ECB 327: ORGANIZATIONAL BEHAVIOR

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GENERAL CLASS SCHEDULE

M-F 9:00 – 11:00 a.m. & 1:00 – 2:30 p.m. (Adjustments will be made, as needed, throughout the term.)

REQUIRED COURSE MATERIALS

Terri A. Scandura. *Essentials of Organizational Behavior:An Evidence-Based Approach* SAGE Publishing, 2019.

COURSE OVERVIEW AND OBJECTIVES

The purpose of this course is to provide a foundation in organizational behavior (OB). OB will be studied from multiple perspectives in the course: as a field of academic study (content, research), as an underpinning of a variety of potential career fields, and as an area with direct application to management and leadership.

Specific topics to be discussed include (but are not limited to): (1) organizational behavior relative to evidence-based management; (2) personality and the "Big Five" of personality; (3) emotions, moods and emotional intelligence; attitudes and job satisfaction; (4) perception, decision making and problem solving; (5) leadership, power and politics; motivation and its applications; (6) group processes and teams; (7) managing conflict and negotiation; (8) organizational communication; (9) diversity and cross-cultural adjustments; (10) organizational culture; and (11) leading change and stress management. Topics in this course will be viewed from both an evidence-based perspective and a practical perspective reflective of the demands placed on organizations (and managers within them) with regard to organizational behavior. This course is designed to facilitate both knowledge and skill acquisition; it supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, and intercultural literacy and includes the following general objectives:

Develop a conceptual understanding of the key issues involved in behavioral aspects of organizations.

Develop the knowledge and skills necessary for both creating and implementing effective communication processes and management practices.

Develop a strong value for evidence-based approaches to decision-making in organizations and their potential for improving the quality of people management activities.

Demonstrate the ability to apply evidence-based approaches and professional standards to evaluate management and leadership practices in organizations.

Improve writing, teamwork, critical thinking, discussion, and presentation skills through course requirements and class activities.

CLASS FORMAT AND PREPARATION EXPECTATIONS

This course is designed to be more discussion/activity based, as opposed to a lecture format. Therefore, it is both encouraged and expected of students to share knowledge of topics in the course, as formed through personal experiences with, and opinions about, the information in the course. Students are expected to keep current in daily reading to be able to fully understand material discussed in class in small groups (active learning cycles); you are expected to have read the assigned readings prior to coming to class. There will be a mix of pedagogical techniques used in this class, including readings, active learning discussions, critical analysis, group work, and case analysis. This mix is designed to facilitate three learning goals: (1) foundational, evidence-based knowledge on each of the topics; (2) the application of this knowledge to life issues and organizations; and (3) skill building and skill development in the behavioral areas that influence management and leadership in work settings.

ASSESSMENTS

2 exams (100 point each; mix of M/C, short-answer and essay)…………………………………… 200
In-class activities (active learning cycles/cases/discussions) …………………………………..…… 100
6 Written cases/project reports (short; 2-3 page) ……………………………………………………….. 150
Project report/presentation ………………………………………………………………………………………… <u>100</u>
                                                                                            Total Points: 550

A. EXAMS: Each exam will consist of some multiple-choice items plus short-answer and essay items. The exams will cover material from the assigned readings and especially from in-class activities and class discussions. Exams are designed to test your knowledge of the material as well as your ability to apply that knowledge to relevant situations and problems. Specific format and other details regarding the exams will be discussed further in class.

B. WRITTEN CASE REPORTS: The six short (2-3 pages) written cases/reports come from the text. Questions for them may be modified by the instructor, as required. Format specifics will be discussed further in class; the basics are an introduction, or short executive summary, of key points in the case, followed by (numbered) case answers, and a summary of takeaways or learning points from the case. These assignments will be completed individually. Analyses/reports may either be turned in at class (hard copy) or on-line via Moodle (do not email homework assignments!). Assignments are worth 25 points each. The written cases are:

Case 2-1 *Who Would You Hire?*
Case 4-1 *A Crisis in Nursing*
Case 6-1 *Which Boss Would You Rather Work For?*
Cases 8-1 *Building Motivation*
Case 10-1 *Problem Solving in Virtual Teams*
Case 12-1 *What's App-ening?*

C. FINAL PROJECT REPORT (65 points): Each student consulting team will pick a topic, or set of related concepts, from the course to research in greater detail. The report should satisfy two criteria: 1) to demonstrate an in-depth scholarly review of the material chosen, and 2) to demonstrate how the research could be applied to help a manager or leader improve a real organization or business. Topics should be approved by the instructor at least a week prior to the report/presentation due date.

D. FINAL PRESENTATION (35 points): The scenario is that the student consulting team has been hired, as content experts (on material from the written report), by a manager or leader to suggest ways to improve the organization. Each student team will do an oral presentation (with slides or other visual aids) that summarizes, for the hypothetical area manager or organizational leader, the key aspects of the organizational areas that could be improved, and explain to the hypothetical manager or leader how the concepts or techniques could be applied. Each student team will be allotted a 20 minute time slot (see schedule), with approximately 15 minutes for the presentation and 5 minutes for questions.

E. Grading Scale:

A	94-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%
A-	90-93%	B 84-86%	C 74-76%	D 64-66%
		B- 80-83%	C- 70-73%	D- 60-63%

POLICIES

Record-keeping: You must save copies (electronic or hard-copy) of all the assignments and papers you hand in for this course. In the event of loss or mix-up, you will be responsible for producing a copy. If you cannot, you will not receive points for that assignment.

Attendance and Participation: Although attendance and class participation are not explicitly rewarded with points, they are both strongly encouraged. As noted above, the exams will consist of material from the readings, classroom activities, and active learning discussions, so it is definitely to your advantage to attend class. In the event that you have to miss a class, it will be your responsibility to find out, from your classmates, what you missed.

Late Work: Assignments must be submitted (in class or online) by the start of the class at which they are due (see schedule). Assignments will not be accepted late. In addition, please do NOT email homework assignments! Final projects will also NOT be accepted late.

Make-up exams: Make-up exams will only be considered if there is a real emergency or documented illness. Academic Honesty: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of

academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Students with Disabilities: Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml.

In Case of a Campus Emergency: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised course calendar or other circumstances. E-mail or Moodle will be used to provide information and updates regarding any changes in this course: ECB 328 Fall 2018 (3rd block) Chown.

<div align="center">COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS</div>

CLASS PERIOD	TOPIC	ASSIGNED READING, ETC.
Mon September 23 a.m.	**What is Org Behavior? (Active Learning Overview)**	**Chapter 1**
September 23 p.m.	**Self-assessments & Case 1.1 (in class)**	
Tue September 24 a.m.	**Personality & Person-Environment Fit**	**Chapter 2**
September 24 p.m.	**Chapter 2 Self-assessments**	
Wed September 25 a.m.	**Emotions & Mood**	**Chapter 3**
September 25 p.m.	**Case 3.1: *Managing Your Boss's Moods* (in class)**	
Thu September 26 a.m.	**Attitudes & Job Satisfaction**	**Chapter 4**
September 26 p.m.	**Toolkit 4.1 (in class)**	**Case 2-1 *Who Would You Hire?* Is due**
Fri September 27 a.m.	**Perception, Decision-Making, Problem Solving**	**Chapter 5**
September 27 p.m.	**Case 5.1 *Spend/Make Money* (in class)**	
Mon September 30 a.m.	**Power & Politics**	**Chapter 7**
September 30 p.m.		**Case 7.1: *Can You Succeed Without Power?***
Tue October 1 a.m.	**Leadership**	**Chapter 6**
October 1 p.m.		**Case 4-1 *A Crisis in Nursing* is due**

Wed October 2 a.m.   **Motivation: Core Concepts**   **Chapter 8**
    October 2 p.m.   **Case 6-1** *Which Boss* <mark>**is due**</mark>

Thu October 3 a.m.   <mark>**Exam 1 (Chapters 1-8)**</mark>
    October 3 p.m.   **Overview of Chapters 9-15**

Fri October 4 a.m.   **Motivation: Application**   **Chapter 9**
    October 4 p.m.   **Case 9.1:** *Pay Inequity at Goodyear* **(in class)**

Mon October 7 a.m.   **Group Processes & Teams**   **Chapter 10**
    October 7 p.m.   **Cases 8-1** *Building Motivation* <mark>**is due**</mark>

Tue October 8 a.m.   **Managing Conflict & Negotiation**   **Chapter 11**
    October 8 p.m.   **Case 11.1:** *Perspective Taking* **(in class)**

Wed October 9 a.m.   **Organizational Communication**   **Chapter 12**
    October 9 p.m.   **Case 10-1** *Problem Solving* <mark>**is due**</mark>

Thu October 10 a.m.   **Diversity & Cross-Cultural Adjustments**   **Chapter 13**
    October 10 p.m.   **Organizational Culture**   **Chapter 14**

Fri October 11 a.m.   **Leading Change & Stress Management**   **Chapter 15**
    October 11 p.m.   **Case 13.1:** *Diversity at IBM Netherlands* **(in class)**
        Case 12-1 *What's App-ening?* <mark>**is due**</mark>

Mon October 14 a.m.   <mark>**Exam 2 (Chapters 9-15)**</mark>
    October 14 p.m.

Tue October 15 a.m.   **Prep for Project/Presentations**
    October 15 p.m.   **Prep for Project/Presentations**

Wed October 16 a.m.   **Presentations**   <mark>**Project report due**</mark>
    October 16 p.m.   **Presentations**