TRINE
U N I V E R S I T Y
COURSE SYLLABUS

COURSE TITLE: Organizational Behavior

TERM & YEAR:

COURSE & SECTION NUMBER: MGT 363

TIME & PLACE: Online

NUMBER OF CREDIT HOURS: 3

OFFICE LOCATION/HOURS:

INSTRUCTOR:

OFFICE PHONE:

EMAIL:

COURSE DESCRIPTION: This course examines the manager's role in dealing with behavior at all organizational levels. It emphasizes the need for interpersonal and group skills. Applications of behavioral science concepts and findings to organizational situations are included. Topics include motivation, communications, leadership, conflict, and change.

PREREQUISITES: BA 123 or PSY 113

REQUIRED TEXT: This course utilizes OER (Open Educational Resources) materials at no cost to learners. All required reading is available in the online course room.

LEARNING OUTCOMES: Upon completion of this course, the student should be able to:

- Examine ethical reasoning related to social perception, organizational culture, and diversity.
- Model effective communication to increase organizational performance.
- Discuss individual differences such as intelligence, ability, personality, attitudes, and emotions.
- Examine strategies to increase motivations and satisfaction within an organizational culture.
- Describe conflict resolution strategies that capitalize on individual differences and that impact the forces against organizational change.
- Demonstrate effective leadership characteristics that relate to organizational success.
- Show the impact of influence, power, and politics across a variety of settings.
- Discover the ability to manage group level factors and social processes, such as teams, decision making, goal setting, conflict, and negotiations to advance the strategy of the organization.

ATTENDANCE/PARTICIPATION:

Students are expected to log in to their courses throughout the week to receive instruction, materials, and updates from Moodle. It is the student responsibility to submit assignments, complete discussion forum postings, and finish quizzes and exams by the due date. Students who do not participate in these activities **each week** will be counted absent. Instructors are required to submit attendance the Monday following each week of class. Absences are reported to the Financial Aid Department and may result in the loss of a financial aid refund due to lack of attendance.

Completing the following actions will **not count** as present for this class:

1. Logging into Moodle   2. Reviewing Course Materials 3. Any email or phone contact with the Instructor 4. Submitting work early. One assignment must be submitted during each week to be counted present.

GRADING/EVALUATION:

Grading will be based on Discussion Forum entries, weekly assignments, quizzes, and a final presentation. Please see the written assignment rubric, presentation rubric, and discussion forum rubric found in the course information page for grading criteria and assignment expectations. A point breakdown for each assignment can be found in the course schedule.

Discussion Forum (20 points each) …………………………………………180 points
Weekly Assignments (115 points each) …………………………......……..460 points
Quizzes (80 points each) ..……………………………………….………….160 points
Final Presentation ……………..…………………………………………....200 points

Note: Initial discussion forum posts are due on Wednesdays at 11:59PM EST. Two discussion forum replies and other assignments are due on Sundays at 11:59PM EST. Assignments for the final week of class will be due on Saturday at 11:59PM EST.

Final grades follow the Trine grading system.

Grade	See "User" Grades
LETTER	GRADE in %
A	90 - 100
B+	87 - 89
B	80 - 86
C+	77 - 79
C	70 - 76
D+	67 - 69
D	60 - 66
F	0 - 59

LATE POLICY:

There is a 20% penalty for each day an assignment is past due, up to 2 days. After 2 days, the assignment will not be accepted. Late discussion forum posts will not be accepted for credit. No assignments will be accepted for credit after the last day of the course

OTHER POLICIES:

ACADEMIC MISCONDUCT

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

PLAGIARISM

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism,

such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

E-DEVICE POLICY

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

STUDENT RESOURCES:

Please visit the Student Resources tab in our course to find resources including technical support, tutoring, library resources, accommodations, accessibility, technology requirements, counseling services and many other resources.

COURSE CALENDAR/SCHEDULE: Please see "Course Schedule" in course information tab.

TRINEONLINE

Course Mapping

MGT 363 Organizational Behavior

Course Description:

This course examines the manager's role in dealing with behavior at all organizational levels. It emphasizes the need for interpersonal and group skills. Applications of behavioral science concepts and findings to organizational situations are included. Topics include motivation, communications, leadership, conflict, and change.

Learning Outcomes:

1. Examine ethical reasoning related to social perception, organizational culture, and diversity
2. Model effective communication to increase organizational performance
3. Discuss individual differences such as intelligence, ability, personality, attitudes, and emotions.
4. Examine strategies to increase motivations in an organizational culture.
5. Describe conflict resolution strategies that capitalize on individual differences and that impact the forces against organization change.
6. Demonstrate effective leadership characteristics that relate to organizational success.
7. Show the impact of influence, power, and politics across a variety of settings.
8. Discover the ability to manage group level factors and social processes, such as teams, decision making, goal setting, conflict, and negotiations to advance the strategy of the organization.

Week One: Introduction (LO1,3)	
Learning Activities and Materials	**Assessments**
Read: 1. Why it Matters: Intro to Organizational Behavior (1 page) (LO1) (LO3) 2. Management Theory and Organizational Behavior (7 pages) (LO1) (LO3) 3. Organizational Behavior as its Own Field (6 pages) (LO1) (LO3) 4. Contemporary Issues (8 pages) (LO1) (LO3) 5. Workforce Generations (1 page) (LO3) **Watch:** Are you a giver or a taker? (13:19) (LO1) (LO3)	**Discussion Forum:** 1. Introduce yourself to the class and describe what organizational behavior means to you. 2. Describe the benefits and challenges of a multi-generational workforce. Describe the benefits and challenges of a diverse workforce. (LO1) (LO3)
Week Two: Diversity and Comm (LO1,2,3,8)	
Learning Activities and Materials	**Assessments**

Read:	**Discussion Forum:**
1. [Why it Matters: Social Diversity in the Workplace](#) (1 page) (LO1) (LO3) (LO8) 2. [Social Progress in the Workplace](#) (7 pages) (LO1) (LO3) (LO8) 3. [The Complexity of Diversity](#) (6 pages) (LO1) (LO3) (LO8) 4. [Contemporary Social Diversity](#) (7 pages) (LO1) (LO3) (LO8) 5. [Putting it Together: Social Diversity in the Workplace](#) (1 page) (LO1) (LO3) (LO8) 6. [Encouraging Diversity](#) (1 page) (LO1) (LO3) (LO8) 7. [Why it Matters: Communication in the Workplace](#) (1 page) (LO2) (LO8) 8. [Key Components of Communication](#) (7 pages) (LO2) (LO8) 9. [Communicating with Technology](#) (12 pages) (LO2) (LO8) 10. [Other Concerns in the Workplace](#) (6 pages) (LO2) (LO8) 11. [Putting it Together: Communication in the Workplace](#) (1 page) (LO2) (LO8) 12. How to Write a Helpful Recommendation (LO2) (LO8) **Watch:** 13. [How to get serious about diversity and inclusion in workplace](#) (9:27) (LO1) (LO3) (LO8) 2. [The Secret to Giving Great Feedback](#) (4:49) (LO2) (LO8) **Complete:** [Implicit Association Test (IAT)](#) (LO1) (LO3) (LO8)	1. Informational Systems has had a poor quarterly performance. You are meeting with the VP of Finance who is charged with communicating the results to employees. She explains to you her challenge to put together a communication that is honest about the numbers, but doesn't crush company morale. With what you know about communication barriers, how could you be more effective in your personal communications? Is there a difference in communicating good news versus bad news? Respond to two of your peers. (LO2) (LO8) 2. Think about individual biases—even your own. Take the online [Implicit Association Tests](#) (IAT). Compare and contrast what you thought your biases were before and after completing the IAT. Respond to two of your peers. (LO1) (LO3) (LO8) **Assessment:** 3. Draft an email to be sent to the employees of Informational Systems (refer to discussion forum prompt). Be sure to meet the VP of Finance's goals of being honest but not crushing morale. The email needs to be at minimum three paragraphs, including a greeting, statement of quarterly numbers, and motivation for the employees in the next quarter. (LO2) (LO8) Quiz over Diversity in the Workplace (LO1) (LO3) (LO8)

Week Three: Employee Motivation (LO4)	
Learning Activities and Materials	**Assessments**
Read:	**Discussion:**
1. [Why it Matters: Motivation in the Workplace](#) (1 page) (LO4) 2. [Motivation in Organizational Behavior](#) (15 pages) (LO4)	1. What is your experience with goals? How does goal setting influence your attitude and motivation? Respond to two

3. [Theories of Motivation](#) (15 pages) (LO4)
4. [Motivation in the Workplace](#) (8 pages) (LO4)
5. [Putting it Together: Motivation in the Workplace](#) (1 page) (LO4)

Complete:
1. [Practice: Motivation in the Workplace](#) (LO4)

Watch:
1. [The Puzzle of Motivation](#) (18:22) (LO4)

Listen:
[Appreciation and Gratitude](#) (24:25) (LO4)

of your peers. (LO4)

Assessment:
1. Individual Goal Setting Project: Create a list of three personal and professional goals, determine strategies to motivate yourself to successfully achieve those goals. (LO4) Choose one of the following submission types:
   a. Written assignment: three pages, [APA style](#) (including title page, references page, and double-spaced)
   b. Audio assignment: Record a minimum of three minutes, include a written submission of your references\

Visual assignment: Create a graphic or video (minimum three minutes), include a written submission of your references.

Week Four: Org Leadership

Learning Activities and Materials	Assessments
Read: 1. [Why it Matters: Leadership](#) (1 page) (LO6) (LO7) 2. [History of Leadership Theories](#) (14 pages) (LO6) (LO7) 3. [Leadership Styles and Topics](#) (13 pages) (LO6) (LO7) 4. [Leadership vs. Management](#) (5 pages) (LO6) (LO7) 5. [Putting it Together: Leadership](#) (1 page) (LO6) (LO7) **Watch:** 1. [Guide to Collaborative Leadership](#) (14:04) (LO6) (LO7) **Listen:** [Dear Micro-Manager, Control Yourself](#) (25.56) (LO6) (LO7) (Or read the [transcript](#))	**Discussion Forum:** 1. You have yet to meet with the folks in Finance at Informational Systems as part of your consulting work for Workplace Solutions Consulting, so you contact the admin for the CFO to set up a meeting. You are told that the CFO is on travel, but you could meet with the Director-level people the next day. At that meeting you get the three Directors in a conference room where they proceed to open up and share their frustrations with working with the CFO. They state that she is difficult to work for because she doesn't listen to anyone and makes all decisions without consulting them at all. Why type of

	leadership is the CFO displaying? What are the benefits of this type of leader? What are the limitations? Under what conditions would this type of leadership be successful? (LO6) (LO7)

	Assessment:
	1. Create a submission that describes your perfect leader. (LO6) The submission can be audio, visual, or written but it must include:
	   a. At least one leadership style, describing why you like this style compared to the other styles
	   b. What role you would like a leader to take in your professional life and what traits a leader like this would exhibit.
	   c. Develop at least three questions you would ask in an interview of a potential employer to determine if the type of leadership is one where you would thrive.
	Include at least two sources, cited in proper APA Format. (LO6) (LO7)

Week Five: Org Change and Conflict Res (LO4,5,8)	
Learning Activities and Materials	**Assessments**
Read: 1. Why it Matters: Conflict and Negotiation (1 page) (LO5) (LO8) 2. Conflict Management (12 pages) (LO5) (LO8) 3. Negotiation (14 pages) (LO5) (LO8) 4. Putting it Together: Conflict and Negotiation (1 page) (LO5) (LO8) 5. Conflict Resolution Lessons from a Lifeguard: A Drowning Man Doesn't Care About You (1 page) (LO5) (LO8) 6. Why it Matters: Organizational	**Discussion Forum:** 1. What steps would you take to prepare an organization for upcoming organizational changes? Share at least five steps; support your reasoning with other resources cited in APA Format. Respond to two of your peers. (LO4) (LO5) **Assessment:** 1. Reflect on the conflict resolution assessment and which style or styles you

Learning Activities and Materials	Assessments

[Change](#) (1 page) (LO4) (LO5)
7. [Change Management](#) (16 pages) (LO4) (LO5)
8. [Success and Failure in Change](#) (9 pages) (LO4) (LO5)
9. [Putting it Together](#) (1 page) (LO4) (LO5)
Complete:
  1. Conflict Resolution Styles Assessment (LO5) (LO8)
Watch:
  1. [5 ways to lead in an era of constant change](#) (13:12) (LO4) (LO5)
  2. [3 ways to lead tough, unavoidable conversations](#) (15:45) (LO5) (LO8)
Listen:
  1. [The Emperor Has No Clue](#) (25:23) (LO5) (LO8) (Or read the [transcript](#))
[The Customers Made Us Scale It](#) (19:30) (LO4) (LO5)
	received in your assessment. Do you think this assessment accurately reflects how you would deal with a conflict? Share examples from your experience that support or deny your result. Support your reasoning with at least two sources, properly cited in APA Format. The paper needs to be at least three pages in length, with references. (LO5) (LO8)
	  2. Quiz over Organizational Change (LO4) (LO5)

Week Six: Putting it together (LO1-8)

Learning Activities and Materials	Assessments

Read:
  1. [Relationship Between Organizational Culture, Leadership Behavior, and Job Satisfaction](#) (9 pages) (LO1) (LO2) (LO4) (LO6) (LO7) (LO8)
Watch:
  1. [What does it really mean for leaders to be authentic?](#) (16:40) (LO1) (LO2) (LO3) (LO4) (LO5) (LO6) (LO7) (LO8)
Listen:
[Jacob Morgan and The Future Leader](#) (44:49) (LO1) (LO2) (LO3) (LO4) (LO5) (LO6) (LO7) (LO8)
	Discussion Forum:
	  1. The issues in the software development area of Informational Systems have grown into a genuine workplace conflict. One of the issues is interdependence—the Millennials want to schedule their work on their timetable and not rely on the work schedule of the older Baby Boomers. Also, the Baby Boomers are pushing for changes in the rewards system—they believe that bonuses should be commensurate with performance while the Millennials think that everyone should be rewarded equally for participation in projects. What recommendations would you make in order to resolve conflict given the multi-generational and multi-cultural nature of the department? Respond to two

| | of your peers. (LO5) (LO8) 2. Muddiest Points Forum: Share items about organizational behavior that may still be unclear to you; offer advice or clarification for others in the class. Is there anything else you'd like to know more about?

Final Presentation:
1. Identify and describe your ideal workplace, incorporating all of the elements from this course. Support your reasoning with other resources cited in [APA Format](). Prepare a submission using one of the following formats below. (LO1) (LO2) (LO3) (LO4) (LO5) (LO6) (LO7) (LO8)
   a. Audio submission, at least seven to ten minutes
   b. PowerPoint Presentation, at least 12 slides.
   c. Video submission, at least six to eight minutes. |
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