

Organizational Behavior

MNGT-5590

S1 2020 Section 56 3 Credits 01/06/2020 to 03/06/2020 Modified 12/04/2019

Meeting Times

Monday, 8:00 PM to 12:00 AM, Webster Irvine Campus - 32 Discovery, Suite 250, Irvine, CA 92618

Contact Information

Instructor: Dr. Brian Dozer

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Office: 949-450-9066

Office Hours

Monday, Tuesday, Wednesday, Thursday, 11:00 AM to 6:00 PM, Webster Irvine Campus

Please schedule an appointment in advance.

Description

This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

Requisites

None

Outcomes

Upon successful completion of this course, the student will be able to:

1. Define, discuss, and recognize important terminology, facts, concepts, principles, analytic techniques, and theories taught in this organizational behavior course.
2. Identify and apply appropriate terminology, facts, concepts, principles, analytic techniques, and theories from the organizational behavior course when analyzing factual situations with organizational behavior problems.
3. Develop reasonable solutions to organizational behavior problems using appropriate facts, concepts, principles, analytic techniques, and theories from this organizational behavior course.
4. Evaluate the quality of their proposed solutions to organizational behavior problems against appropriate criteria, including organizational constraints.
5. Discuss the relevance and application of the concepts, principles, and theories used in organizational behavior to contemporary events.
6. Identify and discuss the interrelationships among the concepts, principles, and theories used in the different areas of organizational behavior.

Required Textbook

Organizational Behavior

Author: Robbins & Judge

Publisher: Pearson

Edition: 18th

ISBN: 978-0134729664

Deliverables

NOTE: PLEASE PURCHASE 17TH EDITION OF THE TEXTBOOK

Deliverables will be handed out and discussed in our first class session.

Your course grade will be based on your scores on your ACTIVE participation and preparation for our individual meetings, as well as your work on your group business plan, presentations, quizzes, and exams. Point totals for these different components will be as follows:

Case Studies: 175 points (25 points each)

Article/Topic Presentation: 25 points

Midterm: Reflection Paper: 50 points

Final: Group Project Paper: 100 points

Final: Group Project Presentation: 100 points

Attendance, Assessments, Discussion and Preparation: 90 points (10 points per week)

Total – 540 points

Assessments Link

http://media.pearsoncmg.com/ph/bp/bp_robbins_sal3v4/index.htmlAssessments

http://media.pearsoncmg.com/ph/bp/bp_robbins_sal3v4/index.html

Evaluation

Criteria

Grade % Points

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C 70-79

F Below 70

Synthesis and Evaluation:

A = Excellent performance. Work is exemplary and worthy of emulation by others. Student is in full attendance and constructively contributes to the learning environment.

B = Above average performance. All assignments are complete and exhibit a complete understanding and an ability to apply concepts.

C = Average performance. Accomplishes only the minimum requirements. Oral and written communication is at an acceptable

level.

F = Work is not passing and unsatisfactory, characterized incompleteness, lateness, unsatisfactory demonstration of understanding and application.

Schedule

WEEKLY SCHEDULE

Week #1 January 6

Assigned Reading

Chapter 1: What is Organizational Behavior?

Chapter 2: Diversity in Organizations

Assessment

How Much Do I Know About Organizational Behavior? – posted in WorldClassroom – download, complete and bring to class to discuss

Week #2 January 13

Assigned Text Reading

Chapter 3: Attitudes and Job Satisfaction

Chapter 4: Emotions and Moods

Case Study

Chapter 4: Crybabies? pp. 128-129

Assessments

I.B.3. How Satisfied Am I With My Job?

IV.D.1. How Am I Feeling Right Now?

Topic Presentations

See assigned presentations document

Week #3 January 20

NOTE – THERE WILL BE NO CLASS ON JANUARY 20 DUE TO THE MARTIN LUTHER KING, JR. HOLIDAY

Assigned Text Reading

Chapter 5: Personality and Values

Chapter 6: Perception and Individual Decision Making

Case Study

Due in WorldClassroom by 10PM

Chapter 5: On the Costs of Being Nice pp. 162-163

Assessments

Due in WorldClassroom by 10PM

I.A.1. What's My Basic Personality?

Other Assignments

Due in WorldClassroom by 10PM

Question 5-4 p. 161

Ethical Dilemma: Millennial Job Hopping p. 162 Answer questions 5-11, 5-12, 5-13

Question 6-4 p. 198

Ethical Dilemma: Cheating is a Decision pp. 198-199 Answer questions 6-11, 6-12, 6-13

Week #4 January 27

Assigned Text Reading

Chapter 7: Motivation Concepts

Chapter 8: Motivation: From Concepts to Applications

Case Study

Chapter 8: Pay Raises Every Day p. 269

Assessments

I.C.1. What Motivates Me?

I.C.4. What's My View on the Nature of People?

Topic Presentations

See assigned presentations document

Week #5 February 3

MIDTERM REFLECTION PAPER DUE

Assigned Text Reading

Chapter 9: Foundations of Group Behavior

Chapter 10: Understanding Work Teams

Case Study

Chapter 9: The Calamities of Consensus, p. 304

Assessments

II.B.3. Do I Trust Others?

II.B.6. How Good Am I at Building and Leading a Team?

Topic Presentations

See assigned presentations document

Week #6 February 10

Chapter 11: Communication

Chapter 12: Leadership

Case Study

Chapter 11: Organizational Leveraging of Social Media, p. 375

Assessments

II.A.2. How Good Are My Listening Skills?

II.B.1. What's My Leadership Style?

Topic Presentations

See assigned presentations document

Week #7 February 17

Assigned Text Reading

Chapter 13: Power and Politics

Chapter 14: Conflict and Negotiation

Case Study

Chapter 14: Disorderly Conduct, pp. 485-486

Assessments

IV.F.1. Is My Workplace Political?

II.C.6. What's My Negotiating Style?

Topic Presentations

See assigned presentations document

Week #8 February 24

Assigned Text Reading

Chapter 16: Organizational Culture

Chapter 18: Organizational Change and Stress Management

Case Study

Chapter 16: Active Cultures, p. 557

Assessments

III.B.1. What's the Right Organizational Culture for Me?

III.C.2. How Stressful Is My Life?

Topic Presentations

See assigned presentations document

Week #9 March 2

FINAL PAPERS DUE AND FINAL PRESENTATIONS

*** Course Policies**

Instructor reserves the right to alter assignments. If this should occur, the student will be notified beforehand. This class will involve discussions about the readings assigned in the text and in other articles. Students will see relevant applications to help them understand the conceptual frameworks and see how these ideas relate to the real world of organizations.

The professor will not do a lecture each week on the material we will discuss in class. It is expected that each student independently learn through completion of assigned readings and required assignments outside of class in order to improve reflection and application of theories and methodologies to situations and organizations showcased through class discussions. Therefore, the use of case studies, presentations, and other vehicles as points of application for critical conceptual and theoretical material appears to be a sound teaching strategy. Class meetings will include group discussions, assessments, case studies and other informational pieces presented through various media methods. It is expected that class members will:

- Be prepared with facts and specific quotes from articles and readings
- Be prepared to make comments, ask questions, or make observations about articles and readings
- Take a position on a question or a point
- Ask clarifying questions
- Help keep the discussion moving and on track
- Help draw others into the discussion
- Integrate theories and content from other articles
- Common courtesy dictates that class members shall not:
 - Be unprepared and show your lack of knowledge
 - Monopolize the discussion
 - Make irrelevant comments
 - Be insensitive to other's desire to speak or to their opinions

Textbook

Students must have the assigned course textbook at the first class meeting. While we will not go through everything in the textbook you are responsible for all of the readings listed at the end of this syllabus. If you do not have the textbook you will not earn participation points.

Assessments

Each week we will have assessments that you will complete PRIOR to class. After you complete the assessment you will need to print it out and bring it to class to discuss. Please write your name at the top of the assessment as you will be turning it in after the discussion. Think about the results critically and what they tell you about yourself. Is there anything that surprised you? Is there anything that you would like to change?

Class Participation

Students are expected to regularly attend class and complete the assigned readings on time. Class participation is part of the grade and students will be expected to participate in class discussion. Students will regularly be asked to respond to class questions. Students are encouraged to read management news in periodicals such as The Wall Street Journal, Los Angeles Times, or New

York Times or in another paper or online new website as background for class discussions related to course topics.

Each week we will also devote the first 15-20 minutes of class to a discussion of current topics related to class material. The instructor may provide an article prior to class for students to read and be prepared to discuss. Students are encouraged to bring in discussion topics based on their reading.

Graduate Level Writing

Since the ability to organize one's thoughts and express them in clear and cogent prose is an important skill for the graduate student, a course midterm and final paper assignment will be assigned. In these papers, the focus will be on application of the conceptual ideas central to the course to specific topics or problems. Students will be expected to conduct some library research in this paper and will be expected to use proper APA citation formatting.

The following principles of writing must be addressed in order for the work to be of "graduate level." By adhering to these principles and ensuring that these guidelines are met, the student's work is much more likely to be considered graduate-level.

- Separate and identify your beliefs from that of your research – One major difference between graduate and undergraduate writing is that, at the graduate level, writing assignments are rarely expected to be just a rehashing of previous research. Instead, graduate-level writing is meant to be an exercise in critical thinking and personal analysis on the part of the student. Be sure to state very clearly your own ideas and beliefs on the writing topic, and separate them from those found in your research. Even if they happen to be identical, you must still differentiate them within the writing.
- State the reasons for writing early – It is important that the reader understand what the writer is trying to accomplish early on. Do not spend too much space building up to a thesis statement. Rather, state your purpose early on and use as much space as possible solidifying that statement.
- Define all ambiguous or potentially confusing terms – Whether this applies to a difficult word or technical jargon that can only be understood by experts in a specific field, make sure to define all terms that your reader may have difficulty with.
- Assume that the reader has zero knowledge on the subject, and that it is your job to make sure he or she walks away from reading your paper with a full understanding of the topic.
- Use quotes correctly – Too many academic writers depend far too heavily upon quotations to flesh out their writing and make their points. Graduate-level writing uses quotes in such a way that they enhance the writing, not carry it. When using quotes, be sure to state your own ideas in relation to the quote, introduce the person who is being quoted and what qualifications make his or her quote worth considering, and document the quote in whatever academic style of writing you are using.
- Transitions are essential – A graduate-level piece of writing should flow smoothly from start to finish. To achieve this, the writer must use transitions to connect ideas together and also to connect each paragraph to the one that follows it.
- Form a strong conclusion – The writer must form a strong conclusion for the writing to be considered anywhere near graduate-level.

Other

Students must have the assigned course textbook and an approved syllabus in their possession at the first class meeting. All assignments and exams are to be typewritten in APA format. The research paper will require a minimum of five cited academic grade reference sources. The best way to accomplish this requirement is through the use of the Webster Eden Library PASSPORTS system. You are encouraged to make use of the Webster On-Line Writing Center. All assignments are due at the beginning of class for the week under which they are listed. A 10% grade penalty will be assessed on late submissions.

Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to **attendance, conduct, academic honesty, grades, and more**. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/undergraduate-catalog/> (<http://www.webster.edu/catalog/current/undergraduate-catalog/>)

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to **conduct, academic honesty, grades, and more**. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/graduate-catalog/> (<http://www.webster.edu/catalog/current/graduate-catalog/>)

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>)

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University's Academic Honesty Policy is published in academic catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>)

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/ (http://www.webster.edu/arc/plagiarism_prevention/)

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html> (<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html>)

Contact Hours for this Course

It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, the content must be covered at another time.

Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu (<mailto:disability@webster.edu>).

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc (<http://www.webster.edu/arc>) or Loretto Hall 40 on the main campus for more information.

Student Success Portal

Webster University's Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at <http://www.webster.edu/success/students.html> (<http://www.webster.edu/success/students.html>).

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University's worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is <http://library.webster.edu> (<http://library.webster.edu/>). For support navigating the library's resources, see <http://libanswers.webster.edu/> (<http://libanswers.webster.edu/>) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>)

Academic Calendar - <http://www.webster.edu/academics/academic-calendar/>
(<http://www.webster.edu/academics/academic-calendar/>)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the "Tuition, Fees, and Refunds" section of Webster's Academic Catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html> (<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html>)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

<http://www.webster.edu/student-handbook/> (<http://www.webster.edu/student-handbook/>)

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

<http://www.webster.edu/sexual-misconduct/> (<http://www.webster.edu/sexual-misconduct/>)

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

<http://www.webster.edu/irb/index.html> (<http://www.webster.edu/irb/index.html>)

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

<http://www.webster.edu/technology/service-desk/> (<http://www.webster.edu/technology/service-desk/>)

WorldClassRoom

WorldClassRoom is Webster's Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

<https://worldclassroom.webster.edu/> (<https://worldclassroom.webster.edu/>)

Webster Alerts

Webster Alerts is the University's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

<http://www.webster.edu/technology/services/webster-alerts/> (<http://www.webster.edu/technology/services/webster-alerts/>)

Campus Information
