I. OVERVIEW

The following information will appear in the 2016 - 2017 catalog

COMM 400—ORGANIZATIONAL BEHAVIOR 3 UNITS

54.00 Lecture Hours

Limitations on Enrollment: Enrollment limited to students accepted into the Respiratory Care Baccalaureate Degree program.

The study of how people interact in organizations. Course covers a wide breadth of advanced theories and applications dealing with such topics as perception, motivation, decision making, team dynamics, negotiation, conflict management, leadership, and organizational culture. Development of a conceptual understanding of organizational behavior theories and practical applications. Key techniques and processes designed to improve organizational efficiency and effectiveness are fully examined from the perspective of management, workers, and society at large. Field trips are not required. Not repeatable. (A-F or P/NP)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. The Field of Organizational Behavior

      1. Definition of organizational behavior
      2. Theoretical historical perspectives
      3. Current trends for organizational behavior

   B. Perceiving Ourselves and Others in Organizations

      1. Theories about human perception
      2. Perception and organizational performance

   C. Workplace Emotions, Attitudes, and Stress

      1. Stress and attitudes affect on organizational performance
      2. Emotional intelligence theories

   D. Theories of Employee Motivation

      1. Workplace motivation theories
2. Motivation and performance

E. Diversity in the Workplace
   1. Intercultural communication theories

F. Group Behavior, Team Building, and Decision Making
   1. Small group theories
   2. Group development and synergy
   3. Decision making methods

G. Conflict and Negotiation in the Workplace
   1. Conflict management theories
   2. Negotiation approaches

H. Leadership in Organizational Settings
   1. Leadership theories
   2. Leadership and organizational effectiveness

I. Organizational Culture
   1. Definition
   2. Managing organizational culture
   3. Corporate structure

J. Organizational Change
   1. Resistance to change
   2. Planning and executing change

K. Business Presentations
   1. Design and delivery of a business presentation
   2. Integrating academic and social research into a presentation
   3. Analyzing the audience

2. **Recommended Content:**
A. Cross-Cultural Challenges of the Workplace

B. Approaches to Job Design

C. Comparison and Contrast of Groups vs. Teams

D. Identification of the Factors of Organizational Politics

E. Power within Organizations

B. ENROLLMENT RESTRICTIONS

1. Limitations on Enrollment

   Enrollment limited to students accepted into the Respiratory Care Baccalaureate Degree program.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture

2. Instructor facilitated group discussions, classroom activities, and case studies

3. Guest lecture by industry leaders

4. Use of multimedia and handouts to supplement lecture, discussion, and reading

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   A. Weekly reading of one to two chapters in textbook

   B. Weekly reading of handouts and information

   C. Weekly personal reflections on course content and professional experiences

   D. Prepare for multiple exams per term

   E. Prepare and practice for one individual presentation per term

   F. Prepare and practice for one group case study presentation per term

   G. Prepare one academic research paper with a minimum of five academic source citations

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking
A. Weekly reflections: recorded as a written journal, electronic blog, or discussion forum. A typical reflection question: Explain how to maintain human resources and human capital through selection, evaluation, compensation, skill training, and career development.

B. Typical exam question: Based on the case study of Metropolitan Hospital, what recommendations would you give the new Human Resource Director on how to improve the formal networks within the hospital?

C. Typical Individual Presentation Prompt: Prepare and deliver an individual 8-10 minute informative speech with a minimum of five academic citations.

D. Typical Case Study Presentation Prompt: Prepare and deliver a small group 25-30 minute case study presentation with a minimum of five academic citations.

E. Typical Research Paper Prompt: Prepare one academic research paper evaluating how an organization's culture impacts its efficiency and effectiveness with a minimum of five academic source citations.

F. TEXTS AND OTHER READINGS (TYPICAL)


3. Other: Organizational Behavior
   Open Source Textbook - Creative Commons
   https://saylororg.github.io/text_organizational-behavior-v1.1/

III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

   Upon satisfactory completion of this course, the student will be able to:

   a. Define organizational behavior.
   b. Evaluate how perceptions influence workplace relationships.
   c. Examine how attitudes, emotions, and stress affect workplace behavior.
   d. Analyze how motivation can affect individual and group performance and assess the effects it has within an organization.
   e. Discuss how intercultural theories and concepts can be used to evaluate human interactions within an organization.
   f. Compare and contrast communication strategies that influence synergy within a small group.
   g. Synthesize conflict management approaches to appraise which one would be the most effective when resolving disputes given context and relational organizational constraints.
   h. Compare and contrast negotiation strategies.
   i. Appraise a leader's influence on an organization's culture and interpersonal climate.
   j. Define organizational culture and analyze how it affects employees within an organization.
k. Describe organizational change and assess its effect on an organization.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION
   1. Speaking and writing assignments
   2. Asynchronous and synchronous group discussions
   3. Problem-solving exercises

B. SUMMATIVE EVALUATION
   1. Written unit examinations to include essays
   2. A 25-30 minute, small group oral presentation with a minimum of five scholarly (MLA) source citations.
   3. A 1500-2000 word academic research paper with a minimum of five scholarly (MLA) citations.
COMM - 400: Organizational Behavior

Course Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

1. improve his/her skills in critical thinking, oral communication, and teamwork.
2. explain key theoretical aspects and practical applications of organizational behavior.
3. evaluate organizational behavior concepts and theories to assess which strategies will enhance organizational situations.
DISTANCE EDUCATION: MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have access to a computer and the Internet. Course has one or more on-campus meetings.

Describe this hybrid option. Typically, what parts of the course are done face-to-face? Typically, what parts are done online?
Approximately 50% of the course is completed in a face-to-face format and approximately 50% is completed online. All speeches are performed in a face-to-face, faculty-supervised, live audience format. Typical on-campus meetings may include a first day orientation session, intercultural communication simulation, problem solving exercises, and public speaking performances. Online work includes taking tests on course concepts, writing a research paper, participating in discussion forums, maintaining a blog/journal, and researching evidence to support speeches delivered in class. Students are encouraged to contact the course instructor via email, telephone, or arrange to see the instructor face-to-face when they need assistance.

METHOD OF INSTRUCTION:
- On Campus Orientation Sessions
- Group Meetings/Review Sessions
- Telephone Contact
- E-mail
- Asynchronous Discussion
- Viewing Text-based Materials
- Viewing video/audio Materials
- Listening to audio-only materials
- Web or Computer-based Activities
- Written Assignments
- Reading Course Materials
- Other Assigned Readings
- Quizzes, Exams, and Surveys
- Group Projects

CHECK BELOW THE METHODS THAT WILL ENSURE APPROPRIATE INSTRUCTOR/STUDENT CONTACT AS REQUIRED BY TITLE 5:

DESCRIBE HOW THE METHODS SELECTED WILL ALLOW STUDENTS TO MEET THE COURSE LEARNING OUTCOMES OF THE COURSE:
Students will have access to various reading materials, videos, and audio material that will enable them to demonstrate their competence with organizational behavior concepts and theories. Discussion forums will also allow students to demonstrate their knowledge of the course concepts, as well as work collaboratively together to analyze and evaluate organizational behavior concepts and theories. When meeting on campus, students will engage in simulation exercises/activities that will reinforce the course concepts and theories.
Students will also perform two on campus presentations that will measure their ability to synthesize, evaluate, and articulate various concepts in the course.

ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE?
IF SO, IN WHAT WAYS DO THEY DIFFER?
Methods of evaluation are the same as those listed on course outline. One potential difference in evaluation is utilization of technology for online testing.