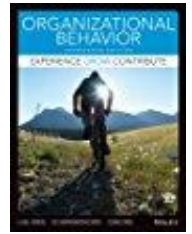




BOWIE STATE UNIVERSITY
Human Resource Development Program
Syllabus for Organizational Behavior & SGD
Building and Sustaining 21st Century Performance



College: Professional Studies

Department: Behavioral Sciences and Human Services

Course Number and Title: HURD 732-191 Organizational Behavior Modes and Small Group Dynamics

Credit Hours: 3 Credit

Semester: Fall

Year: 2018

Location: CLT 350

Day/Time: Thursday, 5:00 pm – 10:00 pm

Instructor: Dr. Marsha E. Jackson

Office: JEP Room 360

SKYPE: djayesharley

Office Hours: Monday

Tuesday

Wednesday

Skype/FaceTime

2:30 pm – 6:30 pm

2:00 pm – 4:00 pm

4:00 pm – 7:00 pm

Office: (301) 860-3108 **Text Message & FaceTime:** 240-825-9142 (**Favored**)

*For a quicker response, *send a text message* or use my email address provided below. Always leave a contact number for day and evening.

E-mail: djayesharley@gmail.com. To keep things simple, this email is preferred over BSU address.

COURSE PREREQUISITES: HURD 601, 690

COURSE DESCRIPTION

The class material will include both theory and practical application of Organizational Behavior in organizations. This course uses theories and concepts to analyze concepts of formal organizations and conceptual models that purport to depict organizational behavior, and focuses on change for accomplishment of established goals and objectives. The dynamics of small group behavior, self-awareness, interpersonal communication and interaction, membership roles, decision-making processes and group assessment will be emphasized with regard to their impact on the organizational structure. OB is the study of how individuals and groups impact the behavior within an organization. It is a field of systematic study that focuses on improving productivity, quality, and assisting practitioners to develop methods to empower people as well as to design and implement change programs. We live in a world characterized by rapid change, globalization, and diversity. OB offers insights in these areas while providing guidance for managers in creating an ethically healthy work climate.

TEXT(S): Uhl-Bien, M., Schermerhorn, J.R., Osborn, R.N. (2014) *Organizational behavior*, 13TH ed.

Note: In order to successfully complete this course, HRD scholars must have access to a computer to complete specific web-based assignments and self-assessments.

COURSE OBJECTIVES

This course is designed to:

- 1. Describe key theoretical principles and concepts of OB and their relationship to the domain of Human Resource Development.*
- 2. Obtain secure familiarity with various approaches, elements and practical applications of OB.*
- 3. Identify the complexity and significance of small group dynamics within organizational milieu.*
- 4. Demonstrate enhanced self-growth for engaging in the processes of small group dynamics and self-assessments.*
- 5. Use theories and concepts to analyze and solve actual problems in organizations. This theoretical knowledge is crucial in that you will be able to return to “first principles” in order to solve the new problems that you will face, continually, as a manager.*

COURSE LEARNING OUTCOMES

Upon completing this course, HRD scholars should be able to:

- 1. Test their understanding of theories and concepts presented in the course.*
- 2. Develop knowledge of how the basic tenets of human behavior impacts organizational settings;*
- 3. Foster insights and skills into how the dynamics of small group behavior influences organizational environments.*
- 4. Improve their understanding of how people behave in the context of an organizational structure.*
- 5. Better understand their past and future behaviors as a member/manager within an organization.*
- 6. Demonstrate the appropriate use of skills in communicating ideas, developing and presenting arguments, listening to and understanding others, and in challenging others' views in a way that advances understanding.*
- 7. Think independently and critically in the choice and application of theories and conceptual frameworks that best fit with the issues and problems in the cases at hand.*
- 8. Realize that good management skills are not necessarily intuitive or obvious.*
- 9. Explain how personality and perception influence behavior in organizations.*
- 10. Apply concepts associated with effective work design to suggest tactics for enhancing work performance.*
- 11. Apply theories and concepts of decision making/problem solving for improving work performance.*
- 12. Apply theories and concepts of motivation to develop strategies for improving work performance.*
- 13. Apply theories and concepts of leadership to develop strategies for improving work performance.*
- 14. Apply theories and concepts of change to develop strategies for improving work performance.*
- 15. Apply theories and concepts of goal setting, feedback, and conflict management to develop strategies for improving organizational communication.*
- 16. Apply theories and concepts from the behavioral sciences to develop strategies for effective teamwork.*



INSTRUCTIONAL MODES

*Web Instructed Activities and Select Readings *Mini Lecture * Role Playing * Case Studies * Videos
Discussion Groups * Small Group Dynamics *Team Presentations * Field Assignments* Self-Assessments*

SCHOLAR DELIVERABLES, GRADING AND DUE DATES

Each HRD scholar will be required to do the following:

1. Deliverable #1a: Full Participation (Assignments, Readings, Presentations, Timely Attendance) (150 Points)

- *Full participation is more than attending class and asking an occasional question. Full participation consists of demonstrating that you are prepared for class (i.e., that you have read the assignment, completed individual assessments as assigned, and thought about the issues raised), asking thoughtful questions, responding respectfully to your peers, and engaging productively in all class activities, exercises and group discussions.*
 - **1b: Readings are to be completed before class and discussion is expected.** *Always be prepared as if expecting a pop quiz. See the weekly calendar for assigned readings, exercises and activities in preparation for each weekly class that may be posted on Blackboard.*
 - **Team News Letter:** *You are encouraged to surf the net to find supporting material to share on the topics to be addressed during class via completing a weekly class newsletter. The classroom “concept to skills” exercises, which make up a pervasive feature of this course, are designed to provide micro-experiences for applying and analyzing the principles of OB.*
 - *An operating presumption for advancing the design of this course is you will apply a certain amount of time outside of your assigned team presentation to become familiar with the entire course content. It will be extremely difficult to be successful in this course if you are not attending regularly, chronically late and unprepared.*
 - **Absences and habitual lateness** *that are disrupted to the class and group activities will diminish your chance of successfully completing the course and each infraction will lead to a (50 point) deduction that will lead to a reduced letter grade. To facilitate an uninterrupted learning process, please switch all telecommunications to off or vibrate mode. While the use of electronic communications may be a part of the learning environment, text messaging during class hours is not permitted and will count negatively toward your participation requirement.*
 - **1c: Team Presentations** *Members will be work in concert with one another to present a scholar newsletter that is due weekly as per the engagement chart. You may be called upon at any time to share in plenary. An electronic copy is due from one selected leader of the group on the morning of the class to the instructor. Each team can supply the other teams with one copy each to share. All teams should be*



prepared to co-facilitate class discussions and work group skill building activities that represent theories and concepts in assigned chapter material.

- *Scholars are encouraged to be creative in being prepared to demonstrate their understanding of the material in an experiential format (the text offers skill building activities and exercises to expose the entire class to the application of specific theories, concepts). Feel free to bring your own ideas to demonstrate your growth.*

- **Deliverable #2: Self-Assessment Portfolio (300 Points)**

- *You will complete a portfolio of assessments (22) as outlined in the workbook. These assessments are good tools to help you grasp and begin to understand the relevance of specific OB concepts in your life.*
- *As you complete each instrument and score it, your write up for each should focus on: 1) what the assessment measures, 2) what you discovered when completing the assessment (particularly, any surprises), and 3) what the scores mean. If your reaction is typical (e.g., "I already knew this," "I do not think this is true about me") or you already possess the knowledge then you must elaborate. 4) How you have been using this knowledge and 5) how effective your strategies have been. You will be evaluated on your personal understanding of the assessment and its relevance to organizational behavior.*
- *The quality of the interpretation and the amount of effort you invest in conveying what the assessment results indicate will include investigating assessment meaning within the context of the material covered in the text and other resources. Ultimately, the perceived usefulness of this project rests in how well you relate it back to course concepts and the amount of time you are willing to invest to engage in that quality interpretation. It is my hope that every scholar leaves this class with a head full of usable knowledge and the ability to apply it properly.*
- *Each assessment should be no more or less than one page in length as you convey your understanding of the concepts that are relevant to the assessment and its impact on you as an employee/manager/HRD professional.*
- *Follow instructions on handout to include: 12 pica, single spaced, descriptive responses, and each assessment is to be one full page. Do not minimize or exceed limit.*
- *The final component of the 22 assessments is an evaluative summary. A 1-5 page cumulative evaluative final self-analysis should follow the completion the 22 assessments. This analysis is to cover your overall areas of strengths and weaknesses within each level of analysis and your plans to continue to grow and meet organizational behavior challenges. Conclude with ways in which this overall assessment profile serves as a basis for preparing career goals and development plans for employee and management success given the current trends that impact organizational behavior.*

- Assessments are to be completed in a timely manner as per the weekly engagement schedule and maintained in a folder for review in each class by the instructor and for discussion purposes. You can't participate in that which is undone.

2. Deliverable #3: Team Life Concept Project (250 Points)

- This graduate course requires you to create, evaluate, synthesize, analyze, and apply your understanding in the dynamics of organizational behavior. The purpose of this project is to show how organizational behavior can be communicated through art and the depth of your understanding within each level of analysis.
- You will demonstrate how art imitates life from an organizational perspective by synthesizing and analyzing conceptual relationships within the three levels of analysis.
- This **Art Imitates Life Project** is designed to help you realize the pervasiveness of organizational behavior concepts by identifying/describing examples in popular media through the use of literature, popular music, movies and cartoons.
- For this project, you will select a **movie, literature, cartoon and popular music** and develop an in-class exercise or activity around these four entities that convey specific organizational behavior concepts covered in the media and class.
- Your choice **must be approved** by the instructor. Keep in mind that some material may not be suitable for showing, particularly when profanity and sexually explicit content is conveyed.
- Each group will make an in-class presentation (activity or exercise) of about 20 minutes that demonstrates or conveys the organizational issues followed by 10 minutes of questions from the class in discussion of the concept areas or themes.
- Finally, each team must submit a ten (10) page group **project report**, which includes a detailed outline of the presentation, description of specific organizational behavior areas and a paragraph summarizing what was learned from the project and its benefits to your development in this course.
- The ten (10) page report should demonstrate that you have an adequate understanding of the concepts selected and you should be able to sell the evaluator on the merits of the selection as a representation of those concepts.
- Where possible, **multiple examples** should be drawn from each of the artistic selections.
- Students should submit a copy of the artistic media. This is not necessary (or feasible) for the literature or movie versions, but you are required **to submit a full citation** and detailed description of the passage/clip if you choose the media.
- For all projects, grading will be based on demonstrated understanding of the **multiple concepts** selected and the quality of examples/illustrations from the artistic medium.
- Your paper should begin with an **introduction** into organizational behavior and the *raison d'être* for the project, a **brief overview of each form of media** (maximum 2 pages) followed by a thorough **assessment of the concepts at each level of analysis**; defined and their

relative impact on the organization as a whole with the tag line to depict the behavior noted or construct identified in the art form. Conclude with an evaluation/summary of the overall relative aspect of using media to demonstrate organizational life from a management perspective.

- Not looking for a whole dialogue about the art form and then the mention of the variable. That will constitute a review and not an analysis of applied concepts.

- **Paper Format:**

- A title page, table of contents and bibliography is to be included and does not factor in to the 10 pages for the project.
- Follow APA style, 12 pica, times roman font, and double space.

3. Deliverable #4 and #5 -- Mid Term and Final Exams (300 Points)

- It is difficult to understand your own position in an organization unless you are familiar with the language of organizational life and with the concepts used to explain organizational behavior. Your understanding of the language and conceptual frameworks will be tested in a midterm and final examination.
- Note: The instructor reserves the right to administer pop quizzes on material previously discussed and assigned. Thus it is imperative that you prepare yourself to be successful in each phase of this course.

EVALUATION, GRADING POLICY & PERFORMANCE RUBRIC

It is the responsibility of both the HRD scholars and the instructor to evaluate learning and the performance during the class. Evaluation during the course will happen several ways. Elements to be evaluated will be the following:

Instructor Performance

1. Use of questionnaires and essays to assess whether or not objectives for class were met
2. Self-assessment by instructor to assess whether or not objectives for class were met
3. Course evaluation questionnaire



HRD Scholar Performance:

1. Use of exams and projects to assess HRD scholar learning
2. Self-assessments, group participation and presentations
3. Small group assessment of individuals contribution to chapter presentation and team projects
4. Reflection on learning outcomes via exercises and activities

PROJECT DELIVERABLES AND POGRADE	IMPORTANT DUE DATES
1. Attendance/Participation/Team Led Activities/ Weekly Newsletter (150)	Ongoing/ Weekly (50 point deduction for each absence, missing assessments, newsletter & chronic lateness)
2. Team Life Concept Outline (50 Point Deduction If Not Submitted)	Week 3 -February 8
3. Mid Term Evaluation (150)	Week 4 - February 15
4. Self-Assessment Portfolio/Journal (300)	Week 6 - March 1
5. Visual Life Concept Project & Presentations (250)	Week 7 - March 8
6. Final Exam (150)	Week 8 - March 15
A = 900 -1000 B = 800 - 899 C = 700-799 F = 699 - 0	

COMPONENTS	ATTRIBUTES
Application of Theories	The theory in question is defined correctly and clearly. The illustrative examples are explained with enough specificity and clarity that it is possible to evaluate how they apply to the specific organizational practices and the essay explains precisely how the examples relate to the selected theory. There are no plausible competing explanations (e.g., the essay does not label some events as illustrations of one theory that are more likely examples of a different theory).
Written Documents	All relevant information is cited appropriately. The paper is well organized with flow. The transitions between paragraphs are smooth. The introduction and conclusion are informative and interesting. Document edited to ensure that spelling, grammatical, and typographical errors have been appropriately addressed. The essay is formatted correctly and falls within the page limitations.
Presentations	Able to articulate the relevance of the theories and concepts to the field of study. Application of appropriate icebreakers, exercises, and activities that build upon the concepts. Use time wisely to allow class to engage in exercises and evaluation of experiences. Used creativity in preparing presentation. Demonstrate preparedness of presentation via its thoroughness, team unity and overall engagement
Performance	A - Excellent B--Good C—Satisfactory F-Lack Quality

Performance Rubric & Evaluation

A = Excellent performance; consistent and most effective application of critical thinking, insightful comments on situation recommendations, articulate, assertive, superior writing ability (concise, clear, candid), able to relate the majority of course content (topics, theories, principles and practices) to previous experience. Learns without difficulty, easily forms positions, opinions or assumptions based on course information supported by additional research, very active participant and a model for others to follow. Continuously completes all assignments without difficulty. Evaluate the worth, utility, excellence, distinction and validity.

B = Good performance; effective application of critical thinking, insightful comments on situation recommendations, articulate, solid writing ability (concise, clear, candid with minor errors), able to relate course content to previous experience and learning with some difficulty, active participant and consistently completes all assignments.

C = Satisfactory performance; accomplishes bare minimum requirements; communicates at a minimal acceptable level; satisfactory understanding of the basic concepts; meets requirements with marginally acceptable performance.

F = Quality and quantity of work and participation is unacceptable.

Course Engagement Schedule

(See Detailed Handout)



Week 1	PART 1: Organizational Behavior Today 1 Introducing Organizational Behavior	Dr. Jaye's Scholars Tell Me Something I Don't Know Assessments, Cases, Newsletter Team Competition
Week 2	PART 2: Individual Behavior and Performance 2 Diversity, Personality, and Values 3 Perception, Attribution, and Learning	Team Name
Week 3	4 Emotions, Attitudes, and Job Satisfaction 5 Motivation 6 Motivation and Performance	Team Name
Week 4	PART 3: Teams and Teamwork 7 The Nature of Teams 8 Teamwork and Performance	Team Name
	9 Decision Making and Creativity 10 Conflict and Negotiation Mid Term Assessment Chapters 1-6	Team Name
Week 5	PART 4: Influence Processes and Leadership 11 Communication 12 Power and Politics	Team Name
	13 The Leadership Process 14 Leadership Traits & Behavioral Styles	Team Name
Week 6	PART 5: Organizational Context 15 Organizational Culture 16 Organizational Structures	Team Name
Week 7	Project Presentations	
Week 8	FINAL EXAM/ Evaluation and Closing Exercise	All Teams

University Policies and Procedures

BSU Mission Statement: Bowie State University, through the effective and efficient management of its resources, provides high-quality and affordable educational opportunities at the bachelor's, master's, and doctoral levels for a diverse student population of Maryland citizens and the global community.

The educational programs are designed to broaden the knowledge base and skill set of students across disciplines and to enable students to think critically, value diversity, become effective leaders, function competently in a highly technical world, and pursue advanced graduate study.

The University is committed to increasing the number of students from under-represented minorities who earn advanced degrees in computer science, mathematics, information technology, and education.

Constituent needs, market demands, and emerging challenges confronting socioeconomic cultures serve as important bases in the University's efforts to develop educational programs and improve student access to instruction.

Course Evaluation: Instructor and scholar performance is subject to evaluation. Academic departments have policies and procedures that will be instituted near the end of the course.

Attendance: Tardiness to and early departure from classes accrue on a real-time equivalency, and have the potential for a cumulative effect of absences. Any dispute about attendance must be addressed by the HRD scholar in writing to the Chair's Office (BSHS Department) within thirty days of the posting of grades for the class. Once grades have been issued and credit awarded, neither the coursework nor the grade can be expunged from the HRD scholar's record and tuition will not be refunded. If you need to withdraw, it is your responsibility to do so before final grades are submitted; otherwise you will receive an "F" for the course.

Incompletes and Late Assignments: No grade of incomplete will be given except in documented cases of emergency. The student must have a minimum passing accumulative score of a "C" at the time of the request. Incompletes will convert to an "F" grade after one year. HRD scholars receiving an "I" grades are responsible for completing requirements before conversion as specified in a signed agreement. ***All late papers, team and individual, will be graded down.***

ADA Statement: It is the policy of Bowie State University to accommodate HRD scholars with disabilities, pursuant to federal and state law, and the University's commitment to equal educational opportunities. HRD scholars who have a disability and who would like accommodations should report

immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Dr. Michael S. Hughes, DSS Coordinator at 301-860-4067.

Academic Dishonesty, Misconduct, and Discipline Code: Conduct regulations as found in the *Bowie State University HRD Scholar Handbook* apply to all graduate HRD scholars. These regulations include policies relating to academic dishonesty, plagiarism, University disciplinary code, and HRD scholar rights and responsibilities. It is the responsibility of all graduate HRD scholars to read the *HRD Scholar Handbook* and to abide by all University regulations.

H1N1 Policy: Please adhere to the precautions established by BSU to curtail or inhibit the spread of contagious viruses. Washing hands, coughing in the sleeve of your clothing and not attending classes when you are in the initial phase outbreak. Be mindful when coming into contact with peers and faculty. If you know your hands are unclean, keep them to yourself. Notify the instructor in the event that you have come down with the swine flu or are still contagious.