

California Lutheran University

Bachelor's Degree for Professionals

BEHAVIOR IN ORGANIZATIONS

[BUS 367]

WINTER 2015-16

PROFESSOR: GEORGE W. CORBIN

LOCATION: Woodland Hills Campus, 114

TIME: THURSDAYS, 6 PM

OFFICE HOURS: By Appointment

Contact information: email: gcorbin@clunet.edu (805 496-2982)

Winter Term 2016 Drop Dates:

December 7: Last day to add/drop without financial penalty

January 19: Last day to withdraw without academic penalty

TEXTBOOK: Organizational Behavior, Robert Kreiter
and Angelo Kinicki, 10th Edition,
McGraw-Hill. ISBN 978-007802-9363

Course Description:

Organizational behavior is the study of human behavior in organizations at the individual, interpersonal, group, and organizational levels. These forms of human behavior at these various levels interact to influence overall organizational performance in achieving goals and objectives. Your understanding of key principles and practices about human behavior in organizations, and the important

role diversity plays, can help make you a more effective subordinate, manager, co-worker, team member, and organizational contributor, as well as greatly influencing your personal career success.

GOALS/OBJECTIVES:

Upon completion of this course, students will be expected to:

1. Design and conduct an effective organizational climate survey which will include questions on diversity issues.
2. Apply personal insights in organizational behavior and plan for ongoing professional development.
3. Identify and demonstrate effective team and interpersonal behaviors.
4. Compare and contrast specific theories related to perception, motivation, ethical leadership, and organizational change.
5. Discuss and critique methods of motivating and rewarding individuals and groups.
6. Discuss the role diversity plays in improving organizational effectiveness.

These educational objectives address the following California Lutheran University Student Outcomes:

<u>Student Learning Outcomes</u>	<u>Assessment</u>
Professional Preparation a. Field Specific Knowledge and Experience b. Ethical and professional Judgment c. Interpersonal and Teamwork Skills	Quizzes, Midterm, and Final Case studies Team Evaluation feedback.
Liberal Learning a. Written Communications Skills b. Oral Communication Skills c. Information Literacy d. Understanding of Cultural and Global Diversity	Personal Learning Report Class participation Climate Survey Research In class exercises
Character and Leadership Development a. Appreciation of diversity b. Growth in identity and values c. Principled leadership	In-class group exercises Learning Report Blackboard discussion.

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part

of Cal Lutheran's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

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- failing to cite quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Disability Statement

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing wjimene@callutheran.edu

Blackboard Information:

For assistance with Blackboard, email, or Web Advisor, please contact the help desk at (805) 493-3698 or helpdesk@callutheran.edu. For Blackboard tutorials, please go to the following link:

<http://ondemand.blackboard.com/students.htm>. For personal assistance with Blackboard only, please contact Eileen Leese at (805) 493-3927 or eleese@callutheran.edu.

Standards of Student Conduct Statements:

The following are excerpts from the CLU student handbook, which can be found on the following link: http://www.callutheran.edu/student_life/student_handbook/

University Harassment Policy

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:**

[Student Life Handbook](#)

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at:

<http://www.callutheran.edu/title-ix/>

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

You may contact the library at (805) 493-3250. If you attend classes at one of CLU's satellite locations, see <http://www.callutheran.edu/iss/research/satellite.php> for the full range of services provided.

CLU Writing Center:

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at

www.callutheran.edu/writing_center or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow “The Writing Center” icon in “Tools,” or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library

Veterans Resources

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran’s Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> . Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.369

Learning Resources

An important source of your learning in this course is your assigned readings as indicated in the course schedule. You are expected to have read and be able to comment on and discuss the assigned reading material by the class meeting. In addition there will be specific movies which students will be expected to view and then discuss on Blackboard.

Additional Reading: You are expected to read the following articles for this course: Mannix E. and Neale, M. (August/September 2006) Diversity at Work; “Diversity” in employee teams does not always equal superior performance, *Scientific American Mind*. Pp. 33-39. Neilson, G. and Pasternack, B. (October 2005). *Apple’s Retail Army, Long on Loyalty but Short on Pay*, *The New York Times*, Sunday, June 24, 2012, and Behfar K. (November 2006) *Managing Multicultural Teams*. *Harvard Business Review*. Pp. 84-91.

This course requires active attention and participation. Your sources of learning will be varied, and will involve lectures, discussions, case analysis, text readings, audiovisuals, experiential exercises, movies, applied field research, group quizzes, mid-term, a final exam, and personal reflection for future professional development.

Carnegie Instructional Hours

In order to meet required minimum Carnegie Instructional Hours, students will be expected meet the mandated amount of instructional time by completing assignments outside of the formal class:

- As our 4-credit course meets for about 36-37 hours in person, the remaining 13-14 hours of instructional time (for a total of 50 hours) will be met by viewing three

movies and participating in Blackboard discussions, assigned case studies, and the term team Climate Survey project which will require a significant investment of out-of-class time.

Course Evaluations Statement

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback.

The link is: <http://courseval.callutheran.edu>

Group Work

One of the most important skills that you can acquire is the ability to manage and influence (whether you're the formally recognized group leader or not) others within your professional working group to achieve optimal performance...usually greater than you can achieve by yourself. In this class you'll have plenty of practice in developing this skill. You will also have the opportunity to get valuable peer group feedback on your contribution to group effectiveness. But this essential skill building requires work, maturity, patience, tolerance and a strong willingness to really listen to fully understand another's position. It also requires that you accept diversity of thought, disagreements and conflict as necessary for group effectiveness, and issues should be worked through and managed constructively with all group members keeping in mind the common performance goals of the group.

Very early in the semester you will be randomly assigned to a permanent group of three to four students. You will work in this group throughout the semester on various assignments, including three quizzes, a climate analysis consulting project, and a class case analysis involving diversity. To start, ask yourselves in a group meeting what should the group and individual members do to be successful, as well as not to do to avoid the group work disasters that you might have experienced in other classes. Talk about how your group expects to handle such things as disagreement, decision-making, communication, feedback, cross-cultural differences, and how to manage individual member problem behavior that needs correcting for the good of the group. **All group members should take part in this discussion.** This common understanding and agreement of individual member performance expectations is critical for group success.

Testing

As indicate in the class schedule, you will be given three quizzes, a mid-term and a final exam. The quizzes will be both an individual and a group effort (you will first take each quiz individually and then with you permanently assigned group). Your total points for the quizzes will be based upon a predetermined percentage for individual effort and for group effort as determined by the class, and will apply to all students for all quizzes. Quizzes 1-3 will cover only the previously assigned reading material since the previous

quiz, and will include 20 multiple choice and true-false items (2 points each). You will need a Scantron form for your quizzes, mid-term and final exam.

The mid-term and final exam will involve individual effort only.

Exam Make-Up Policy

Students who miss taking a quiz or mid-term will be required to take the make-up exam after the missed class and prior to the next scheduled class.

Late Policy

Students who are habitually late will be counseled by the instructor and could have their final course grade adjusted down one grade level.

Attendance Policy

It is important that students maintain good attendance which will play an important role in contributing to their assigned teams' performance. A student who misses more than two classes may have their final course grade reduced one grade level.

Organizational Climate Analysis Team Consulting Project

Based on guidelines that I provide in class, your student team will identify an organizational client (any profit or non-profit organization, preferably with more than ten employees, including part-timers and volunteers), and secure agreement with an appropriate organization representative to design and conduct a customized climate survey which will include questions on diversity. At the beginning of the second to last class, your group will submit a final executive summary report (10-13 pages, not including your actual survey which you will include an appendix) that provides a general description of your results and an analysis of the most important findings, with a clear discussion of their implications. End your report with clear recommendations for action leading to organizational improvement. You will also be required to make a class presentation (no more than 15 minutes) on your climate survey in which all group members will be expected to participate. This team-consulting project is worth a possible 50 points for each team member. Don't forget to send your client a thank you note as well! Your professional conduct is important on this project.

Reflection and Planning for Future professional Development

An important objective of this course is to provide a stimulating learning experience and fertile environment for you to gain personal insights on organizational behavior that you can put into immediate practice and application at work. You are also strongly encouraged to reflect throughout the course upon what you are learning to identify

specific plans for future professional development related to leadership and managerial effectiveness. On the last evening of class before the final exam you will have the opportunity to briefly and informally share with the rest of the class two immediate application insights and plans for future professional development. A four page report, which will include these two application insights, a self-assessment, a description of your organization’s culture, and a description of your organization’s leadership, will be handed in during the last class.

Personal Contribution to Course Success

A final important learning is your own degree of class participation, which will have an influence on your final grade (worth 40 points). Your participation can have a major positive impact on the overall success of this course. In addition to my observations in class, I will solicit your input on your class members’ individual contribution to the success of your learning in this class. This peer evaluation approach also will assess the quality of your group members’ contribution to your quizzes.

You prompt arrival, attendance, and participation (quality emphasized) will be closely monitored. Your final grade will be seriously jeopardized with any more than two absences.

GRADING: The following represents the relative weighting that your performance in various course-learning activities will have on your final grade:

3 Quizzes @ 40 points.....	120 points
3 Team quizzes @ 40 points.....	120 points
Mid-term.....	70 points
Final Exam.....	100 points
Team Climate Consulting Project.....	50 points
Team Case Analysis.....	20 points
Course Contribution.....	40 points
Total:	520 points

Final grades will be based on the total point percentages below.

92%-100%: A	77%-78%: C+
90%-91%: A-	71%-76%: C
86%-89%: B+	69%-70%: C-
81%-85%: B	65%-68%: D
79%-80%: B-	< 65%: F

I will provide regular, timely feedback on your performance. If I see that all do well in the various learning activities, all can receive a high grade. If you are not performing at a level of at least a “C-, I will contact you to make an appointment to discuss how we can plan for performance improvement.

Final Note

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

COURSE SCHEDULE

Date	Topic	Assignment
12-3	Org Behavior: People-Centered Organizations; Managing Diversity	Ch. 1, 2
12-10	Culture, Socialization and Mentoring; International OB	Ch. 3, 4
12-17	Quiz 1; Self-Concept, Personality, Abilities and Emotions; Values	Ch. 5, 6
1-7	Social Perception and Attributions; Foundations of Motivation	Ch. 7, 8
1-14	Quiz 2; Improving Job Performance with Goals, Feedback, Rewards	Ch. 9
1-21	MID-TERM; Group Dynamics; Teams and Teamwork	Ch.10, 11
1-28	Quiz 3; Individual and Group Decision Making; Managing Conflict	Ch.12, 13
2-4	FIELD RESEARCH SESSION	
2-11	Leadership - Team Case Study	Ch. 16
2-18	Change; Climate Survey presentations	Ch. 18
2-25	Professional development plan reports; FINAL EXAM	