

Syllabus

SCHOOL OF HEALTH AND SOCIAL SCIENCES
PSY 411: Organizational Behavior

5 Credits
Effective: Summer 2016/2017

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course is designed to introduce students to the study of human behavior in organizations. Its purpose is to provide students with a working understanding of the behavior of individuals and groups within the organizational setting. In this course, we will explore how topics such as personality, attitudes, motivation, power and influence, leadership, conflict management, and organizational culture affect individual and organizational performance.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Apply theory to practical organizational settings
- Analyze the cause and effect of human behavior
- Identify the challenges of leading and changing organizations
- Evaluate the numerous factors that affect how and why we behave the way we do in organizations
- Demonstrate knowledge of human behavior in organizations at the individual and group level

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course Activities	20%
Practicing Organizational Behavior Case Analysis (two equally weighted)	30%
Group evaluation paper	25%
Interview with a Leader Reflection Paper	25%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Course Activities

Class participation through discussion is an integral part of this online course, although it is typically less formal than other work submitted throughout the course. Participation is defined as active engagement in a discussion or other online activity.

To provide a structure for balanced participation and allow you to maximize the benefit of the discussion boards, it is recommended that you follow these guidelines:

- 1) Post your responses to discussion questions in the first three days of the school week (Monday through Wednesday)
- 2) Post three or more thoughtful and topic-relevant comments to responses made by classmates during the last four days of the school week (Thursday through Sunday)
- 3) Respond to any questions that your instructor or peers have regarding your original post by the end of the school week.

<i>Components</i>	<i>% of Grade</i>
Timeliness of responses	15%
Quality of responses	70%
Quantity of responses	15%
TOTAL	100%

Practicing Organizational Behavior Case Analysis (two equally weighted)

Students are expected to complete two, five- to seven-page, double-spaced case analyses. For each analysis instructor will assign a case or give guidelines to use in selecting a topic.

Analytical skills are critical in the field of psychology. In order to practice these skills, a scientific method of logical approach is used to examine an issue, create and evaluate alternatives, and eventually draw conclusions and make recommendations.

For the first case study, write out each of the seven steps in order to create a visual map of each step and organize your data. For the second case study, use an essay format as a written summary of your analysis.

Follow this seven-step format in writing your case study:

Step 1: Problem Definition

Assume the problem has more than one source or cause. First, look at the problem or the issue like the tip of an iceberg, or what you see sticking out of the water. Second, view the causes or sources like the rest of the iceberg, or what you might find lurking under the surface. Your task here is to identify those underlying symptoms in an effort to understand the problem as much as possible. Which symptoms require immediate attention? Which symptoms might abate as a byproduct of addressing something else? Which symptoms could easily intensify and become new problems?

Step 2: Justification of Problem Definition

Examine the information you have about the problem and make some initial statements about why the problem exists. You will find facts to support some of your ideas and may have to make assumptions to support others. It is important to consider as many reasons as possible for the purpose of creating a balanced case study. Make sure to note which statements are factual and which are inferred.

Step 3: List Alternative Courses of Action

Without censoring yourself, create a list of alternative courses of action. This is your first attempt at solving the problem using creative thinking. This list can include solutions that may seem impossible to implement and is by no means your final conclusion: This is a brainstorming session where each thought has the potential to turn into something comprehensive and final.

Step 4: Evaluate Alternatives

Now is the time to get critical: Look at the alternatives you came up with in Step 3 and list the advantages and disadvantages of each one.

Step 5: Review

Narrate your thoughts about what you've got so far. What does your initial research tell you about the problem? What questions do you have that as of yet remain unanswered? What do you still need to address?

Step 6: Draw Conclusions, Make Recommendations

Choose one of the alternatives you came up with in Step 3 that you would recommend be implemented and justify your decision. Make sure to address specifically how, when, who should be responsible, what materials (if any) are needed, who should supervise the implementation, etc. Be as specific as you can.

Step 7: Follow Up and Evaluate

Explain how you would evaluate your recommendation. Come up with a procedure that can be followed and provide a timetable, suggestions for execution, persons responsible, and what the follow up should

consist of.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Analysis and use of course concepts	30%
DAS-U-Evidence and support	30%
DAS-U-Organization and coherence	20%
DAS-U-Style and mechanics	20%
TOTAL	100%

Group evaluation paper

Students will choose a work unit/group or organizational setting in which they are allowed to observe a group during a meeting. If a work unit/group is not available to observe, the student can find an open public meeting. Using theories and concepts covered in this course, students will prepare a seven- to eight-page, double-spaced paper that reflects on the group and its leader.

For this project, students will be synthesizing their observation with what they are learning in the class about groups, group dynamics, leadership styles and leader/member characteristics, and answer the following questions: 1. What type of group did students observe? 2. How does the group fit with the organization as a whole? 3. What are mission, values, and practices present in the group? 4. According to the Five Stage-Model of Group Development, in which stage is the group? 5. How did people interact during the meeting? 6. Did students observe any social loafing? 7. What characteristics does the group leader have?

8. What characteristics do group members have? 9. How do students' observations fit with what they are learning about groups and leadership? 10. Are students' ideas about organizational behavior any different from what they were before taking this course? If so, how? If not, what has simply been confirmed in students' original thinking and why? In their papers, students should combine their own thoughtful analysis with ideas and information found in a minimum of two sources other than the textbook.

Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

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Interview with a Leader Reflection Paper

Students will conduct an interview with a leader or manager in an organization. Examples of leaders or managers to interview are a university official, a politician, a community service volunteer, a manager, an executive team member or an entrepreneur. After their interview, students will write a seven- to eight-page, double-spaced paper synthesizing the results of their interview and discussing how this interview relates to the course materials.

In their papers, students are expected to address the following questions: 1. What style of leadership does

the interview subject exhibit? 2. What does the individual identify as his or her style of leadership? 3. What characteristics could be observed in this leader? 4. Does this leader subscribe to the contingency approach to effective leadership? 5. What is this individual's strategy for making decisions? 6. How did this person achieve a position of leadership? 7. What has best prepared this leader to lead: Education? Experience? 8. What was an example of a recent challenge and the steps taken to produce results for this leader?

9. What type of leadership development does this person employ?

10. What has been learned via "on the job" experience (i.e., something not learned in school)? In their papers, students should combine their own thoughtful analysis with ideas and information found in a minimum of two sources other than the textbook. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

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TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an

assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.