

ECBA 403: Organizational Behavior

Prerequisite(s): ECBA 301

Credits: 3



I. Course Description

This course examines organizational theory and application. It provides a comprehensive review of individual, group, and organizational performance in relation to organizational structures in contemporary business settings.

II. Course Objectives

1. Compare and contrast theories of organizational behavior.
2. Analyze management issues as related to organizational behavior.
3. Evaluate ethical issues as related to organizational behavior.
4. Examine challenges to effective organizational communication.
5. Differentiate the differences and similarities between leadership, power, and management.
6. Assess the impact that a company's structure and design can have on its organizational behavior.
7. Assess the impact of culture on organizational behavior.

III. Course Textbooks and Readings

***Students must purchase in advance texts and/or materials for this course.**

Organizational Behavior, 17th edition

Stephen P. Robbins and Timothy A. Judge

Print ISBN: 9780134103983

Digital ISBN: 9780134103983

IV. Weekly Information

Module One – Week 1

Objectives

At the end of this Module, you should be able to:

- 1.1 Discuss the field of organizational behavior and contributing disciplines.
- 1.2 Define organizational behavior and relate it to management.
- 1.3 Develop an understanding of diversity in organizations.
- 1.4 Examine the importance of attitudes and job satisfaction
- 1.5 Examine the importance of emotions and moods

Reading

Chapter 1: What is organizational behavior?

Chapter 2: Diversity in organizations

Chapter 3: Attitudes and job satisfaction

Chapter 4: Emotions and moods

Lecture

Chapters 1 – 4 PowerPoint lectures

Deliverables

Discussion: Class Introductions

Discussion: Organizational behavior

Written Assignment: Case studies (Essay)

Quiz

Module Two – Week 2**Objectives**

At the end of this Module, you should be able to:

- 2.1 Describe personality and factors that shape it.
- 2.2 Describe the Big Five Personality model.
- 2.3 Examine the dark triad.
- 2.4 Develop an understanding of perception and values.
- 2.5 Develop an understanding of biases and errors in decision making.
- 2.6 Discuss the causes of creativity

Reading

Chapter 5: Personality and values

Chapter 6: Perception and individual decision-making

Lecture

Chapters 5 and 6 PowerPoint lectures

Deliverables

Discussion: The Big Five personality model

Written Assignment: Big Five personality assessment; creativity (Essay)

Quiz

Module Three – Week 3**Objectives**

At the end of this Module, you should be able to:

- 3.1 Develop an understanding of the three key elements of motivation.

- 3.2 Identify the implications of employee job engagement for managers.
- 3.3 Explain how specific alternative work arrangements can motivate employees.
- 3.4 Identify the motivational benefits of intrinsic rewards.

Reading

Chapter 7: Motivation concepts

Chapter 8: Motivation: From concepts to applications

Lecture

Chapters 7 and 8 PowerPoint lectures

Deliverables

Discussion: Motivation theories

Written Assignment: Equity theory (Essay)

Quiz

Module Four – Week 4**Objectives**

At the end of this Module, you should be able to:

- 4.1 Develop an understanding of group properties
- 4.2 Describe groupthink
- 4.3 Develop an understanding of the differences between groups and teams
- 4.4 Identify the characteristics of cross-functional teams and virtual teams
- 4.5 Decide when to use individuals instead of teams

Reading

Chapter 9: Foundations of group behavior

Chapter 10: Understanding work teams

Lecture

Chapters 9 and 10 PowerPoint lectures

Deliverables

Discussion: Groups

Written Assignment: Teams (Cases) (Essay)

Quiz

Module Five – Week 5**Objectives**

At the end of this Module, you should be able to:

- 5.1 Discuss the functions and processes of communication.

- 5.2 Identify common barriers to effective communication.
- 5.3 Discuss cross-cultural communication.
- 5.4 Develop an understanding of leadership role and ethics
- 5.5 Develop an understanding of the importance of leadership and trust

Reading

Chapter 11: Communication

Chapter 12: Leadership

Lecture

Chapters 11 and 12 PowerPoint lectures

Deliverables

Discussion: Communications

Written Assignment: Responsible leadership

Quiz

Module Six – Week 6**Objectives**

At the end of this Module, you should be able to:

- 6.1 Contrast leadership and power
- 6.2 Explain the three bases of power
- 6.3 Describe the types of conflict
- 6.4 Outline the conflict process
- 6.5 Develop an understanding of the BATNA

Reading

Chapter 13: Power and Politics

Chapter 14: Conflict and Negotiation

Chapter 15: Foundations of organization structure

Lecture

Chapters 13 – 15 PowerPoint lectures

Deliverables

Discussion: Power, dependence, organizational politics, conflict, and negotiation

Written Assignment: Cases (Power) (Essay)

Quiz

Module Seven – Week 7

Objectives

At the end of this Module, you should be able to:

- 7.1 Define organizational culture
- 7.2 Describe ethical and spiritual cultures
- 7.3 Develop and understanding of the purpose of performance evaluations
- 7.4 Identify the forces of organizational change
- 7.5 Develop an understanding of stress and causes of stress in the workplace

Reading

Chapter16: Organizational Culture

Chapter 17: Human resource policies and practices

Chapter 18: Organizational change and stress management

Lecture

Chapters 16 – 18 PowerPoint lectures

Deliverables

Discussion: Organizational culture

Written Assignment: Stress and ethics (Essay)

Quiz

V. Course Information and Grading

Course Requirements (Weekly)

Each Module will be based on the inclusion and grading of the following segments: Discussion Boards, Assignments/ Case Studies/ Projects.

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words
 - ii. Responses must be >150 words
 - b. Graduate Word Count Requirements:

- i. Initial post must be >250 words
 - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Undergraduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A = 90-100

B+ = 87-89

B = 80-86

C+ = 77-79

C = 70-76

D = 60-69

F = <60

Undergraduate Discussion Board Rubric – Introduction (First week only)

<u>Criteria</u>	<u>Minimal</u>	<u>Effective</u>
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 Response Posts Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Initial Post Rubric – Undergraduate

<u>Initial Post Rubric</u>	<u>Content</u>	<u>Support & References</u>	<u>Mechanics & Length</u>
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format 	<ul style="list-style-type: none"> • Post exceeds 200 words • Very well written
Effective 80-89%	<ul style="list-style-type: none"> • Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post 178-200 words • Well written
Competent 70-79%	<ul style="list-style-type: none"> • Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source. • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post is 158-178 words • A few writing errors
Minimal 0-69%	<ul style="list-style-type: none"> • Provides weak contribution to the discussion board • Does not convey concept understanding • Shows evidence of critical thought but is not concise or complete 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Addresses questions in a manner that is unclear • Not appropriate APA format 	<ul style="list-style-type: none"> • Post is less than 158 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Thursday

Discussion Board Peer Response Rubric – Undergraduate

<u>Peer Response Rubric</u>	<u>Content</u>	<u>Support & References</u>	<u>Mechanics & Length</u>
Mastery 90-100%	<ul style="list-style-type: none"> Advances discussion providing additional commentary that is relevant or offers an alternative Critical thought development is evidenced by thoughtful and meaningful responses Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> Student cites 2 peer-reviewed sources in the body of the posts Proper APA format 	<ul style="list-style-type: none"> Post exceeds 150 words Very well written
Effective 80-89%	<ul style="list-style-type: none"> Advances discussion providing additional commentary and critique Responses are correct but mostly restate the peers' viewpoints without development of critical thought Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> Student cites 2 peer-reviewed sources Not in appropriate APA format 	<ul style="list-style-type: none"> Post is 133-150 words Well written
Competent 70-79%	<ul style="list-style-type: none"> Shows adequate understanding of the knowledge and concepts posted by peers Responses are mostly, "I agree..." Source is somewhat relevant and published in last 5 years 	<ul style="list-style-type: none"> Student cites 1 peer-reviewed source Not in appropriate APA format 	<ul style="list-style-type: none"> Post is 118-132 words A few writing errors.
Minimal 0-69%	<ul style="list-style-type: none"> Shows minor comprehension of concepts and viewpoints from peers. Responses are vague and do not show understanding or comprehension 	<ul style="list-style-type: none"> Does not cite any peer-reviewed sources Not appropriate APA format 	<ul style="list-style-type: none"> Post 0-118 words Poorly written 0 points for posts submitted after 11:59 PM EST on Sunday

Assignment/Case Study/Course Project Rubric

<u>Assignment Rubric</u>	<u>Critical Thinking</u>	<u>References & Organization</u>
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions 	<ul style="list-style-type: none"> • Professional writing structure. • Well-organized response. • Student cites appropriate, current peer-reviewed sources • Proper APA format • Exceeds 500 words
Effective 80-89%	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text. 	<ul style="list-style-type: none"> • Student cites some relevant, current peer-reviewed sources. • Follows directions • APA formatting demonstrated but not extensive. • 450-500 words
Competent 70-79%	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Sources are outdated or ineffective. • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate APA format. • 400-449 words
Minimal 0-69%	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application. • Partially addresses the topic 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate APA format • 0-399 words • Poorly written. • 0 points for late assignments

Short Answer Rubric – Undergraduate

<u>Short Answer Rubric</u>	<u>Clarity</u>	<u>Depth</u>	<u>Quality</u>
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions 	<ul style="list-style-type: none"> • Articulates critical thoughts & analysis throughout the answer • Obvious use of outside resources to supplement resources 	<ul style="list-style-type: none"> • Professional writing structure • Well-organized response • Free of grammatical, spelling, & formatting errors
Effective 80-89%	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> • Demonstrated some form of outside material used • Shows some critical thinking and active thought 	<ul style="list-style-type: none"> • Follows assignment instructions • Well-written • Few writing errors
Competent 70-79%	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Provided enough detail for marginal requirement • “Textbook” in nature (restatement of what was in textbook) 	<ul style="list-style-type: none"> • Lacks focus on content • Some writing errors
Minimal 0-69%	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic 	<ul style="list-style-type: none"> • Lacked detail that demonstrates active thought • One-sentence answer 	<ul style="list-style-type: none"> • Unorganized and poorly written • 0 points for late assignments