Course Description

Provides a comparative study of organizational theory and behavior with attention to both historical and contemporary contexts. Combines a critical review and analysis of current theory and research on complex organizational structures, processes, and performance applications. Topics include classical management theory, human relations perspectives, institutional theory, comparative organizational designs, change processes, and organizational-environmental interaction.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain the concept of organizational behavior.
2. Assess basic human processes such as perception and learning.
3. Compare individual differences such as personality and abilities.
4. Discriminate between emotions and stress on the job.
5. Assess work-related attitudes such as feelings about the job, organization, and people at work.
7. Integrate career dynamics and making career choices.
8. Identify group processes and work teams and performance.
9. Assess communication in organizations and describe how to improve communication skills.
10. Explain decision making in organizations.
11. Formulate the dynamics of interpersonal behavior, or working with and against others.
12. Discriminate between influence, power, and politics in organizations.
13. Assess the nature of leadership in organizations and leadership skills.
14. Identify organizational culture, creativity, and innovation.
15. Explain organizational structure and design.
16. Describe and analyze how to manage organizational change by using strategic planning and organizational development.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes**: Each unit contains learning outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Readings are listed in each unit study guide. Students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material.
4. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study.
5. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
6. **Unit Assessments:** This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of written response questions.

7. **Case Studies:** Students are required to submit for grading a Case Study for each of Units III-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit IV, V, and VII Case Studies. Specific information about accessing these rubrics is provided below.

8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**Unit Assignments**

**Unit III Case Study**

Read the Case Study, “A Basketball Court Judge Faces a Federal Court Judge,” on pages 173-174 of your textbook, and answer the Questions for Discussion at the end. Also, analyze the Case Study, and develop the conclusions, recommendations, and implications in a one to two page APA formatted paper. Use this opportunity to apply concepts from the textbook. Submit both parts of the assignment in one document.

**Unit IV Case Study**

Read the Case Study, “Google: Searching for a Better Way to Work,” on pages 246-247 of your textbook, and answer the Questions for Discussion at the end. Also, analyze the Case Study, and develop the conclusions, recommendations, and implications in a one to two page APA formatted paper. Use this opportunity to apply concepts from the textbook. Submit both parts of the assignment in one document.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit V Case Study**

Read the Case Study, “Coca-Cola: Deciding on the Look,” on pages 372-373 of your textbook, and answer the Questions for Discussion at the end. Also, analyze the Case Study, and develop the conclusions, recommendations, and implications in a one to two page APA formatted paper. Use this opportunity to apply concepts from the textbook. Submit both parts of the assignment in one document.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Case Study**

Read the Case Study, “Southwest Airlines: Profits from People,” on page 410 of your textbook, and answer the Questions for Discussion at the end. Also, analyze the Case Study, and develop the conclusions, recommendations, and implications in a one to two page APA formatted paper. Use this opportunity to apply concepts from the textbook. Submit both parts of the assignment in one document.
Unit VII Case Study

Read the Case Study, “Amazon.com: Innovation via the ‘Two-Pizza Team,’” on pages 514-515 of your textbook, and answer the Questions for Discussion at the end. Also, analyze the Case Study, and develop the conclusions, recommendations, and implications in a one to two page APA formatted paper. Use this opportunity to apply concepts from the textbook. Submit both parts of the assignment in one document.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Case Study

Read the Case Study, “Can P&G Turn the Tide,” on pages 585-586 of your textbook, and answer the Questions for Discussion at the end. Also, analyze the Case Study, and develop the conclusions, recommendations, and implications in a one to two page APA formatted paper. Use this opportunity to apply concepts from the textbook. Submit both parts of the assignment in one document.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

- Discussion Boards (8 @ 2%) = 16%
- Assessments (8 @ 7.5%) = 60%
- Case Studies (6 @ 4%) = 24%
- Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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<thead>
<tr>
<th>Unit I</th>
<th>Introduction to Organizational Behavior</th>
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<td></td>
<td>Learning Activities: See Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>Chapter 1: The Field of Organizational Behavior</td>
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Notes/Goals:

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<td>Learning Activities: See Study Guide</td>
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<td>Read:</td>
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Notes/Goals:
### Unit III: Organizational Life and Commitment

**Review:**
- Unit Study Guide
- **Learning Activities:** See Study Guide

**Read:**
- Chapter 5: Coping with Organizational Life: Emotions and Stress
- Chapter 6: Work-Related Attitudes: Prejudice, Job Satisfaction, and Organizational Commitment
- **Suggested Reading:** See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. CST (Central Time)
- Case Study by Tuesday, 11:59 p.m. CST (Central Time)

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### Unit IV: Motivation, Group Dynamics, and Work Teams

**Review:**
- Unit Study Guide
- **Learning Activities:** See Study Guide

**Read:**
- Chapter 7: Motivation in Organizations
- Chapter 8: Group Dynamics and Work Teams
- **Suggested Reading:** See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
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### Unit V: Communication and Decision Making

**Review:**
- Unit Study Guide
- **Learning Activities:** See Study Guide

**Read:**
- Chapter 9: Communication in Organizations
- Chapter 10: Decision Making in Organizations
- **Suggested Reading:** See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
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**Notes/Goals:**

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## Unit VI  
**Behavior and Power at Work**

**Review:**
- Unit Study Guide
- **Learning Activities:** See Study Guide

**Read:**
- Chapter 11: Interpersonal Behavior at Work: Conflict, Cooperation, Trust, and Deviance
- Chapter 12: Power: Its Uses and Abuses in Organizations
- **Suggested Reading:** See Study Guide

**Discuss:**
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**Notes/Goals:**

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## Unit VII  
**Leadership and Culture**

**Review:**
- Unit Study Guide
- **Learning Activities:** See Study Guide

**Read:**
- Chapter 13: Leadership in Organizations
- Chapter 14: Organizational Culture, Creativity, and Innovation
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
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**Notes/Goals:**

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## Unit VIII  
**Managing Organizational Structure and Change**

**Review:**
- Unit Study Guide
- **Learning Activities:** See Study Guide

**Read:**
- Chapter 15: Organizational Structure and Design
- Chapter 16: Managing Organizational Change: Strategic Planning and Organizational Development
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
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