

**School for New Learning
DePaul University
Course Syllabus: FA 274 Applying Organizational Behavior to Today's
Business Environment
Fall, 2009**

I. General Information

Faculty: Mary Lou Lockerby
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Location: Naperville Campus

Dates/Time: Mondays 9/14/09 – 11/23/09 -- 6:30 – 9:30 p.m.

Credit Hours: Three

Text: **Fundamentals of Organizational Behavior, 4th edition.** Andrew J. DuBrin, Thomson/South-Western Publishing Co., 2005. ISBN: 0-324-25992-1

2. Course Description and Faculty Biographical Sketch

A conceptual and practical look at the discipline, nature and scope of organizational behavior and its importance in today's global and diverse business environment. This course is designed with a management focus that will offer knowledge of and applications, challenges and opportunities for diverse viewpoints, teamwork, group dynamics and problem solving in organizations in order to enhance and achieve productivity, performance and satisfaction in the workplace.

Faculty Information

Mary Lou Lockerby, Ed.D. Mary Lou Lockerby has a B.S. in Management, a M.S. in Business Education, and an Ed.D. in Adult Learning. Her focus in delivering a course is to develop interest and offer opportunities to explore a subject area and to encourage an interactive learning environment that makes students excited about continuing to learn.

3. Competencies

A-3-D Can assess the assumptions and implications of a significant thinker's ideas about work or leisure.

Students will achieve this competence by evaluating key individuals who have defined specific processes, policies, and procedures that have addressed, impacted and influenced assumptions surrounding organizational behavior in today's diverse and global workplace.

H-2-C Can identify an organizational problem and design a plan for change based on an understanding of social science theories or models.

Students will achieve this competence by presenting a plan which addresses organizational behavior theories and concepts which contribute to workforce productivity and satisfaction. Issues, strategies and theoretical applications will reflect theories and models that have influenced changes in organizations, group dynamics, teamwork, diversity and global challenges.

H-4 Can analyze power relations among racial, social, cultural, or economic groups in the United States

Students will achieve this competency by analyzing sociological and cultural dynamics and describing attitudes and values that lead to power struggles, communication differences and behaviors that may contribute to conflicts in business groups. Key points will reflect current theories in organizational behavior.

L-7 Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

Students will demonstrate this competence through in-class collaborative exercises as well as individually analyzing collaboration and how it offers problem solving opportunities when working with others to develop common understandings to gain resolution. Analysis will address distinctions among collaboration, cooperation and strategies of group dynamics.

F-X Understands the nature and scope of organizational behavior and how it applies to specific organizational processes and strategies.

Students will achieve this competency by describing and explaining specific organizational behavior elements in a current work environment and applying theories and strategies that demonstrate how organizational behavior has been applied and has influenced that situation.

4. Outcomes

At the end of this course you will have a background in all aspects of organizational behavior and the applications, such as diversity, global implications, theories, concepts, and teamwork, that have influenced and changed organizational behaviors to today's business/work environment. such as global implications, theoretical concepts, etc.

5. Learning Experience

All students will be asked to

1. Read all material assigned for each class
2. Participate in class discussions
3. Participate in collaborative group work
4. Submit a written research assignment for competency areas.
5. Deliver a team presentation/training session on some aspect of Organizational Behavior.

Learning strategies will include discussion, lecture, individual readings, collaborative learning and research. Attendance and participation are essential. In the event of an absence, it is imperative that you let me know ahead of time and contact a classmate ahead of time to collect materials, etc., for the missed session.

Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your “tutor” for the missed session. Always consult our Blackboard for handouts and assignments.

6. Evidences

A-3-D You will demonstrate this competence through your class participation and group work and your written analysis of an individual from the field of organizational behavior who has contributed to current business practices and applications (3-5 pages).

H-2-C You will demonstrate this competence through your class participation and group work and your written plan for change in an organization that reflects current theories and practices in organizational behavior (3-5 pages).

H-4 You will demonstrate this competence through your class participation and group work and your written analysis of a specific power struggle and how organizational behavior theories and strategies have contributed or will contribute to a resolution (3-5 pages).

L-7 You will demonstrate this competence through your class participation and group work and your written analysis of collaborative and cooperative strategies that have been or could be applied in a current work situation (3-5 pages).

F-X You will demonstrate this competence through your class participation and your group work and your written analysis of a current work situation that has or will benefit from applying current practices in organizational behavior (3-5 pages).

ACADEMIC INTEGRITY

All University guidelines on academic integrity will be followed – specifically plagiarism. See below.

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper.

7. Criteria for Assessment

Grading will be based on

1. Class attendance

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| 2. | Collaborative group work - 6@5 pts each | 30 |
| 3. | Written assignments (Competencies) -- | 30 |
| | Evidence of research | |
| | Information/background facts | |
| | Use of resources | |
| | Vocabulary | |
| | Conclusions and recommendations | |
| 4. | Presentation/Training Session (Team) -- | 30 |
| | Team Eval – 10 | |
| | Delivery/Information/Organization | |
| | -- 20 | |

A – 100 – 90
 B – 89 – 80
 C – 79 – 70
 D – 69 – 60
 F – Below 60

Written Work Will be Evaluated As Follows

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed three-fourths of assignments.

In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

8. Class Schedule

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|------------|----------|---|
| Session 1 | 9/14/09 | Introduction, Overview, Expectations Discussion on Training Sessions Reading Assignment – Chapters 1,2,3 |
| Session 2 | 9/21/09 | General Discussion on Reading Assignment Group Work Proposal Information Competency Information Training Teams Established Topics Finalized Reading Assignment – Chapters 4,5,6 |
| Session 3 | 9/28/09 | General Discussion on Reading Assignment Group Work Reading Assignment 7,8,9 |
| Session 4 | 10/05/09 | Individual Research for Papers and Presentations |
| Session 5 | 10/12/09 | General Discussion on Reading Assignment Group Work Training Session Updates Reading Assignment 10,11,12 |
| Session 6 | 10/19/09 | General Discussion on Reading Assignment Group Work Outline Due Reading Assignment – Chapters 13,14,15 |
| Session 7 | 10/26/09 | General Discussion on Reading Assignment Group Work Reading Assignment – Chapters 16,17 |
| Session 8 | 11/02/09 | General Discussion on Reading Assignment Group Work Summary, Review Preparation for Presentations |
| Session 9 | 11/09/09 | Presentations/Training Sessions |
| Session 10 | 11/16/09 | Presentations/Training Sessions |
| Session 11 | 11/23/09 | All Work Due |

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or

misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Protection of Human Research Participants

This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.