INSTRUCTOR: María D. Ortiz, PhD. Office, 341Hazy Building.
*Email: <maria.ortiz@dixie.edu> **Office hours:** Tue. Wed. & Thru. Form 12:00-4:00PM*
*and by appointment. **Office Phone**: 435-879-4267*

Catalog Course Description:
An in-depth examination of behavioral theories, research, and practice focusing on the individual in such areas as socialization, motivation, communication, leadership, decision-making, conflict resolution, team-building, and adaptation to change. The emphasis is on practical application of behavioral and organizational theory to develop managerial, leadership, and interpersonal skills. Prerequisite: MGMT 3400.

Course Format: This course is blended. [1] This format requires self-direction and greater responsibility on the student; and it provides a richer opportunity for learning. All assignments and supporting materials are on Canvas. Resources and accompanying materials for class discussion are also on Canvas as well. Access to the course site is required on regular basis. Another benefit for the students is to save time and unnecessary effort, in addition to other benefits, including costs of printing assignments and paper supplies.
The best way to access, the course is through the Chrome Browser. If you do not use it, please download it on your computer and then login on CANVAS. If you need clarification, please contact the Instructor. She is here to help you! ***In addition, contact the Help Desk as well***. Read the section on technology, page 5, to address technical issues that may surface during this term.

Course Learning Outcomes (CLOs): The CLOs are aligned to the Program Learning Outcomes (PLOs) of the Business Department as outlined below. Students in this course prepare to meet the demands of real-world business as leaders, managers, and employees. With that end in mind, the CLOs outlined below are intended for students in this course:
- Define and recognize the processes of human behavior at three levels within business: Individual, group, and organizational *(PLO 1A)*
- Show greater awareness of ways to improve personal human relations behaviors *(PLO 3)*.
- Develop solutions to organizational behavior problems using appropriate facts, concepts, principles, analytical techniques and theories learned in the course *(PLO 1B & 2A)*
- Evaluate the quality of their proposed solutions to organizational behavior problems against appropriate criteria, including organizational constraints *(PLO 2A)*
- Work effectively in teams to tackle organizational problems *(PLO 3C)*
- Students will deliver professional quality oral and written presentations *(PLO 3A & 3B)*

PROGRAM LEARNING OUTCOMES (PLOs): The following Bachelor of Business program learning outcomes are to guide introductory and developmental levels of learning:
   1. A working level knowledge of the core functional areas of business:
      A. Students will demonstrate a working level knowledge of core business functions related to human resource management
      B. Students will be able to analyze a complex business situation, identify relevant business issues, opportunities and problems.
   2. The ability to apply higher levels of critical thinking:
      A. Students will be able to analyze business situations by performing appropriate quantitative and qualitative

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[1]*"Blended learning is the thoughtful fusion of face-to-face and online learning experiences. The basic principle is that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose."* From, Blended Learning in Higher Education: Framework, Principles, and Guidelines.
D. Randy Garrison, & Norman D. Vaugh, 2008.

analysis, synthesize to form alternative solutions; and make recommendations for viable courses of action.
3. *The interpersonal and communication skills necessary to succeed in business:*
   A. *Students will deliver professional quality oral presentations*
   B. *Student will prepare professional quality written presentations*
   C. *Students will identify the essential elements of successful teamwork and will reflect upon their competency and experiences in applying them*
4. *The ability to identify and resolve ethical issues:*
   A. *Students will analyze a complex business situation, identify relevant ethical issues and suggest ethical courses of action.*

Required Textbook

M: Organizational Behavior, 3/e. Steven L. McShane, University of Western Australia. & Mary Ann Von Glinow, Florida International University. ISBN: 0077720601. Copyright year: 2016. You can purchase this book at the bookstore. There are two copies in the reserved room in the Library at the Holland building.

Assessment and Assignments
These assignments are required and aligned to CLOs

Description OF REQUIRED ITEM *There is a page for each assignment on Canvas*		% OF GRADE	Alignment to Course and Department Learning Outcomes
3 Modules: Each module contains preparation material on content, and includes questions for analysis and to discuss in class. • One individual essay on the assigned study questions within **each module**. o The essay in module # 3 is to reflect on your experience as a team member. • A separate report on the interview with a leader of an organization, for profit or non-profit. The report of this assignment is only one paper per team.		**50%** (150 x 3= 450) + 150 = 600 points	*" Evaluate the quality of their proposed solutions to organizational behavior problems against appropriate criteria, including organizational constraints (PLO 2A)* *Show greater awareness of ways to improve their interpersonal and human relations behaviors (Dep. PLO 3).* *"Work effectively in teams to tackle organizational problems (PLO 3C)"*
Facilitation of textbook chapter selected for class discussion. Group assignments for each chapter will take place on the first week of class. Preparation for class is essential, please come prepared to engage in discussion, ask questions, state your ideas, and contribute to meaningful discussion. 1. Each facilitator team (two people) prepares a chapter topic from the textbook (150 points) and discuss in presentation to class.		150 points **30%**	*"Students deliver professional quality oral and written presentations (PLO 3A & 3B)* *"Develop solutions to organizational behavior problems using appropriate facts, concepts, principles, analytical techniques and theories learned in the course (PLO 1B & 2A)"* *"Define and recognize the processes of human behavior at three levels within business: Individual, group, and organizational (P LO 1A)"*
ATTENDANCE AND PARTICIPATION	We meet only once per week, it is vital to attend and participate in class discussion. Record of attendance is on Canvas.	**20%** (150) points)	
TOTAL		**100%** (900 points)	

MODULES: Each module contains concepts and reading assignments for all students to read and respond to specific questions. This is learning and preparation at the individual level. It is important

that you prepare and be knowledgably ready to participate. The individual written report is different from the reflective report, and from the team work. The Instructor assumes the context for each assignment is different and the learning experience is different. Looking at, and reporting on those differences is the challenge of these tasks.

Assignment Reports: Facilitation of class discussion, and O. L. Interview.

Each student is randomly assigned to a small group of three people. The purpose is to prepare a class discussion and presentation on two or three chapters from the textbook. Each chapter in the textbook highlights essential concepts of organizational behavior and typical characteristics of organizations. This does not replace the instructor's teaching chores and responsibilities, it adds student expertise in the classroom on different chapters each week. All group members receive the points for their group presentations on each chapter. Then the Reflective Report is an individual assignment reporting only on the individual student's experience in this activity. The context of an assignment in a group is different from doing work alone.

Attendance: We only meet once per week, it is essential you attend and participate. The instructor maintains a record of attendance in Canvas.

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GRADING SCALE

Grade	Percentage	Grade Point	Grade	Percentage	Grade Point
A	100 – 95%<	4.0	C	75– 73%	2.0
A-	>95 – 90	3.7	C-	72-70	1.7
B+	89 – 86	3.4	D+	69-65	1.4
B	85 – 83	3.0	D	64-61	1.0
B-	82 – 80	2.7	D-	60	0.7
C+	79 – 76	2.4	F	<50	0.0

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The Instructor does not automatically round up between decimal points! If you are not sure you will get the next higher grade point, make sure your work meets the criteria for a higher grade without question. Arguments about ½ decimal points are not entertained. Please focus on learning and good habits of the mind.

Recommended Approach:

Start early with the assigned reading and preparation schedule. The distribution of the reading material and assignments would help you build up your knowledge of concepts and key terms to assist you with the rest of the work. But you must read it and reflect to understand! The allignment of the learning outcomes with the required assignments, and their relationship to your final grade illustrates the rationale of the course to lead your efforts in effective learning. There is homework and preparation that serves a formative role in your practice and development of skills, without preparation you would have a hard time completing the course with a good grade. We use most of classtime practicing, working in groups, and looking at implications of theory and practice through different activities.

COURSE POLICIES

Extra Credit: As a general rule and practice, we focus on the required credit first. The Instructor will consider extra credit work only until all required work is complete, before the semester ends. Students have access to their progress and accumulated points in Canvas, and should be able to predict what the final grade would be. If necessary students can request extra credit work two weeks before the end of the semester. Realistically, both student and instructor need time to work on this before the semester is over. Plan accordingly!

Academic integrity: In general, most students are honest. Nonetheless, DSU does not tolerate cheating. Any time you take credit for work you did not do, you are cheating. This includes getting the answers to homework problems from someone else. Copying information from a library or internet source and presenting it as if it were your own words is plagiarism; simply giving a citation is not enough. The issue of intellectual honesty is in how we use the material cited in the context of our own thinking. Other examples of cheating are: looking at someone else's answers on an exam, and asking someone who has already taken a test about what questions it contains is also cheating.

- This Instructor uses "Turnitin" a program embedded in Canvas that runs an analysis of students' written work. The instructor accepts only 5% similarity score on any written work. Immediately after the essay goes through Canvas, it also goes through a Turnitin analysis to compare with Internet material and the author/student gets a report identifying the problematic areas. Anything with more than 5% in similarity to other material found in the Internet, it has to be rewritten before the paper is accepted for grading. Acceptance of a revised paper is at the *discretion of the Instructor.*

- A good rule of thumb is to always acknowledge how do you know what you are presenting, give credit, and provide references when using someone else words or ideas to support your thoughts and work. Often the problem is with bad paraphrasing and failure to apply good referencing rules. Students must follow APA style rules for referencing sources in this class. **Again, including the sources of the reference is not enough.** These rules apply to material from textbooks or other sources not in the Internet. Honesty is the best practice. For details and information, see "Student Code" Section 4: XI on Student Academic Misconduct.

- It is your responsibility to learn about the various forms of plagiarism and avoid it. Claiming ignorance is not a good argument. Please check this site Plagiarism.org and read "What is Plagiarism," and Types of Plagiarism, it is important for you to know about this! Here is also a short paper on Plagiarism 101. Read it and do not commit these errors in judgment! Again, do not do any of this! It is against Dixie's Academic Standards. **Honesty is the best practice.**

Late Work: In order to move quickly there are specific deadlines for all assignments. The Canvas course calendar has current specific dates, with the syllabus as a general outline. There is a 24-hour window of opportunity to turn in your work on time. After 24 hours from the due date, the assignment is late. The instructor deducts two points for each day the assignment is late, after the grace period. In order to have all work graded on time, the instructor needs it **all** on time. **In the event of extenuating circumstances that may prevent you from turning your work on time, contact the instructor immediately and make arrangements. She may consider an alternative deadline at her discretion. Do this before it is too late and the semester is over.**

Submitting Coursework: Please save and submit all work in a PDF file, check out and secure that the file you are uploading with your work is readable and it works after you upload it. Keep a file with copies of your work on different places, just in case.

Instructor's grading and feedback timetable: She will grade all course projects within one week of their due date. The instructor grades late projects as soon as possible, depending on when she receives them.

D-mail: DSU sends important class and college information to your D-mail email account and through regular Canvas notifications. All DSU students receive a D-mail account. If you do not know your user name and password, go to www.dixie.edu and select "D-mail," for complete instructions. It is your responsibility to review this information, so please check it often. Also, review the settings for notifications frequency in Canvas.

Technology: A known fact of technology is that it sometimes fails. Computers crash, printers run out of ink, Internet connections falter. In order to control for these failures, your guiding principles should be to think ahead and be prepared. Save your work often, and in several places. Leave yourself time before assignments are due to allow for connection errors, and familiarize yourself with communication resources in your area in case you need to use them as a back up to complete your assignments. The only acceptable technology-related excuse for not meeting the requirements of this course is a documented failure of the DSU CANVAS system – if you find the system is not working - you will need to send an e-mail message to the instructor. In addition, immediately contact the help desk at Smith Computer Center (Help Desk: 435-652-7951 or helpdesk@dixie.edu). You should also continue attempting to access the system – any failures in the system are usually resolved within an hour. Using CANVAS however will make your life easier when it comes to having course material always available to you and the ability to communicate with peers and instructors at your fingertips.

What Students Can Expect From the Instructor

- In general, all communication takes place through various categories set up in Canvas. Use this method first. When I get messages from students asking the same question, I respond within 24 hours by sending one general announcement to everyone concerning the one same question or I address it in the next class session.
- If I do not respond to you within this time, please know I am not ignoring you. Usually there is a good reason. Call my office, or stop by during office hours if it works.
- If you send me a separate electronic message, I will respond within 24, except on weekends. I will always address these issues as appropriate, and necessary.
- I will provide a warm and friendly environment where we learn together.
- I will treat you with collegial respect! You have as much to contribute to this learning process as I do. I encourage discussion and participation and I offer adequate time for students to respond.

Online Communications Guidelines

Netiquette:

Because we will be communicating online often, it is useful to provide this information.
Your comfort level with expressing ideas and thoughts in writing will add to your success. The ability to write is essential in this course however, one also needs to know and apply appropriate rules for communicating online whether the course is fully online or not. The word "netiquette" is short for "Internet etiquette." Rules of netiquette have grown organically with the growth of the Internet. Their purpose is to help users act responsibly when accessing or transmitting information online. The course main page contains copies of these rules. A Few Rules of Thumb: Wait to respond to a message that upsets you and be careful of what you say and how you say it.

- Be considerate. The instructor does not tolerate rude or threatening language, inflammatory assertions (often referred to as "flaming"), personal attacks, and other inappropriate communication.
- Never send a message that is in all capital letters -- it comes across to the reader as SHOUTING!
- Use boldface and italics sparingly, as they can denote sarcasm.
- Keep messages short and to the point.
- Always practice good grammar, punctuation, and composition. This shows that you have taken the time to construct your response and that you respect your classmates' work.
- Keep in mind that online discussions should be constructive exchanges.

- Be respectful and treat everyone, as you would want to be treated.
- Use spell check!

DSU POLICIES, PROCEDURES, AND SEMESTER DATES

- ***DSU seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault, we encourage you to report this. If you report this to a faculty member, she or he must notify our college's Title IX coordinator about the basic facts of the incident.***
    - Click on this link - http://www.dixie.edu/reg/syllabus/ - for comprehensive information on the Semester Dates, the Final Exam Schedule, and University resources such as the library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring Center, and Writing Center. In addition, please review DSU policies and statements concerning Academic Integrity, Disruptive Behavior, and Absences related to university functions.
    - If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the North Plaza. The Disability Resource Center (http://dixie.edu/drcenter/) will determine eligibility of the student requesting special services and determine the appropriate accommodations related to their disability.

Week	Readings/Assignments/Activity	Follow the Canvas Calendar for exact due day! And look at questions below
1 Jan 12	Chapter 1: Introduction to OB, definition, and Importance of Field. What anchors ground this field of practice? Four perspectives of organizational effectiveness.	In addition, review material presented during introduction including assignment to prepare for class discussion next week. Small groups organized, and begin preparation for presentations next week.
2 Jan 19	Read chapter 2: Five personality dimensions and four MBTI types relate to individual behavior in organizations. Find out yours. **Each Group to select an organizational leader to interview this week!**	Facilitators for chapter 2: Review, and prepared for discussion: Individual behavior, personality, and values. Factors that directly influence individual behavior and performance. Five types of individual behavior in organizations. What are ethical principles, and what 5 values we commonly study across cultures?
3 Jan 26	Read Chapter 3: Perceiving others and ourselves in organizations. Self-concept, perceptual process, stereotypes. **Report by each group on chosen leader to interview.**	**Group presentation on Chapter 3:** Come prepare to discuss the questions in the chapter on How stereotyping, attribution, self-fulfilling prophecy, halo, false consensus, perceptions, apply to organizational situations? We discuss questions such as, what are elements of self-concept and explain how each affects an individual's behavior and well-being. What is the perceptual process? In addition, others in the chapter.
4 Feb. 2	Read Chapter 4: Workplace emotions, attitudes, and stress.	Bring additional questions for discussion and assigned material from last week discussion. We address questions such as: How emotions and cognition (logical thinking) influence attitudes and behavior. In addition, we discuss dynamics of emotional labor and the role of emotional intelligence in the workplace. **Module 1 is due this week!**
5 Feb. 9	Read Chapter 5: Employee Motivation. We will Define employee engagement.	**Group Presentation Chapter 4:** Explain how emotions and cognition influence attitudes and Behavior. Discuss emotional labor and the role of emotional intelligence in the workplace. Ask class members to identify other important points in stress in the workplace, emotional intelligence, and ask for examples.
6 FEB. 14	Read Chapter 6: Decision Making and Creativity. We discuss- the rational choice paradigm of decision-making.	**Group Presentation Chapter 5** Explain how drives and emotions influence employee motivation and summarize Maslow's needs hierarchy, McClelland's learned needs theory, and four-drive theory. Discuss the expectancy theory model, including its practical implications. Etc. **Chapter 6:** Be ready next week! Group doing this chapter: Please, explain why people differ from the rational choice paradigm when identifying problems/opportunities, evaluating/choosing alternatives, and evaluating decision outcomes. Discuss the roles of emotions and intuition in decision-making. Etc.
7 FEB. 24	Read Chapter 7: Team Dynamics. We will outline the team effectiveness model and discuss how task characteristics, team size, and team composition influence team effectiveness.	**Facilitators, Chapter 6 and 7!** Discuss how the four team processes—team development, norms, cohesion, and trust— influence team effectiveness. Discuss the characteristics and factors required for success of self-directed teams and virtual teams.
8 MAR. 2	Read Chapter 8: Communicating in Teams and Organizations. We address the advantages of and problems with	Facilitators on Chapter 8: Discuss four influences on effective communication encoding and decoding. Explain how social acceptance and media richness influence the

	electronic mail, other verbal and nonverbal communication.	preferred communication channel. Discuss various barriers (noise) to effective communication, including cross- cultural and gender-based differences in communication.
9 MAR. 9	Read Chapter 9: Power and Influence in the Workplace. We discuss- dependence model of power and describe the five sources of power in organizations	Group presenting chapter 9: Discuss the four contingencies of power. Explain how people and work units gain power through social networks. Describe eight types of influence tactics, three consequences of influencing others, and three contingencies to consider when choosing an influence tactic. Identify the organizational conditions and personal characteristics associated with organizational politics, as well as ways to minimize organizational politics. **Module 2, assignment due this week!**
10	Spring Break March 13-17	
11 MARCH 23	Read and prepared Chapter 10: Conflict and Negotiation, our focus here - Define conflict and debate its positive and negative consequences in the workplace. Distinguish task from relationship conflict and describe three strategies to minimize relationship conflict during task conflict episodes.	**Facilitators of chapter 10:** Please focus on the following: 1. Diagram the conflict process model and describe six structural sources of conflict in organizations. 2. Outline the five conflict-handling styles and discuss the circumstances in which each would be most appropriate. 3. Apply six structural approaches to conflict management and describe three types of third-party dispute resolution. Etc.
12 MAR 30	Chapter 11: Leadership in Organizational Settings: We address -- Leadership and shared leadership. We preview Chapters 12 and 13 this week: Organizational Structures and Organizational Culture.	Facilitators for Chapter 11: Focus on the following: • Describe the four elements of transformational leadership and explain why they are important for organizational change. • Compare managerial leadership with transformational leadership and describe the features of task-oriented, people-oriented, and servant leadership. • Discuss the elements of path–goal theory, Fiedler's contingency model, and leadership substitutes. • Describe the two components of the implicit leadership perspective. Identify eight personal attributes associated with effective leaders and describe authentic leadership. • Discuss cultural and gender similarities and differences in leadership. Etc...
13 APRIL 6	Continue discussion from last week.	**Anyone not leading a discussion yet, can work on any of these last three chapters. Module 3, assignment due this week!**
14 APR 13	Read Chapter 14: Organizational Change – We discuss the elements of Lewin's force field analysis model, the reasons why people resist organizational change and how change agents should view this resistance.	Outline six strategies for minimizing resistance to change, and debate ways that effectively create an urgency to change. Discuss how leadership, coalitions, social networks, and pilot projects assist organizational change. Describe and compare action research and appreciative inquiry as formal approaches to organizational change. Etc.… **Group Interview Report with org. leader due this week! ALL WORK MUST BE IN NOW!**
15 APR 20	**Review and class closure!**	
	The semester ends on Wednesday, April 26!	