



MGT-505: ORGANIZATIONAL BEHAVIOR (FORMERLY MGT-108)

Also listed as: ENGR-505

Effective Term

Fall 2023

BOT Approval Date

06/23/2022

Discipline

MGT - Management/Supervision

Course Number

505

Course Title

Organizational Behavior (formerly MGT-108)

Short Title

Organizational Behavior

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48.00 - 54.00

Total Out of Class Hours

96.00-108.00

Total Student Learning Hours

144.00-162.00

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:



- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Cross Listed Course(s)

ENGR-505

C-ID (Admin Only)

CB 00

CCC000609974

Course Title

Organizational Behavior (formerly ENGR-108)

Catalog Description

This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include coverage of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.

Codes

TOP Code (CB 03)

0506.00* - *Business Management

CIP Code

52.0201 - Business Administration and Management, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Develop greater insights into both traditional and contemporary concepts, issues and topics in organizational behavior.
2. Compare and contrast organizational behavior models, goals and objectives.
3. Identify and apply the principles and the barriers of the communication process, both as a sender and a receiver of messages.
4. Demonstrate and strengthen teamwork, communication, conflict and negotiating skills to effectively manage and resolve, individual, team and organizational problems.
5. Understand individual and organizational biases and barriers to creating diverse organizations and teams, including the potential influences of attitudes, values and emotions, perception, and stress.
6. Formulate procedures to promote diversity, inclusion and equity in individuals, teams and organizations.
7. Compare and contrast intrinsic and extrinsic motivation and rewards.
8. Analyze and evaluate theories, approaches and strategies for effective leadership of diverse individuals, teams and organizations.
9. Evaluate organizational structure, organizational culture, change management, effective teamwork, and leadership behaviors and how these are linked to, and impact, company strategies, operations and performance.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will define, identify, and explain organizational behavior and how it relates to a management function by citing an example.
2. Students will examine two managerial roles and apply a leadership theory style to each role by citing examples.
3. Students will identify and explain two diversity issues for managers and how each impacts teamwork.

Program Learning Outcomes

Learning Outcome

1. Analyze data to determine relevant information needed to produce reports, visual presentations, and other business documents.
2. Communicate effectively through appropriate modes of communication (listening, speaking, reading, writing) as they pertain to the business environment with emphasis on the use of computer technology
3. Identify and solve business problems, assess results, and determine alternative courses of action

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Content

Course Lecture Content

1. An Overview of Organizational Behavior
 - a. The Meaning of Organizational Behavior
 - b. The Managerial Context of Organizational Behavior
 - c. The Strategic Context of Organizational Behavior
 - d. Contextual Perspectives on Organizational Behavior
 - e. Global Issues: Managing Across Cultures
2. The Changing Environment of Organizations
 - a. Diversity and business
 - b. Types of Diversity and Barriers to Inclusion

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- i. Trends in Diversity
 - ii. Generational Differences
 - iii. Diversity Issues for Managers
 - c. Globalization and Business
 - i. Cultural Competence
 - ii. Cross-Cultural Differences and Similarities
 - iii. Global Perspective
 - d. Ethics and Corporate Governance
 - i. Framing Ethical Issues
 - ii. Ethical Issues and Information Technology
 - iii. Corporate Social Responsibility
 - e. New Employment Relationships
 - i. The Management of Knowledge Workers
 - ii. Outsourcing and Offshoring
 - iii. Tiered Workforce
 - 3. Individual Differences
 - a. People in Organizations
 - i. Individual Differences
 - ii. The Concept of Fit
 - b. Personality and Individual Behavior
 - c. Other Important Personality Traits
 - i. Locus of Control
 - ii. Authoritarianism
 - iii. Tolerance for Risk and Ambiguity
 - d. Intelligence
 - i. General Mental Ability
 - ii. Multiple Intelligences
 - iii. Emotional Intelligence
 - e. Learning Styles
 - 4. Individual Values, Perceptions, and Reactions
 - a. Attitudes in Organizations
 - b. Values and Emotions in Organization
 - c. Perception in Organizations
 - d. Stress in Organizations
 - e. Cultural Differences and Similarities
 - 5. Motivating Behavior
 - a. The Nature of Motivation
 - i. Individual Differences and Motivation
 - b. Need-Based Perspectives on Motivation
 - i. The Hierarchy of Needs
 - ii. The ERG Theory
 - iii. The Two-Factor Theory
 - c. Process-Based Perspectives on Motivation
 - i. The Equity Theory of Motivation
 - ii. The Expectancy Theory of Motivation
 - d. Learning-Based Perspectives
 - 6. Motivating Behavior with Work and Rewards
 - a. Job Design in Organizations
 - b. Employee Participation and Empowerment
 - c. Flexible Work Arrangements
 - d. Goal Setting and Motivation
 - i. Goal-Setting Theory
 - ii. Goal-Setting Challenges
 - e. Performance Management

- i. Elements of Performance Management
 - ii. The Balanced Scorecard Approach
 - f. Individual Rewards in Organizations
- 7. Groups and Teams
 - a. Types of Groups and Teams
 - i. Group Performance Factors
 - ii. Group Composition
 - iii. Group Norms
 - iv. Group Cohesiveness
 - v. Informal Leadership
 - b. Creating New Groups and Teams
 - c. Managing Teams
 - d. Team Opportunities and Challenges
 - i. Virtual Teams
 - ii. Diversity and Multicultural Teams
- 8. Decision Making and Problem Solving
 - a. The Rational Approach to Decision Making
 - b. The Behavioral Approach to Decision Making
 - c. Group Decision Making in Organizations
 - i. Group Polarization
 - ii. Groupthink
 - iii. Group Problem Solving
 - d. Creativity, Problem Solving, and Decision Making
 - i. The Creative Individual
 - ii. The Creative Process
 - iii. Enhancing Creativity in Organizations
- 9. Communication
 - a. The Communication Process
 - i. Nonverbal Communication
 - ii. One-Way and Two-Way Communication
 - iii. Task Interdependence
 - iv. Barriers to Effective Communication
 - b. Communication Skills
 - i. Listening Skills
 - ii. Giving and Receiving Feedback
 - iii. Writing Skills
 - iv. Presentation Skills
 - c. Communication Media
 - i. The Internet and Intranets
 - ii. Collaboration Software
 - iii. Media Richness
 - d. Organizational Communication
 - i. Downward Communication
 - ii. Upward Communication
 - iii. Horizontal Communication
 - iv. Diagonal Communication
 - v. Formal and Informal Communication
 - vi. Social Networking
- 10. Managing Conflict and Negotiating
 - a. The Nature of Conflict
 - b. Interpersonal Conflict Management Strategies
 - c. The Conflict Process
 - i. Conflict Management Skills
 - ii. Creating Constructive Conflict
 - d. The Negotiation Process

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- i. Negotiating Skills
 - ii. Cultural Issues in Negotiations
 - iii. Alternative Dispute Resolution
 - 11. Traditional Leadership Approaches
 - a. Early Approaches to Leadership
 - i. Trait Approaches to Leadership
 - ii. Behavioral Approaches to Leadership
 - b. The Emergence of Situational Leadership Models
 - c. The LPC Theory of Leadership
 - d. The Path-goal Theory of Leadership
 - e. Vroom's Decision Tree Approach to Leadership
 - 12. Contemporary views of Leadership in Organizations
 - a. Contemporary Situational Theories and Models
 - i. The Leader-Member Exchange Model
 - ii. The Hersey and Blanchard Model
 - iii. Refinements and Revisions of Other Theories
 - b. Leadership through the Eyes of Followers
 - i. Transformational Leadership
 - ii. Charismatic Leadership
 - iii. Attribution and Leadership
 - c. Alternatives to Leadership
 - d. The Changing Nature of Leadership
 - i. Leaders as Coaches
 - ii. Gender and Leadership
 - iii. Cross-Cultural Leadership
 - iv. International Leadership and Project GLOBE
 - e. Emerging Issues in Leadership
 - i. Strategic Leadership
 - ii. Ethical Leadership
 - iii. Virtual Leadership
 - 13. Power, Influence, and Politics in Organizations
 - a. Using Power in Organizations
 - b. Influence in Organizations
 - i. Influence Tactics
 - ii. Role of National Culture in Influence Effectiveness
 - iii. Persuasion Skills
 - iv. Upward Influence
 - c. Organizational Politics
 - i. Causes of Political Behavior
 - ii. Managing Organizational Politics
 - 14. Organizational Structure and Design
 - a. Elements of Organizational Structure
 - i. Characteristics of Organizational Structure
 - ii. Mechanistic and Organic Structures
 - b. Determinants of Organizational Structure
 - i. Business Strategy
 - ii. External Environment
 - iii. Organizational Talent
 - iv. Behavioral Expectations
 - v. Organizational Change
 - c. Types of Organizational Structures
 - i. Functional Structure
 - ii. Divisional Structure
 - iii. Matrix Structure
 - iv. Team-Based Structure

- v. Lattice Structure
- vi. Network Organization
- 15. Organizational Culture
 - a. The Meaning and Determinants of Organizational Culture
 - b. Cultures of Conflict and Cultures of Inclusion
 - c. Effects of Technology and Innovation on Culture
 - d. Managing Organizational Culture
- 16. Organization Change and Change Management
 - a. Forces for Change
 - b. Processes for Planned Organization Change
 - i. Lewin's Process Model
 - ii. The Continuous Change Process Model
 - c. Organization Development
 - i. System-Wide Organization Development
 - ii. Task and Technological Change
 - iii. Group and Individual Change
 - d. Resistance to Change
 - e. Managing Successful Organization Change and Development

Methods of Instruction

Method

Discussion

Integration

Discussions as a class, or in smaller groups will be used to encourage students to exchange ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss their understanding of individual and organizational biases and barriers to creating diverse organizations and teams. Through discussion, students will be able to explore diversity issues for managers and the impact on teamwork. Additionally, discussion will provide opportunities to exchange ideas and formulate procedures to promote diversity, inclusion and equity in individuals, teams and organizations. The instructor will participate in the small group or class discussions and respond to student questions as needed.

DE Adaptations for MOI

Discussions as a class, or in smaller groups utilizing the CMS discussion boards will be used to encourage exchange of ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss their understanding of individual and organizational biases and barriers to creating diverse organizations and teams. Through discussion, students will be able to explore diversity issues for managers and the impact on teamwork. Additionally, discussion will provide opportunities to exchange ideas and formulate procedures to promote diversity, inclusion and equity in individuals, teams and organizations. The discussions will be accomplished through the regular use of the discussions in the CMS; or through the chat, conversations, or group features within the CMS. The instructor will participate in discussions and respond to student questions in the CMS as needed.

Method

Lecture

Integration

Lectures will be used to highlight key concepts related to fundamentals of organizational behavior in various industry settings covered in the course objectives. Lectures will provide information and examples for students to critically and flexibly interpret and respond to business situations and needs, including inherent inequities and biases. Examples include comparing and contrasting the models of organizational behavior, managing communications, motivation and rewards, organizational structure, and change management and how these are linked to, and impact, company strategies, operations and performance.

DE Adaptations for MOI

Using the CMS, accessible audio-visual lecture materials will be delivered to address fundamentals of organizational behavior in various industry settings covered in the course objectives. Lectures will provide information and examples for students to critically and flexibly interpret and respond to business situations and needs, including inherent inequities and biases. Examples include comparing and contrasting the models of organizational behavior, managing communications, motivation and rewards, organizational structure, and change management and how these are linked to, and impact, company strategies, operations and performance.

Method

In-class Exercises

Integration

In-class exercises will be used to cover organizational concepts and work cooperatively in applying concepts and linking competencies to business cases and practices covered in course objectives. Examples include identifying and analyzing the changing environment of organizations, including trends in diversity, cross-cultural differences and seminars, and trends in employment relationships

DE Adaptations for MOI

Students will participate in group exercises to analyze and identify the changing environment of organizations, including trends in diversity, cross-cultural differences and seminars, and trends in employment relationships. Students will discuss their responses in a group setting. This will be accomplished through the use of the group discussions in the CMS; or through the chat or other accessible conferencing tools.

Method

Film/video Viewing and Discussion

Integration

Audio visual materials will be used to stimulate discussions on fundamentals of organizational behavior in various industry settings covered in the course objectives. Examples include comparing and contrasting individual differences, values, perceptions, and reactions in organizations. All video or multimedia will meet accessibility requirements, such as accessible and downloadable slide presentations and PDFs.

DE Adaptations for MOI

Students will view, analyze and discuss accessible audio-visual material addressing fundamentals of organizational behavior in various industry settings covered in the course objectives. Examples include comparing and contrasting individual differences, values, perceptions, and reactions in organizations. This will be accomplished by posting the videos and related assignment information in the assignment area of the CMS through regular use of the discussion area, chat, conversations, or other group features. All video or multimedia will meet accessibility requirements, such as accessible and downloadable slide presentations and PDFs.

Method

Group Projects

Integration

Group projects will be used to cover and explore topics in organizational behavior and work cooperatively in applying concepts to course objectives. In addition to working cooperatively, group projects will provide the opportunity for students and instructor to foster knowledge and share multiple viewpoints. A sample topic could include comparing and contrasting leadership approaches, including managing emerging strategic, diversity, ethical and virtual issues. Another sample topic could be examining the potential influences of attitudes, values and emotions, perceptions and stress have on individual and/or organizational behavior.

DE Adaptations for MOI

Group projects will be used to cover and explore topics in organizational behavior and work cooperatively in applying concepts to course objectives. In addition to working cooperatively, group projects will provide the opportunity for students and instructor to foster knowledge and share multiple viewpoints. A sample topic could include comparing and contrasting leadership approaches, including managing emerging strategic, diversity, ethical and virtual issues. Another sample topic could be examining the potential influences of attitudes, values and emotions, perceptions and stress have on individual and/or organizational behavior. This will be accomplished through the use of the group discussions in the CMS; or through the chat or other accessible conferencing tools.

Methods of Evaluation

Method

Papers

Integration

Papers will be used to measure students' comprehension of topics such as leadership approaches used by management to disseminate organizational culture while managing strategic, diversity, ethical and virtual emerging issues. The paper will be evaluated based on the student's ability to incorporate information from the course material, written composition and data support for findings.

DE Adaptations for MOE

Students will submit paper assignments using the CMS for instructor evaluation. Papers will be used to measure students' comprehension of topics such as leadership approaches used by management to disseminate organizational culture while managing strategic, diversity, ethical and virtual emerging issues. The paper will be evaluated based on a rubric developed by the instructor to include student's ability to incorporate information from course material, written composition and data support for findings. Grading and feedback will be provided within 1 week of the due date via the CMS grade book, chat, or other accessible conferencing tools.

Method

Exams/Tests

Integration

Exams will be used to measure competency of fundamental organizational behavior concepts and objectives, including organizational models, communications, structures, motivations, teams, leadership, and change management. Exams will include multiple-choice, short-answer and/or essay questions. Exams will be evaluated individually by the instructor according to a rubric and/or online grading system within the CMS.

DE Adaptations for MOE

Exams will be used to measure competency of fundamental organizational behavior concepts and objectives, including organizational models, communications, structures, motivations, teams, leadership, and change management. Exams will include multiple-choice, short-answer and/or essay questions. Exams will be evaluated individually by the instructor according to a rubric and/or online grading system within the CMS. Feedback will be provided within 1 week of the due date via the grade book, chat, or other accessible conferencing tools.

Method

Group Projects

Integration

Students will participate in group projects that examine and evaluate organizational behavior practices covered in course objectives, including comparing and contrasting individual differences, values, perceptions, and reactions in organizations. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses supported by learned concepts and theories.

DE Adaptations for MOE

Students will participate in group projects that examine and evaluate organizational behavior practices covered in course objectives, including comparing and contrasting individual differences, values, perceptions, and reactions in organizations. Instructions for completing the project will be posted in the assignments or group discussions area in the CMS. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses supported by learned concepts and theories. Finished projects will be posted within the group discussion area in the CMS, or presented via other conversations features such as Zoom. Instructor feedback will be provided within 1 week of the due date via the grade book, chat, or other accessible conferencing tools.

Assignments

Assignment Type

Reading



In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Attitudes, values and emotions, perception, and stress are all important factors that influence organizational behavior. Read and analyze the chapter "Individual Values, Perceptions, and Reactions" by Rick W. Griffin, Jean M. Phillips, and Stanley M. Gully. Be prepared to discuss and apply these factors in a small group setting. Do you think that it would be easy to influence a subordinate's attitudes, values, or emotions? Why? Which would have the largest influence on the employee's behavior? Why? Additionally, discuss the potential impact and influence cultural differences have on these factors.

How assignment will be adapted in online format

Attitudes, values and emotions, perception, and stress are all important factors that influence organizational behavior. Read and analyze the chapter "Individual Values, Perceptions, and Reactions" by Rick W. Griffin, Jean M. Phillips, and Stanley M. Gully. Be prepared to discuss and apply these factors in a small group setting. Do you think that it would be easy to influence a subordinate's attitudes, values, or emotions? Why? Which would have the largest influence on the employee's behavior? Why? Additionally, discuss the potential impact and influence cultural differences have on these factors. Each group will use the small group discussion area of the CMS to communicate. The instructor will provide feedback 1 week after the due date in the small group discussion area in the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a two-page self-evaluation appraising your growth during this course, evaluating your overall performance, and your organizational and leadership skill set growth. Also, elaborate on your skillset growth in ethical standards and personal biases. Finally, include three skills you intend to develop in your self-evaluation and a plan to do so.

How assignment will be adapted in online format

Write a two-page self-evaluation appraising your growth during this course, evaluating your overall performance, and your organizational and leadership skill set growth. Also, elaborate on your skillset growth in ethical standards and personal biases. Finally, include three skills you intend to develop in your self-evaluation and a plan to do so. Upload the completed assignment into the CMS. The instructor will evaluate and provide personalized feedback 1 week after the due date in the CMS grading area.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Using research methods, identify, interpret and evaluate a real organization (public, private, non-profit) for an organizational behavior issue that can be understood/addressed/improved applying this course's concepts. The purpose of this assignment is to give you an opportunity to apply what you have learned in the course (through course lectures, readings, and discussions) to problems in an organization of your choice. You may research and select a variety of real-life companies, including minority or women owned companies, for this assignment. A sample organizational behavior issue you could explore is diversity issues for managers and the impact on teamwork in the organization. How can management address the issue to promote and embed diversity, equity and

inclusion? Prepare a two-page analysis of your findings, and then complete an oral presentation to the class. You will be required to locate at least two web sites as reliable sources of information.

How assignment will be adapted in online format

Using research methods, identify, interpret and evaluate a real organization (public, private, non-profit) for an organizational behavior issue that can be understood/addressed/improved applying this course's concepts. The purpose of this assignment is to give you an opportunity to apply what you have learned in the course (through course lectures, readings, and discussions) to problems in an organization of your choice. You may research and select a variety of real-life companies, including minority or women owned companies, for this assignment. A sample organizational behavior issue you could explore is diversity issues for managers and the impact on teamwork in the organization. How can management address the issue to promote and embed diversity, equity and inclusion? Prepare a two-page analysis of your findings, and then complete an oral presentation to the class. You will be required to locate at least two web sites as reliable sources of information. Students will record their presentation in a video using CMS tools, present it in a group discussion forum, and provide feedback to one another in the CMS discussion areas. Additionally, upload the completed assignment into the CMS. Students will be evaluated using the CMS grading feedback. The instructor will provide feedback 1 week after the due date.

Course Materials

Textbooks

Griffin, R., Phillips, J., Gully, S. (2020). Organizational Behavior: Managing People and Organizations, 13th Edition Cengage Learning. ISBN: 1337916927

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion are infused throughout the course to create opportunities for students to develop new skills while acknowledging and honoring their existing knowledge base. For example:

- Learning objectives have been updated and revised to include examining organizational behavior issues from a diversity and inclusion perspective. For example, the study of individual- and organizational-level biases and barriers hindering diversity and inclusion in organizations is a major learning objective of this course. Additionally, learning objectives further support diversity and inclusion, for example, by having students formulate procedures to promote diversity, inclusion and equity in individuals, teams and organizations.
- Course content has been infused with opportunities for students to explore diversity and inclusion issues affecting organizational behavior at all levels, including individual, team and organization. Moreover, most chapters include a diversity or inclusion lens to the topic being studied. For example, chapter 1 introduces diversity and inclusion through the discussion of managing across cultures is a global issue. Chapter 2 explores diversity and inclusion in depth, including trends. Another chapter infused with a stimulating perspective on diversity and inclusion is chapter 15. This chapter discusses the effect of technology and innovation on culture.
- Instruction includes discussion that incorporates a learning environment that allows all students to feel safe expressing their views and being respected as individuals and members of a group while discussing deferring views on individual- and organizational-level biases and barriers to creating diverse organizations and teams. Additionally, lectures and in-class exercises will be used to highlight inherent inequities and biases and trends in diversity, stimulating student openness and sharing of point-of-views.
- Assignments provide the opportunity to apply what the student has learned about diversity and inclusion in organizational behavior to real organization. For example, in one of the assignments, students will research a real company for an organizational behavior issue that can be understood/addressed/improved. The organizational issue could include diversity issues for managers and the impact on teamwork in the organization. Moreover, students will be encouraged to research minority and/or women owned companies for the assignment.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Through a variety of teaching methods and materials, the course has been contextualized for diverse learners promoting an equitable course. For example:

- Assignments have been made more equitable by infusing flexibility and variety. For example, students have the flexibility to research a variety of real-life companies, including minority or women owned companies, to study diversity issues for managers and the impact on teamwork in the organization. Flexibility and variety allow students to show what they have learned regardless of their academic strengths, background or familiarity with a particular assignment type. Additionally, the greater diversity of content promotes an equitable course.
- Course content has been designed with equity in mind to ensure that all students have optimal conditions and opportunities to demonstrate their learning. First, content will be delivered in a variety of methods, including but not limited to, class or small group discussions, lecture, and audio-visual materials. Additionally, content will include videos, blogs, slide presentations, accessible and downloadable PDFs, and a variety of websites that feature real-life examples reflecting diverse viewpoints and backgrounds. Infusing variety promotes an equitable course by allowing students to work with their unique scheduling, technological, and personal needs, breaking barriers to access.
- Evaluation methods in the course are designed to promote an equity by incorporating variety in the types of assessments. For example, exams/texts will include multiple-choice, short-answer and/or essay questions. Papers will be evaluated based on the student's ability to incorporate information from the course material, allowing students to show what they have learned regardless of their academic strengths, background or familiarity with a particular assignment type.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Student-to-student interactions will take place during in-class discussions and before and after class. In addition, online courses during asynchronous discussions and a separate discussion area in the CMS will be assigned for student interactions only and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and ask to examine and evaluate organizational behavior practices covered in course objectives including comparing and contrasting individual differences, values, perceptions, and reactions in organizations. Then, each group will report out to the class their group's findings. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialog in the small group and whole-class discussion activities.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions will occur in person or virtually using the CMS to promote student learning and satisfaction. First, the instructor will send a pre-course announcement letter to students so that they feel welcomed to the class and learn a little more about the objectives in this organizational behavior course. The goal of the pre-course announcement is to set an inviting and collaborate tone for future interactions. The instructor will send frequent announcements to offer instruction, comfort and encouragement. In-class announcements or through the CMS will be used by the instructor to consistently communicate with students, keep them abreast of new developments in the course and/or the profession, and to summarize key concepts of previous lectures. The instructor will participate in discussion forums and respond to students' threads, as needed. Instructor will use in-class discussions to interact with students asking them about diversity issues for managers and how those impact teamwork. Instructors will clarify concepts, pose questions, and/or encourage students to make connections between motivation and rewards. Instructors will encourage students to make connections between course concepts and their application by management in a real-life organization. The level of interaction will be dictated by the content and student's needs. The instructor will provide timely and constructive and personalized feedback on assignments, such as the two-page self-evaluation writing assignment. Online or telephone student hours and one-on-one mentoring for individual learners who desire extra support will be provided in order for them to understand critical content, such as individual- and organizational-level biases and barriers to creating diverse organizations and teams.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through active learning activities strategies that promote students' active participation in knowledge construction processes. Active learning activities will include but are not limited to hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. For example, students may be given an assignment of reading and analyzing the chapter "Decision making and Problem Solving" by Rick W. Griffin, Jean M. Phillips, and Stanley M. Gully for cultural differences in an organization that affect work attitudes. Then, share their findings with their classmates. Conflict and differences of opinion derived from varying interpretations of the findings would provide an opportunity to resolve the differences through additional content gathering and more active participation by the students.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative assignments. In addition, each week, students will be requested to complete a reflective journal assignment related to particular learning material. For example, taking time to sit back and think about the material you are learning and how you may want to utilize the material in the workplace and increase your



organizational behavior skill set is very important to your growth and effectiveness as team member. Then, write a one-page reflection on how you plan to identify your weaknesses and strengths as a member of an organization.

The final reflection activity will request students to read through all weekly reflections, paying close attention to how the content in theories, systems, and processes acquired to write a one-page final reflection highlighting how the student will apply learned skills.

Key: 2170