

**MGT/PSY 424: Organizational Behavior**  
**Spring Semester 2024**  
**Syllabus Version 1**

**Time of class:** Tuesday and Thursday 4:00 – 5:15 pm  
**Location of class:** Broome Library 2330

**Professor:** Dylan Cooper, PhD  
**Office:** Martin V. Smith Hall Room 2104  
**Email:** dylan.cooper@csuci.edu  
**Office hours:** Tues and Thurs 9:45-10:15 am and 5:30-6:30 pm. Check link:  
<https://calendly.com/dylan-ci/class-office-hours-30-min>.

### **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**

| <u>Class Days</u>           | <u>Topic</u>                            |
|-----------------------------|-----------------------------------------|
| W1: Jan 23 & 25             | Introduction to Organizational Behavior |
| W2: Jan 30 & Feb 1          | Emotions at Work                        |
| W3: Feb 6 & 8               | Work Attitudes                          |
| W4: Feb 13 & 15             | Personality and Values                  |
| W5: Feb 20 & 22             | Creativity                              |
| W6: Feb 27 & 29             | Motivation Theories                     |
| W7: Mar 5 & 7               | Motivation Applications                 |
| W8: Mar 12 & 14             | (Un)ethical Workplace Behavior          |
| Mar 19 & 21                 | NO CLASS: Spring Break                  |
| W9: Mar 26 & 28             | Organizational Justice                  |
| W10: Apr 2 & 4              | Negotiation                             |
| W11: Apr 9 & 11             | Groups and Teams                        |
| W12: Apr 16 & 18            | Stress and Well-Being                   |
| W13: Apr 23 & 25            | Leadership                              |
| W14: Apr 30 & May 2         | Power and Politics                      |
| W15: May 7 & 9              | Organizational Culture                  |
| W16: May 16 ( <b>1 pm</b> ) | Last class meeting (finals week)        |

## HOW THE CLASS WILL WORK

Most of class time will be spent on discussion and/or class activities. You are expected to learn about the week's topic ahead of time by engaging with the content on CI Learn and completing any required assignments.

Each week, class will be structured around one or more central questions related to that week's topic. See the Central Question assignments described below. We will discuss and attempt to answer these questions both individually and as a class. The CI Learn module for the week will introduce the topic, identify the central question(s) for the topic, list key concepts and theories important for understanding the concept, and provide resources for learning more about them.

A couple days before the first class of the week, several students will submit a Central Question assignment, several students will submit a Key Concept assignment, and several students will not have either of these assignments 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.

## TEXTBOOK

This class has NO REQUIRED textbook. Instead, we will have focal questions for each topic, and I will provide some sources of information relevant to the questions, e.g., links to sections of free textbooks, popular press articles, and LinkedIn Learning courses. You will need to collect more information to answer those questions. 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 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.
- *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.

If you can find one of these cheap, it would be worth getting it. In addition, here are links to three free OB textbooks:

- <https://openstax.org/details/books/organizational-behavior>
- [https://saylordotorg.github.io/text\\_organizational-behavior-v1.1/index.html](https://saylordotorg.github.io/text_organizational-behavior-v1.1/index.html)
- [https://courses.lumenlearning.com/wm-organizationalbehavior/?utm\\_referrer=https%3A%2F%2Flumenlearning.com%2F](https://courses.lumenlearning.com/wm-organizationalbehavior/?utm_referrer=https%3A%2F%2Flumenlearning.com%2F)

## 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. I want to get to know you.

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 of CI.

The times of my office hours and the URL for making appointments are at the top of the syllabus.

## GRADES

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

|                                  |      |
|----------------------------------|------|
| Central Question (4 assignments) | 25%  |
| Key Concepts (4 assignments)     | 25%  |
| Project                          | 30%  |
| Module Assignments               | 5%   |
| Quizzes                          | 5%   |
| Class Participation              | 10%  |
| <hr/>                            |      |
| Total                            | 100% |

Grades will be assigned according to the following scale:

|                     |                    |                     |
|---------------------|--------------------|---------------------|
| 90.00 – 100% = 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- |
| 60.00 – 69.99% = D  |                    |                     |

**Central Question Assignments.** Answer one of the discussion questions for the week, using concepts from Organizational Behavior. The answers may be written or recorded on video. These assignments are due a couple days before the class in which the question will be discussed. You must complete four of these assignments, and two of those must be written. You may rewrite one of these for a higher grade, but that is not required.

Read the page on CI Learn that describes these assignments before starting them.

**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 four of these assignments, and two of those must be written. You may rewrite one of these for a higher grade, but that is not required.

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 reinforce and extend the learning from completing the modules.

**Quizzes.** I will have five pop quizzes during the semester. The point of these is to help you focus on the ideas from class and be prepared for class discussions.

**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.

Because being able to see the people you are talking to greatly enhances the quality of group discussions, you are required to have your camera on during our Zoom classes unless you have contacted me ahead of time about it. There are many legitimate reasons for not having your camera on, ranging from technical hindrances to anxiety issues. I need to know about them ahead of time. If your camera is off, your participation grade for the week will be strongly impacted unless I have OKed it ahead of time.

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 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 myCI, [www.myci.csuci.edu](http://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 CI Learn or your CI email account, so that I know that it came from you. Please do not use a private email 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](mailto:wmc.tutors@csuci.edu).

You will create much writing and/or video in this class. Use the WMC!

## **USE OF GENERATIVE AI**

We will discuss the use of generative Artificial Intelligence (AI) programs like ChatGPT in class. In general, you are allowed to use AI for assignments with some caveats:

- You must add a note identifying which AI application(s) you used.

- You must provide information about how you used AI. This should include all the prompts you used with the AI applications. I may ask you to identify which words in your final draft were generated by the AI application and which were written by you, so keep that information available.
- You may NOT use AI when asked to provide personal examples, to define a concept in your own words, or give an opinion, e.g., in the Key Concepts assignments. The point of those questions is for you to think about how the OB topic applies to your own life, but AI applications do not know you.

## **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.

*Extra note on generative AI.* If you use generative AI, like ChatGPT, without following the rules stated in this syllabus or in class, it will count as an academic integrity violation.

**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](mailto: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](#).

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

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