Course #PSYC 320: Organizational Behavior (3 Credit Hours)

October 2 – November 27, 2006
Alternating Mondays

Fall 2006
5-Week Course (every other Monday night)
6:00 – 10:00 p.m.
First Class: Monday, October 2, 2006
Class Meeting Dates: October 2, 16, 30, November 13, 27

Instructor: Tom Heavisides; Email: theavisides@sci.edu Phone: 217.524.6832 (work)
Office Hours: by appointment only

I. Course Description:

Overview of organization structures and group dynamics. Examines job satisfaction, motivation, performance evaluation, decision-making and goal setting. Organizational Behavior is the study of how individuals and groups impact the behavior within an organization. It is a field of systematic study that focuses on improving productivity, quality, and assisting practitioners to develop methods to empower people as well as to design and implement change programs. We live in a world characterized by rapid change, globalization, and diversity; OB offers insights in these areas while providing guidance for managers in creating an ethically healthy work climate.

II. Textbook:

Organizational Behavior 11th Edition
Stephen P. Robbins PhD, (2005)
Prentice Hall: Upper Saddle River, NJ

III. Goals, Objectives, and Student Learning Outcomes

Course Goals: The overriding goal of this course is to help you, as a manager, or potential manager, to better understand:

- The nature of individual behavior in organizations (individual differences, perception, motivation, and communication).
- The intersection of the individual with the organization and what those relationships may imply for both management and leadership.
- The range of current theory and implications for practice regarding interpersonal behavior, group behavior, the organization system and organizational dynamics.

Course Based Student Learning Objectives and Outcomes

Objective One: Explain how personality and perception influence behavior in organizations.

Objective Two: Apply concepts associated with effective work design to suggest tactics for enhancing work performance in organizations.

Objective Three: Apply theories and concepts of decision making/problem solving to develop strategies/design effective systems in these areas.

Objective Four: Apply theories and concepts of motivation to develop strategies for improving work performance.

Objective Five: Apply theories and concepts of leadership to develop strategies for improving work performance.

Objective Six: Apply theories and concepts from the behavioral sciences to develop strategies for effective teamwork.

IV. Teaching Methods

The class material will include both theory and practical application of Organizational Behavior in organizations. Teaching method will vary with material, but primary method will be lecture and classroom discussions. Students will be responsible for assigned readings, submitting written assignments, oral presentations, and exams.

V. Course Requirements:

Attendance: Due to the compressed schedule pre-class preparation is essential as is attendance. Absenteeism and lack of preparation may result in student's grade being lowered.

Reading & Written Assignments: Student will be assigned reading and written assignments as discussed in Section VI and outlined in Section VII.

Student Behavior: Students' responsibilities and rights are referenced within Academic Policy in current Benedictine University catalog. Students are to maintain academic integrity and ethical behavior as addressed in University's Academic Honesty Policy as well as by observing rules and regulations of the college. In particular the SCI Student Handbook lists plagiarism as a serious breach of conduct resulting in disciplinary action.

Plagiarism simply stated is utilizing the ideas or work of another and claiming them as your own. In the academic and professional realm, this is not a very ethical action. Give credit where credit is due. If a student is caught plagiarizing, the student will be asked by the instructor regarding the work provided. The student will be given the opportunity to resubmit the assignment if the student believes that this was an error or misunderstanding. If this happens again with the same student, the student will receive a zero on that assignment and no recourse will be available.

VI. Evaluation

Learning is the responsibility of both the instructor and the students. Student performance will be assessed by written assignments, exams, and oral contribution. Instructor performance will be assessed by use of instructor evaluation surveys, comments as to whether or not objectives for class were met and self-evaluation.

Grading: Traditional scale. (i.e. >90% A; >80% B, >70% C, >60% D)

Final Grade consist of

- Class Participation 25% (Oral evaluation)
- Written Assignments 25% (Written evaluation prepared outside of class)
- Exams & Quizzes 50% (Written evaluation prepared in class)

Exams will be multiple choice and short answer. Multiple choice questions will largely based on the key terms in each chapter. The short answers will be developed from learning objectives that are presented before each chapter.

Oral presentations are based on Skill-Building Modules from Robbins. Students are to discuss results of the appropriate self-assessment and summarize issues presented by the module. The students are to include a discussion of this assignment relevance to OB by incorporating either "Practicing the Skill" or "Reinforcement Activities" into their presentation. Presentation is 5-10 minutes in length with 5 minute question/answer comment period with class.

Written Assignment is to prepare a 3-5 page paper discussing the application of relevant organizational behavior theory (presented in Robbins) to real world applications (minimum 3 sources). The subject of the paper can either be based on the Skill-Building Module (i.e. student's oral presentation topic) or review of contemporary articles on various companies' practices and OB theory, i.e. case study format. Another option for the student's paper is to prepare a brief literature review on research articles about emerging theories in OB or new applications of accepted theories. Students should review Appendix A of Robbins which contains examples of academic journals.

VII. Course Outline and Calendar

Session 1: (October 2) Chapters 1-5. Lecture/Discussion; Exam. Oral Presentation Assignment—Skill Building Modules. Written Assignment Assigned.

Session 2: (October 16) Chapters 6-9. Lecture/Discussion, Exam. Oral Presentation Topic Due. Topic for Written Assignment Due.

Session 3 (October 30) Chapters 10-12. Lecture/Discussion, Exam. Oral Presentations Skill Building Modules (1st group)

Session 4: (November 13) Chapters 13-15. Lecture/Discussion, Exam. Oral Presentations—Skill Building Modules (2nd group). Written Assignment Due.

Session 5: (November 27) Chapters 16-18. Lecture/Discussion, Exam. Written Assignment Review

VIII. Americans with Disabilities Act (ADA)

SCI provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in college-sponsored programs, activities, and services or to meet course requirements should contact the Director of the Resource Center as early as possible. Also, students with disabilities or special needs are asked to inform the instructor as early as possible in the term in order to facilitate accommodation.

IX. Assessment: Classroom Assessment Techniques

Goals, objectives, and learning outcomes that will be assessed in the class are stated in this syllabus. Instructor will use Assignment Assessments, where, at the beginning of each class session, the students are asked to assess the assignment, and Minute Paper, where the students are asked at the end of each class to spend one minute to write down what was the most memorable or difficult topic from the day's class. The purpose of these classroom assessment techniques is to provide continuous improvement of instruction. Students are required to take part in all assessment measures.