



## ORG 3300: Introduction to Organizational Behavior

OAKLAND UNIVERSITY  
SCHOOL of BUSINESS ADMINISTRATION

**TITLE of COURSE:** Introduction to Organizational Behavior

**COURSE #:** ORG 3300 (formerly ORG 330)

**DAY/TIME:** Section 12170 Wed 6:30pm-9:20pm

Section 10208- Fri 1:20pm-4:10pm

**YEAR:** Winter 2018

**CREDITS:** 3.0

**PROFESSOR:** Dr. Michelle Hammond

**CLASS LOCATION:** Section 12170: Varner 206

Section 10208: Engineering Center 281

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**OFFICE:** 410 Elliott Hall

**OFFICE HOURS:** Friday 10-12 and by appointment

### COURSE DESCRIPTION

Examination of the theoretical and empirical issues that affect the management of individual, group and organizational processes, including structure, motivation and leadership.

### PREREQUISITES

*Prerequisite(s): [(ECN 201 or ECN 2010) and (ECN 200 or ECN 2000) or (ECN 202 or ECN 2020)] or (ECN 210 or ECN 2100) with a minimum grade of 2.0, sophomore standing and students without major standing in the SBA must have a cumulative GPA of 2.6 or better to take this class.*

### COURSE OVERVIEW

Welcome! This course is designed to provide you with an introduction to the key concepts in Organizational Behavior and enhance your apply those theories and concepts to your own working life and understanding of others. The field of OB is really about understanding how people think, act, and react in the workplace, and the influence of many factors on their behavior, including things about individuals, their relationships with others such as co-worker and boss, the group or department there are in, the structure and culture of the organizations. As a field, OB is ultimately concerned with using this information to promote the attitudes and behaviors of employees as well as the effectiveness of the organization more broadly. Even if you do not pursue a career in management, HR or OB, you can benefit from this course. Because it focuses on better understanding people at work, understanding principles of OB can help you both personally and interpersonally in the workplace, in any career.

## **LEARNING OUTCOMES**

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

1. Describe and apply key constructs and theories of organization behavior;
2. Identify key factors that influence individual behavior and attitudes in the workplace;
3. Describe ways organizations vary in culture and structure and its impact on employees;
4. Understanding team working skills and apply them in a diverse work group;
5. Appreciate the dynamic interplay between individual, group, and organizational level processes;
6. Reflect on your own preferences, strengths/weakness, and potential areas for growth.

## **STUDENT EXPECTATIONS & LEARNING EXPERIENCE**

To accomplish our objectives in this course we need to be partners in the learning process. I will do my best to make available to you the tools—a classroom environment conducive to learning and to candid discussion, readings, and other materials—that I hope will motivate you and encourage you to learn. In turn, I expect you to be a pro-active and engaged learner. Learning is your responsibility. It is your responsibility to decide what is important for you to learn and retain, and how best to do that. You will find many aids to help you with your learning throughout this course, which include course notes and handouts, recommended readings, additional information on Moodle, and both verbal and written feedback. It is my hope that you will work to internalize the learning, ideas, and concepts that you develop during this class and put them into practice in your own life (adapted from Pfeffer, 2010).

I encourage you to use all available resources available to you in your learning throughout this course. Learn from the course materials, learn from your own experience, learn from the experience of others in the class, and learn from the experience of the experts that you will find in journals, books, and book chapters. Finally, learn from the course assessments and the feedback that will be offered to you. But, ultimately, be aware of your own learning, take responsibility for it, and take the time to enjoy it!

## **COURSE REQUIREMENTS**

- Full attendance is expected (see policy below). If you miss class, you are responsible for obtaining any notes, handouts, additional reading materials, or assignment changes from your classmates or from the website.
- You are expected to actively participate in all class activities and sessions.
- If you are having trouble, it is your responsibility to discuss this with me immediately.

## **REQUIRED TEXT**

Colquitt, J., Lepine, J. A., Wesson, M. J., (2017). Organizational behavior: Improving performance and commitment in the workplace. 5<sup>th</sup> Edition. McGraw-Hill.

## **COURSE FORMAT**

Traditional

## **COURSE ASSESSMENT**

The assessment of your performance in this course is determined by 1) attendance and participation; 2) assignments and 3) exams.

- 1. ATTENDANCE AND PARTICIPATION:** Attendance and participation comprise 5% of your overall grade. Full attendance is expected, and attendance will be taken weekly. Additionally, there will be unannounced in-class activities and exercises that you will be asked to upload to Moodle that contribute to these points.
- 2. ASSIGNMENTS:** There are two major assignments in this course. The first will be complete in pairs and involve an interview of a full-time employee in any industry in order to apply OB concepts about job behaviors and attitudes. The second assignment is a virtual team assignment in which you will be placed in teams comprised of other members in other universities in the US and Europe. This assignment will allow you to experience team work in a virtual and global environment. Please see additional handouts for details on the requirements and assessment criteria for each assignment.
- 3. EXAMS:** There are two exams in this course: A mid-term (in-class on Feb 14/16) and a final exam during the regularly scheduled exam time. The exams will be a combination of multiple choice, short answer and essay style. If you need accommodation, it is your responsibility to contact DSS.

<b>ASSIGNMENT</b>	<b>POINTS</b>	<b>DUE DATE</b>	<b>LEARNING GOALS ADDRESSED</b>
<b>Interview Assignment</b>	30 (15%)	Sunday Feb 4 <sup>th</sup> by 11:55pm	1, 2, 5
<b>Mid-Term</b>	40 (20%)	In-class Feb 14/16	1,2,5
<b>Virtual Team Project</b>			
Team Contract	10 (5%)	Wednesday, Mar 7	4, 6
Team essay	30 (15%)	Wed April 11	1,2,3,4,5
Individual reflections (4 total)	20 (10%)	Mar 9-April 13	6
<b>Final Exam</b>	60 (30%)	April 19/25	1,2,3,5
<b>Attendance and Participation</b>	10 (5%)	ongoing	6
<b>TOTAL</b>	200points (100%)		

## GRADING

<b>Points/200</b>	<b>%</b>	<b>Grade</b>	<b>Points/200</b>	<b>%</b>	<b>Grade</b>	<b>Points/200</b>	<b>%</b>	<b>Grade</b>
196	98%	4.0	156	78%	3.0	116	58%	2.0
192	96%	3.9	152	76%	2.9	112	56%	1.9
188	94%	3.8	148	74%	2.8	108	54%	1.8
184	92%	3.7	144	72%	2.7	104	52%	1.7
180	90%	3.6	140	70%	2.6	100	50%	1.6
176	88%	3.5	136	68%	2.5	96	48%	1.5
172	86%	3.4	132	66%	2.4	92	46%	1.4
168	84%	3.3	128	64%	2.3	88	44%	1.3
164	82%	3.2	124	62%	2.2	84	42%	1.2
160	80%	3.1	120	60%	2.1	80	40%	1.1
						76	below	1.0

## CLASS POLICIES

1. **Classroom environment:** This class draws heavily on in-class participation, discussion, and sharing. To maximize your learning and enjoyment of the course, it is essential that you contribute to a positive, respectful, and supportive learning environment.
2. **Attendance policy:** Because of the crucial role of in-class activities and discussion in your learning, it is mandatory that you attend weekly. You cannot make up for this learning by simply reading the text. Therefore, full attendance is expected. Additionally, in my own experience and research, students who attend class regularly out-perform those who attend less regularly. I realize that emergencies and illness do occur. Please alert me as soon as possible if you cannot attend a class.
3. **Due dates and late submissions:** Due dates for assignments are clearly indicated from the first day of class. Although genuine issues do occasionally arise, late assignments are usually a result of poor planning. Late submissions are penalized 2 points per day or portion of a day, regardless of the point value of the assignment. Extensions will only be provided in exceptional circumstances and need to be approved in writing at least 48 hours prior to the due date.
4. **Moodle:** We will rely heavily on Moodle in this class. Please check regularly. We will use Moodle for posting notes and information, communication, submissions of assignments, and feedback/grading.
5. **Cell phone policy:** Like class attendance, there is also research evidence behind the relationship between cellphone use and student performance. Students who regularly check their cell phone in class had an average decrease in final grade of 0.36/4.0. Students also tend to under-estimate how much they are using their phone. They estimate 3 times in an hour class when it's closer to 7. This is also disruptive for your classmates. Cell phones should never be heard ringing or dinging in the classroom. Out of respect for your fellow students and for me turn them off or on silent before coming to class.

As a rule, I ask your phones to be put away. There may be legitimate times to use the phone for your own learning (look something up, take a photo of notes/in-class assignment, etc.). Take your phone out, use it appropriately and then put it away again. Do not keep your phone on your desk.

We will have 2 brief technology-safe breaks in class for checking your phone. I will specify these breaks.

If you are expecting a truly important call during a class, such as a family emergency, etc., please inform me of this in advance, set the cell phone to the vibrate mode, and then sit in the back of the room. If a call does come in, excuse yourself as unobtrusively as possible to

take the call. Bear in mind that taking calls during class must not become routine; it is acceptable only during legitimate emergencies.

6. **Communication:** Please use the quick mail function within Moodle for all emails. You can expect a reply within 24 hours during work days.
7. **Recording of lectures:** This course relies on open discussion in which experiences in students' workplaces may be drawn on. As a rule, whatever is mentioned in the class should remain there. To protect an environment safe for sharing, no lectures may be recorded or reported on social media without the knowledge and permission of the entire group (confirmed in writing by me).

## UNIVERSITY POLICIES

1. **Academic conduct policy:** All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
  - a. **Cheating on examinations.** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, or other forms of misconduct on exams.
  - b. **Plagiarizing the work of others.** Plagiarism is using someone else's work or ideas without giving that person credit; by doing this students are, in effect, claiming credit for someone else's thinking. Whether students have read or heard the information used, they must document the source of information. When dealing with written sources, a clear distinction should be made between quotations (which reproduce information from the source word-for-word within quotation marks) and paraphrases (which digest the source of information and produce it in the student's own words). Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.
  - c. **Cheating on lab reports** by falsifying data or submitting data not based on the student's own work.
  - d. **Falsifying records** or providing misinformation regarding one's credentials.
  - e. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.
2. **Add/Drops:** The university policy will be explicitly followed. It is the student's responsibility to be aware of deadline dates for dropping courses.

3. **Special Considerations:** Students who may require special accommodations should make an appointment with campus Disability Support Services, 106 North Foundation Hall, phone 248-370-3266. Students should also bring their needs to the attention of the instructor as soon as possible by providing the “Letter of Accommodations” created by DSS. For academic help, such as study and reading skills, contact the Academic Skills/Tutoring Center, 103 North Foundation Hall, phone 248-370-4215.

4. **Excused Absence Policy:** This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee.

Students shall inform their instructors of dates they will miss class due to an excused absence prior to the date of that anticipated absence. For activities such as athletic competitions who schedules are known prior to the start of a term, students must provide their instructors during the first week of each term a written schedule showing days they expect to miss classes. For other university excused absences students must provide each instructor at the earliest possible time the dates that they will miss.

Make-up work

- It is the responsibility of the student to request from the instructor an opportunity to complete missed assignments, activities, labs, examinations or other course requirements in a timely manner.
- Students are responsible for all material covered in classes that they miss, even when their absences are excused, as defined above.
- Missed classroom activities will be rescheduled at the discretion of the instructor.

5. **Emergency Preparedness:** In the event of an emergency arising on campus, the instructor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and “lockdown” guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. **Register for these notifications at [oakland.edu/uts/emergencynotification](http://oakland.edu/uts/emergencynotification)**
- Based on the **class cellphone policy**, ensure that one cellphone is on in order to receive and share emergency notifications with the instructor in class.
- If an emergency arises on campus, call the OUPD at **248-370-3331**. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom’s red books (hanging on the wall) and **[oakland.edu/prepared](http://oakland.edu/prepared)**.
- Review with the instructor and class what to do in an emergency (evacuation, lockdown, snow emergency).

6. **Faculty Feedback:** As a student in this class, you may receive “Faculty Feedback” in your OU email if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A “Faculty Feedback” e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear.

## TENTATIVE COURSE OUTLINE

<b>Week</b>	<b>Topic</b>	<b>Associated Readings</b>	<b>Assignments Due</b>
1-1	<i>What is OB?</i>	Chapter 1	
1-8	<i>Job Performance &amp; Commitment</i>	Chapters 2 & 3	
1-15	<i>Job Satisfaction &amp; Attitudes</i>	Chapter 4	Online Survey Jan 26th
1-22	<i>Stress</i>	Chapter 5	
1-29	<i>Motivation</i>	Chapter 6	Interview Assignment Due Sunday Feb 4 <sup>th</sup> by 11:55pm (15%)
2-5	<i>Trust, Justice, and Ethics</i>	Chapter 7	Online Survey Mar 9th
2-12	<i>Mid-Term Exam</i>	(Chapters 1-7)	Mid-term in-class (20%)
2-19	<i>Winter Break (no class)</i>		
2-26	<i>Learning and Decision Making</i>	Chapter 8	
3-5	<i>Personality, Individual differences, &amp; Ability</i>	Chapter 9 & 10	Team Contracts due Mar 7(5%) Individual Journal #1 Mar 9 <sup>th</sup> (2%)
3-12	<i>Teams Characteristics &amp; Diversity</i>	Chapter 11	
3-19	<i>Teams Processes &amp; Communication</i>	Chapter 12	
3-26	<i>Leadership</i>	Chapter 13 & 14	Team Paper Draft Due Mar 28 Individual Journal #2 Fri Mar 30th (2%)
4-2	<i>Organizational Structure and Culture</i>	Chapter 15 & 16	Individual Journal #3 April 6 <sup>th</sup> (3%)
4-9	<i>Wrap-up and Review</i>	(Chapters 1-16)	Virtual Team Project DUE April 11 (15%) Individual Journal #4 Apr13 <sup>th</sup> (2%)
	<i>Final Exams</i>	(Chapters 1-16)	Final exam in-class (30%)