content will not be tolerated.

**Spring 2011 MGT/PSY 424 Syllabus**

|  |  |  |
| --- | --- | --- |
| DATE | BE PREPARED TO DISCUSS… | Activity or DELIVERABLE |
| 1/25 | Introductions, Syllabus  1: Psychological Contracts |  |
| 2/1 | **Movie Day**  2: Theories of Managing People |  |
| 2/8 | 3: Individual & Organizational Learning  Take and Score LSI | Form Learning Groups in Class |
| 2/15 | 4:Decoding Human Behavior & Personality Learning Groups Select Top 5 Movie Choices from my Video Hound list\* | Know your MBTI score by now |
| 2/22 | Career Anchors  5 Individual and Organizational Motivation | Bring Completed Handout |
| 3/1 | 6: Values and Workplace Ethics  George Williams in Thailand (exercise) | **One** group member e-mail FINAL movie choices by 11pm |
| 3/8 | 7: Personal Growth and Work Stress  8: Interpersonal Communication |  |
| 3/15 | **Movie Day**  9: Perception and Attribution | Experience as Other Paper Due |
| 3/22 | SPRING BREAK- NO CLASS | Spring Break |
| 3/29 | 10 Group Dynamics and Work Teams  13: Conflict & Negotiation |  |
| 4/5 | **Movie Day**  Diversity and Inclusion | Movie and Concept lists due (1 per group) |
| 4/12 | 15: Leadership | Personal Application Paper Due |
| 4/19 | 16: Organizational Culture |  |
| 4/26 | 18: Power & Influence |  |
| 5/3 | 19: Empowerment and Coaching  Mentoring |  |
| 5/10 | Film Analysis Presentations | Outlines due |
| May 17  1-3pm | Film Analysis Presentations | Outlines due |

**Personal Application Paper Grading Rubric**

This should help you better understand how I evaluate the Learning Journal:

* “Did not cover topic” (e.g., topic was omitted or virtually un-discussed). This is “D-/F” level.
* “Cursory topic coverage” (e.g., your answers were primarily descriptive, listing, vague or ambiguous, no demonstration of understanding topic). “C/D” level.
* “Minimally self-analytical coverage (e.g., goes beyond description, understands topic but displays minimal analytical thinking, little application of concept to self or own experiences). “B/B-” level.
* “Fully covered topic” (e.g., clearly understands topic, high degree of reflective and analytical thinking, applies details of topics to specific experiences.) “A” level.

Next, I review your writing (formatting, clarity, grammar, style, organization) and apply a letter grade. See Editing Check List (Handout) and Written Assignment Guidelines (in this syllabus)

| Topics for Personal Application Paper (Max 12 pages, not including cover page or references) |
| --- |
| My learning style (Ch. 3)  Thoroughly explain the Experiential Learning Cycle in your own words. What is your learning style? Do its listed characteristics apply to you? If so, how? Give a specific example from your experience and clearly link the example to the concept. How do you learn best? |
| My motivation (Ch 5)  Using the text, which motivational theory best applies to you? Give a specific example. Use specific examples from your experience |
| My Rokeach Value Scores (Ch. 6)  Concisely show that you clearly understand this topic. What are your top 5 Terminal values? What are your top 5 Instrumental values? What is your definition of each value? How did you develop these values and how might they impact you in the workplace? |
| My Career Anchor (s) (Ch. 7 + handout)  (HANDOUT & CLASS DISCUSSION). What is your primary career anchor from the Career Anchors Inventory that we did in class? Why do you think you have this career anchor? How does this match or conflict with your current career goals? |
| My work group communication patterns (Wkbk Ch. 10)  When looking at the workgroup dynamics and roles, which task, maintenance, and self-oriented roles were present in your learning group this semester, and by whom? What roles did you play in the group? Are these similar roles that you play in groups outside of this class? How or how not? Give specific examples to support your diagnosis. |
| Personality and Problem-solving (MBTI packet, Ch 4)  *Show that you understand the 4 dimensions of the MBTI. How does your Myers-Briggs Personality Type fit with your perceptions of yourself? Give examples. Can you see how the personality types in your learning group manifest themselves? Use one or two specific examples and apply the concept to support your ideas.* |
| Conflict and Negotiation (Ch. 13)  *Recall an instance of intergroup conflict that you experienced. Using concepts from the text, explain the causes and consequences of the conflict. Additionally, what is your Thomas-Kilmann Conflict Management style? Does it accurately describe you (or not)? Give examples? Does your conflict management style remain stable, or does it change? What contextual factors cause any changes in your style?* |
| **MANDATORY SECTION: Your 2-4 paragraph self-summary**  ***How would you accurately and positively summarize yourself in two paragraphs? What are your chief strengths? Chief weaknesses? This is material for answering the question, “So, tell me about yourself.”*** |
| **MANDATORY SECTION Final Thoughts**  **Have you learned anything from the reflective papers in this course? from the course content? from your classmates? If you have learned something, please share it here and conclude your paper.** |

**Experience As Other Assignment**

The purpose of this assignment [[1]](#footnote-1)is to safely nudge you out of your comfort zone and expose you to a situation with a new group of people in which you are in the numerical minority. It requires you to carefully observe your surroundings, and describe both what you felt and what others in the situation might have felt to have you among them (maximum length 5 pages).

Your task is to go alone to someplace where you can have an experience with a group of people with whom you have never previously had significant interaction. Choose a group of people that you sincerely want to learn about. Consider identity group memberships such as gender, culture, physical or mental ability, race, ethnicity, etc.

This does not mean simply going to a new mall, visiting Disneyland alone, or eating at a new restaurant. If you choose to do something like this, there must be a clear diversity-related experience of “otherness.” For example, you might spend time at a mall somewhere in which you are in the racial/cultural/ethnic minority. Think of situations that you’ve often wondered about but never explored. We’ll brainstorm in class. Do not choose a setting that places you in any danger and do not choose a situation where you feel you’d be intruding into someone’s privacy. If you have concerns, talk with me prior to choosing your experience.

The experience should last between 2 and 4 hours. Your paper should address:

1. To what cultural, racial, socioeconomic status/class, gender, nationality, etc. groups do you belong? How do these memberships (or other group memberships) and your feelings about these memberships affect how you interact with others of different groups? Describe the diversity present in the environment in which you were raised? What about your environment today? How does your level of experience affect your human interactions and attitudes today? What areas of diversity remain challenges to you?
2. Date and address of where your Experience as Other occurred, including length of time. Please share why you chose this particular experience.
3. A description of the setting and your "Eccentricity Quotient" Score (see Workbook to answer this question).
4. Your reaction to the situation in terms of your behavior and feelings
5. The reactions of other individuals toward you
6. What this experience teaches you about being different from others in your environment
7. How such experiences might influence your development if lived or worked in all of your life
8. Concluding comments about the experience, including summary of key learnings.

**Film Analysis & Presentation (Project and Outline)**

Visually presented media strongly influence how we make sense of our social world, which includes the world of work (whether inside or outside of the home).

As a scholar and as an organizational change agent, it is important for you to develop the ability to critically analyze visually presented media that you encounter. Film often uses both society’s currently emphasized values and stereotyping to create and represent characters and/or to develop the social context of the film. This presentation encourages you to develop your imagination as an organizational behaviorist and to critically analyze fictional portrayals of men and women at work.

While you are watching the films, you will need to take notes. You also may need to watch parts of the film (or the entire film) multiple times to catch details. **In your paper, list the VCR/DVD-player counter of your chosen scenes. This assumes that you zeroed the counter when the film started. This way, it will be easy to jump to particular parts of the film during your presentation.**  This task may be somewhat easier if you watch films on DVD. Remember, the presentation is graded. So if your team spends 10 minutes looking for a 2 minute clip, it negatively affects the quality of your presentation. **Learn to use the A/V equipment in the classroom!!**

Shortly after the beginning of the term, I will provide you with a list of films from which to choose. Your group will choose 2 films. Your group will decide how to delegate work amongst yourselves. Please be aware that % of your grade for this project will be based upon how your fellow group members ”grade” your contributions to both the content and process of the assignment.” Another 10% will be based upon your group’s presentation outline (see detail below). The final 14% will be the presentation itself.

Your outline and presentation should include:

1. The names of your group members.
2. The names and years of the films your group chose.
3. A plot summary of the films.
4. A demographic description of the protagonist(s) and antagonist(s).
5. If different characters, a demographic description of the “boss” or “manager” in the film.
6. A description of the protagonist(s) and antagonist(s) job-title at work.
7. A description of the workplace depicted in the film (include both objective and subjective descriptions).
8. A summary of any stereotypes or exaggerations used in the film.
9. An explanation of the 3 organizational behavior concepts you identified.
10. An explanation **and film counter #s (or DVD time)** of each of the 3 film clips you have chosen to analyze.

Bullet points are okay, but use complete sentences.

(Maximum length: 8 pages)

1. Adapted from: Marcic, D., Seltzer, J., & Vaill, P. (2002). Organizational Behavior: Experiences and Cases, Sixth Edition. South-Western: United States. Designed by: Mai-Dalton, R.R. *The Organizational Behavior Teaching Review*, 9(3), 1984-1985, pp. 76-82. [↑](#footnote-ref-1)