MGT301: Perspectives on Organizational Behavior

Credit Hours: 3
Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes

This course consists of a study of the attitudes, behavior and performance of people in organizations. Both historical and contemporary perspectives of organizational behavior theories and practices are included.

The course includes managing people in a global economy from the perspectives of individual and group behavior and the nature of organizational development and change. Topics include organizational culture, socialization, mentoring, individual differences, motivation, performance improvement, groups and teams, decision making, conflict management, communications, power and politics, leadership and managing change.

Upon completing this course students should be able to identify and explain key elements of individual and group behavior in organizations and be aware of their organizational leadership skills and potential.

Course Learning Outcomes

1. Describe the terms, concepts and theories associated with organizational behavior.
2. Apply organizational behavior concepts to their personal leadership development.

Participation & Attendance

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.
Course Materials

Textbook Information is located in the CSU-Global Booklist on the Student Portal.

Course Schedule

Due Dates
The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 12 midnight MT and Peer Responses posted by Sunday 12 midnight MT. Late posts may not be awarded points.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking Activities: Assignments are due Sunday at 12 midnight MT.

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<td>• Chapter 1 PPT</td>
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<td></td>
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<td>• Chapter 15 PPT</td>
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Assignment Details

This course includes the following assignments/projects:

Week 2

Critical Thinking: Corporate Culture Preference (85 points)

Complete the Corporate Culture Preference Activity. This activity will define some terminology, lead you through a self-assessment of your corporate culture preference, and instruct you to write a short essay regarding your preference.

In a well-written, 1200-1500 word CSU-Global APA formatted essay, describe the corporate culture that you prefer. Be sure to include the following: Detail why you prefer that culture. What are the consequences of working in a company with a culture that does not match your preferences? Include references from course readings and scholarly library sources.

Week 3

Critical Thinking: Emotional Intelligence (90 points)

Respond to the following scenario in a well-written, 1500-2000 word essay following CSU-Global APA guidelines.

You are a struggling writer. Several of your short stories are published thanks to winning entries in various writing contests. You are majoring in creative writing and English, your peers are also writers. Recently, you entered a university sponsored writing contest and placed third, another person in your class took home the grand prize. At first you were not upset, but a friend called you last week and told you she read the winning entry and it was remarkably similar to a story you published on the Internet a few months ago. You obtain a copy and sure enough, the plot is the same, the major characters are pretty much the same (though their names are different) and the only real difference you find is that the story takes place in a different city than yours. You feel your classmate plagiarized your story. Tomorrow is the banquet honoring the winners of the contest your classmate will of course be present. What are you going to do?

In addition to responding to the question, "What are you going to do?", include the following:
- How do you think people with differing levels of emotional intelligence would react to the situation? Give specifics and list reactions for those with high, medium and low emotional intelligence.
- Did your level of emotional intelligence factor into your reaction to this scenario? Why or why not?

Week 4

Critical Thinking: Reward System (85 points)

Respond to the following scenario using research from the CSU-Global library. Include scholarly sources and use examples from our course material. The essay should be 1500-2000 words and follow CSU-Global APA guidelines. You are the director of your company’s Human Resource department. The vice president of the Human Resource department has requested that you develop an organizational reward program for your company. All departments will adhere to the program. The vice president has requested the following issues be addressed when developing the program:
- Type of rewards
• Reward Criteria
• Why each Criteria is necessary
• Distribution Criteria
• Desired Outcome
• Pay for Performance
• Risks and Benefits of the Program

Portfolio Milestone:

Leadership Model for Portfolio Project

In the "Comments" section of the Assignment dropbox, state your chosen leadership model for instructor approval.

See the details of the Portfolio Project due at the end of Week 8:

Each student will write a portfolio paper based on an assessment, analysis and recommendations for strengthening his/her leadership characteristics.

In conjunction with the instructor’s approval each student will select a leadership model, such as the Servant-Leader Model, and do a multi-dimensional assessment and analysis of his/her leadership characteristics.

• The assessment input will come from the three sources of self, a supervisor or co-worker and a personal associate. Each of the three will rate the student with the same instrument, based on the model’s leadership characteristics, using a 1-10 scale indicating the degree to which the student possesses the characteristics.
• The analysis will examine the assessment results, including both similarities and differences.
• Then, the recommendations will address how the student might go about strengthening his/her leadership characteristics and potential.

The project should be well-written, supported by scholarly references, formatted according to CSU-Global APA Guidelines, approximately 3,000 - 4,000 words in length, demonstrate critical thinking, and be free of grammar and spelling errors. Refer to the Portfolio Project Rubric for grading details.

Week 5

Critical Thinking: Teamwork (90 points)

One of the pioneering firms in the use of team-based approaches to job design is W. L. Gore & Associates. Gore has made Fortune magazine’s “100 Best Companies to Work For” list for 11 consecutive years. It is one of only 3 firms that have made every list published by Fortune. The purpose of this exercise is to give you more insight about the working environment at this unique company. First, go to http://www.gore.com and read the material in the “About Gore,” “Diversity at Gore,” “Gore at a Glance” and “Our Culture” sections under the “About Gore” heading. Then read the material in the “Careers” section. Next, read the Fortune magazine article “A Job That Lets You Pick Your Own Boss” which profiles the firm’s management style. It is posted at: http://money.cnn.com/2007/10/08/magazines/fortune/goretex.fortune/index.htm

Answer each of the following questions in detail, citing references from the course readings as well as the online articles in CSU-Global APA. Responses should be 450-500 words per question.

• How is the corporate culture of Gore different than other firms?
• How do associates function at Gore?
• How is the compensation program of Gore related to the concept of pay-for-performance?
Would you like to work at Gore? Why or why not?

Week 6

Critical Thinking: Assessment Questionnaire (0 pts)

Upload your Assessment Questionnaire that you plan to use for the assessment section of your portfolio project.

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Week 8

Portfolio Assignment (350 points)

Each student will write a portfolio paper based on an assessment, analysis and recommendations for strengthening his/her leadership characteristics.

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- The assessment input will come from the three sources of self, a supervisor or co-worker and a personal associate. Each of the three will rate the student with the same instrument, based on the model’s leadership characteristics, using a 1-10 scale indicating the degree to which the student possesses the characteristics.
- The analysis will examine the assessment results, including both similarities and differences.
- Then, the recommendations will address how the student might go about strengthening his/her leadership characteristics and potential.

The project should be well-written, supported by scholarly references, formatted according to CSU-Global APA Guidelines, approximately 8-10 pages in length, demonstrate critical thinking, and be free of grammar and spelling errors. Refer to the Portfolio Project Rubric for grading details.

For project details, see the Portfolio Project Description, which can be accessed from the Week 8 Assignments page.
Course Policies

Course Grading

20% Discussion Participation
10% Mastery Exercises
35% Critical Thinking Activities
35% Final Portfolio Paper

Grading Scale and Policies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95.0 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 94.9</td>
</tr>
<tr>
<td>B+</td>
<td>86.7 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.3 – 86.6</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 83.2</td>
</tr>
<tr>
<td>C+</td>
<td>75.0 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>70.0 – 74.9</td>
</tr>
<tr>
<td>D</td>
<td>60.0 – 69.9</td>
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<tr>
<td>F</td>
<td>59.9 or below</td>
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In-Classroom Policies
For information on late work and Incomplete grade policies, please refer to our In-Classroom Student Policies and Guidelines or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/re-purposing your own work (see CSU-Global Guide to Writing and APA Requirements for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic,
religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.