

**Department of Management**  
**MGT 386 - Principles of Organizational Behavior**

Summer Quarter, 2014  
Online

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You are also welcome to drop by  
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### **Catalog Course Description:**

Applied and conceptual analysis of behavior within organizations. Involves leadership, motivation, communications, group processes, decision-making, climate, and culture. Prerequisites: either MGT 380 or MGT 382.

### **Course Objectives**

This course is designed to introduce you to the field of organizational behavior (OB). The subjects we will cover are grouped by their level of analysis, starting with individual dynamics and then shifting to the group and organization.

By the end of this course, you should be able to:

1. Explain and apply the key concepts and theories in the field of organizational behavior including:
  - Recognizing, naming, and describing major theories that are used in OB
  - Identifying and applying the OB theories and concepts to specific situations, including your personal and work experiences.
  - Clearly distinguishing between the individual, group, and organizational level of analysis in research and theory.
2. Identify and apply important skills that will help you effectively contribute to an organization as both a supervisor and as someone who is being supervised.

Historically, the field of OB has borrowed liberally from a number of different disciplines, including psychology, sociology, social psychology, anthropology, and political science. Although we will primarily focus on understanding work organizations, the principles and ideas that we will discuss in this course also apply to a range of other organizations, including organizations that each of you are currently involved in (e.g. CWU). I encourage you to constantly look for ways to apply the concepts we study in class since doing so will help you to better understand yourself as well as the individuals, groups, and organizations you come in contact with each day.

## Required Text:

We will use the following text for this course, though additional articles and readings may be assigned as well:

- Colquitt, J.A., LePine, J.A and Wesson, M.J. (2013). *Organizational Behavior: Improving Performance and Commitment in the Workplace (3rd Edition)*. New York: McGraw-Hill Irwin.
- Supplemental readings as assigned.

## Course Requirements

### Examinations

There will be a total of three exams in this course. The first two exams will each cover approximately 1/3 of the course material. The final exam will cover material from the entire course, although an emphasis will be placed on the material for the last 1/3 of the course.

Exams will primarily consist of multiple-choice questions & true/false questions, though I may include short-answer or essay questions. You will be tested on material from the text book, assigned readings, and from class activities and presentations. Make up exams will only be given in exceptional circumstances and must be arranged before the regular exam occurs. All make up exams will consist of long form essays questions.

### Quantitative Analysis

The use of survey research is extensive within the field of management, and it is important that you understand the basics of how to analyze and interpret the results. I will provide you with a basic dataset to analyze, and you will be expected to use Excel to analyze the results and write a brief summary of what you found. See the **Quantitative Analysis document** for additional details.

### Application Assignment

Organizational Behavior, and the management and leadership behaviors it examines, has an applied focus. The concepts we study are not meant to be a set of facts wrapped up in an expensive textbook but dynamics you see and experience daily. This can only occur if you actively engage the material and strive to apply it to your life. To help encourage you to engage in the material we study, you will be asked to submit at least one application assignment entry. See the **Application Assignment document** for additional details.

### Current Events

To help each member of the class engage in the topic, you will each be assigned to post a brief current event in the discussion forum for the chapter you are assigned to. This will involve identifying a news story that relates to the concepts from the chapter. Your post should include 1) an explanation of which concept from the class you will be applying, 2) a description of the news story, and 3) a description of how the story illustrated the course content you are focusing on. Please do not summarize the entire chapter – I am looking for you to select one or two concepts and show in greater detail how these apply to your example.

In order for the current events process to flow smoothly, please post your current event in the designated Discussion Forum thread no later than noon on the day for that chapter (see the class schedule for the list of dates). I will send out invites from a website called Doodle that will let you select the day you prefer. Most of the time there will be one person posting for each chapter, though we have more than one if the class size requires it.

Your post should do the following:

1. Identify which construct you will focus on
2. Identify and briefly describe the news story, including a link to or an uploaded attachment containing the article or story.
3. Show how the construct applies to the news story

Note that this is an assignment primarily designed to help you apply the material from that day. You definitely want to cover the three points above and post the assignment on time, as in previous quarters being late or off topic has been the single biggest cause of getting a lower score. Be sure to monitor the current events thread for any comments or reactions you get, as you are expected to post follow-up replies as needed as part of this assignment.

## Participation

Participation is more than just listening to my narrated slides. It consists of doing the assigned reading and being actively involved in the class discussion or activity. Please do engage on the discussion forums as the best classes involve interaction with all members of the class rather than passively absorbing material from the text or presentations.

Another element of participation is responding to the surveys and other activities we will do as a class. I have set up a number of surveys using an online tool called Qualtrics that will let you rate yourself on a number of common organizational behavior scales. The nice thing about this technology is that I can configure it to give you immediate feedback, so you will often see your individual score displayed at the end of the survey. If you record your individual score, you can then compare it with the class average, which I will share with the group once they are all collected. Please pay attention to the deadlines for the surveys and respond to them on time so we can provide the class feedback in a timely manner.

## Grading Summary

<b>Exam 1</b>	<b>20%</b>
<b>Exam 2</b>	<b>20%</b>
<b>Final Exam</b>	<b>25%</b>
<b>Application Assignment</b>	<b>15%</b>
<b>Quantitative Analysis</b>	<b>10%</b>
<b>Current Events</b>	<b>5%</b>
<b>Participation</b>	<b>5%</b>

## Grading Scale

Final grades will be weighted according to the summary displayed above. I have set up a column in Canvas so you can see your current weighted grade throughout the course. Be aware that if you simply calculate your total points and divide by the total number of points possible, it won't be remotely close to your actual grade – you need to see the weighted grade column to get the correct information.

Grading is determined according to the following scale:

A = 93-100%	A- = 90-92.9%	B+ = 87-89.9%	B = 83-86.9%
B- = 80-82.9%	C+ = 77-79.9%	C = 73-76.9%	C- = 70-72.9%
D+ = 67-69.9%	D = 63-66.9%	D- = 60-62.9%	F <= 59%

Note: This grading scale is a straight percentage approach intended to reward your individual performance rather than allocating grades based on how you are doing relative to other class members. Occasionally this straight percentage approach can reflect factors other than your performance, such as a particularly difficult set of items on a test. If the distribution of the class as a whole on a given test differs greatly from the expected normal distribution, I reserve the right to shift the overall distribution by either adding points or by allocating grades for that assignment on the curve. Historically, this process has positively impacted the grades of class members, but it is possible that a few individual grades may be lowered somewhat if it is necessary to curve the grades. As always, we will discuss the exam results and distribution shortly after the exam has been graded and you are welcome to discuss any concerns you may have with me.

## Class Communication

*Contacting me:* If you have a question or concern that cannot be addressed during office hours, the single best way to contact me is through e-mail (todd.weber@gmail.com). You can also reach me via my CWU address (weber@cwu.edu), but I do prefer using the gmail address if possible. I check my e-mail regularly and it is very likely that you will get a reply to an e-mail message that you send me quicker than you will by trying to contact me by phone.

If you prefer to use the phone, you are welcome to call me at my office phone (963-2320). While I do use Facebook, the normal blending of personal and professional content isn't the most appropriate for class related interactions, so I won't be accepting any friend requests from students who are currently in my class. However, you are welcome to connect with me via LinkedIn if you would like.

*Canvas:* We will be using Canvas heavily for announcements and assignments in this class. It is your responsibility to check it regularly.

## Classroom Conduct

In order to have a productive class, please show consideration for individuals and for the group as a whole. Please do not engage in any form of cheating or plagiarism – doing so will generally result in your failing the class. It is expected that students will live and uphold the CB Honor Code:

“As College of Business students we pledge to uphold these standards of professionalism and conduct ourselves in accordance with them. We will not lie, cheat, or steal, and will not tolerate those who do. Our behavior defines who we are and what we will become.”

## ADA Considerations

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their “Confirmation of Eligibility for Academic Adjustments” form from the Disability Support Services Office as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class.

Students with disabilities without this form should contact the Disability Support Services Office, Bouillon 205 or [dssrecept@cwu.edu](mailto:dssrecept@cwu.edu) or 963-2171 immediately.

**Caveat**

The schedule and procedures in this course are subject to change in the event of circumstances beyond the instructor's control.