

MGT301 Organizational Behavior

(3 credit hours)

Course Syllabus

Course Description

This course is a study of the interface between the individual, formal and the informal groups in organizational settings. The focus will be on individual growth, developing interpersonal skills, and understanding group dynamics.

Course Learning Outcomes

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

1. Demonstrate working knowledge of the fundamental theories and principles of organizational behavior and be able to apply them to organizational settings.
2. Assess individual differences and why people and groups in organizations feel and behave as they do.
3. Describe a global mind-set and develop a personal development plan on how to build its three-component forms of capital.
4. Identify processes and methods that can improve the behavior and attitudes of organizational members, including him/herself, thereby improving self-efficacy, emotional intelligence and effectiveness.
5. Demonstrate an understanding of the effects of organizational structure and culture on individual and group behavior.
6. Work collaboratively and effectively within teams to create creative solutions for organizational challenges and demonstrate professional communication skills.
7. Apply the research findings from the field of organizational behavior to more effectively manage the human resources in a variety of organizations.

Required Textbook(s) and Resources

Robbins, S. P. & Judge, T. A. (2023). *Organizational Behavior* (19th ed.). Pearson Publishing.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

This course features a mixture of discussion forums, case studies, assessments, and written assignments. The thrust of the learning activities are geared toward the immediate transfer and application of the course concepts to the workplace. The forums prompt conversation and connection between learners as they research, analyze, and reflect upon current organizational behavior practices and principles. A key written assignment calls for the creation of an employee engagement plan for an organization.

Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides you the opportunity to demonstrate your program’s core competencies. It also shows how the course fits within the broader curriculum. The Key Assessment for this course is Activity 5.3: Employee Engagement Plan.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (30) Activity 1.3 (30)	Discussions Activity 2.1 (30)	Discussions Activity 3.1 (30) Activity 3.2 (30)	Discussions Activity 4.1 (30)	Discussions (n/a)	Discussions Activity 6.1 (30) Activity 6.2 (30)	Discussions Activity 7.1 (30)	270
Assignments (n/a)	Assignments Activity 2.2 (75) Activity 2.3 (75)	Assignments Activity 3.3 (75)	Assignments Activity 4.2 (50) Activity 4.3 (50)	Assignments Activity 5.1 (50) Activity 5.2 (50) Activity 5.3 (155)	Assignments Activity 6.3 (50)	Assignments Activity 7.2 (50) Activity 7.3 (50)	
60	180	135	130	255	110	130	1000

Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | D: 60-69% | F: <60%

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Introduction (Forum) - Initial Post
Week 1: What is Organizational Behavior	<input type="checkbox"/> WED: Activity 1.1 Introduction (Forum) - Secondary Post <input type="checkbox"/> WED: Activity 1.2: Ambushed – Initial Post <input type="checkbox"/> WED: 1.3: Organizational Behavior at the Individual, Group, and Organizational Levels – Initial Post <input type="checkbox"/> SAT: 1.2: Ambushed - Responses <input type="checkbox"/> SAT: 1.3: Organizational Behavior at the Individual, Group, and Organizational Levels – Responses

<p>Week 2: Individual Difference, Emotions, and Moods</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 2.1: Fostering an Environment For Success – Initial Post <input type="checkbox"/> SAT: Activity 2.1: Fostering an Environment For Success - Responses <input type="checkbox"/> SUN: Activity 2.2: Know Thyself <input type="checkbox"/> SUN: Activity 2.3 The Power of Emotional Intelligence
<p>Week 3: Employee Attitudes and Values</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 3.1: Factors Influencing Attitudes at Work – Initial Post <input type="checkbox"/> WED: Activity 3.2: How Attitude Affects Teamwork – Initial Post <input type="checkbox"/> SAT: Activity 3.1: Factors Influencing Attitudes at Work - Responses <input type="checkbox"/> SAT: Activity 3.2: How Attitude Affects Teamwork - Responses <input type="checkbox"/> SUN: Activity 3.3: How Attitudes Shape Job Satisfaction
<p>Week 4: Motivation and Performance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 4.1: What Do Theories of Motivation Have To Do With It? – Initial Post <input type="checkbox"/> SAT: Activity 4.1: What Do Theories of Motivation Have To Do With It? - Responses <input type="checkbox"/> SUN: Activity 4.2: The De-motivation of CEO Pay <input type="checkbox"/> SUN: Activity 4.3: Getting Them To Go the Extra Mile
<p>Week 5: Groups in Organizations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> SUN: Activity 5.1: Intra-group Trust Survival Case <input type="checkbox"/> SUN: Activity 5.2: Team Player of Star? <input type="checkbox"/> SUN: Activity 5.3: Employee Engagement Plan (Key Assessment)
<p>Week 6: Leadership, Power, and Influence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 6.1: Using Power: Good or Bad? – Initial Post <input type="checkbox"/> WED: Activity 6.2: Profiles of Model Leaders <input type="checkbox"/> SAT: Activity 6.1: Using Power: Good or Bad? -

	<p>Responses</p> <ul style="list-style-type: none"> <input type="checkbox"/> SAT: Activity 6.2: Profiles of Model Leaders <input type="checkbox"/> SUN: Activity 6.3: Case Incident
<p>Week 7: Organizational Culture and Change</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 7.1: Managing Change: Is There Such a Thing? – Initial Post <input type="checkbox"/> THU: Activity 7.2: Light Bulb Moments: Insights Into Organizational Behavior <input type="checkbox"/> THU: Activity 7.3: Fostering a Culture For Success <input type="checkbox"/> SAT: Activity 7.1: Managing Change: Is There Such a Thing? – Responses

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.