Course Number: PSY 434-IS
Course Title: Organizational Psychology
Department Name: Psychology
College/School/Division Name: School of Education & Behavioral Sciences
Term: Spring 2021
Course Credits: 3
Class Meeting Days: Online
Class Meeting Hours: Online
Class Location: Online

Instructor Name: Blendine P. Hawkins, Ph.D., LMFT
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Office Hours: By appointment- please feel free to email me to set up a time to meet

Catalog Course Description

The subfield of psychology that deals with work in commercial and industrial settings. Areas covered include job morale, satisfaction, organizational effectiveness, growth, and change. The field covers the individual worker plus the worker in a group setting.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:
1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship

4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Textbooks

Required:
Robbins, S. P., & Judge, T. A. (2001). Organizational behavior, 18th ed. Pearson Publishers.

Recommended:
McNeilly, M. R. (2012) Sun Tzu and the Art of Business: Six Strategic Principles for Managers. Oxford University Press.

Psychology Program Learning Outcomes (PLO)
1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Program Linking Statement
This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1), 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2), 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3), and 4) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences (PLO 4).

Course Description
The scope of this course is an exploration of organizational structure from the perspective of psychology. The focus of this course is an examination of the impact/interaction of individual processes, group processes, and organizational processes upon productivity, job satisfaction, absenteeism and turnover. The course will focus on 1) **psychology in context**: psychology and organizations, 2) **social psychology of work behavior**: emotions, diversity, motivation, attitudes, social behavior in organizations, leadership, and stress management, 3) **person-work-organization fit**: analyzing work, performance appraisal and feedback, staffing: attraction, interview skills, selection, and placement, training and development, and the work context, 4) **behavior management**: communication, groups and teams, decision making, interpersonal skills, designing effective organizations, managing change in organizations, 5) emotional intelligence within organizations, and 6) **organizational culture**. The course will also focus on the Art of Business by Mark McNeilly, thus providing a culturally diverse perspective to organizational psychology.

Student Learning Outcomes
Student will demonstrate an understanding of:
1. The application of the scientific method and research to managerial problems within organizations.
2. The impact of individuals, groups, and organizational structures on productivity, job satisfaction, absenteeism, and turnover.
3. Evolutionary theory and its relationship to organizational psychology.
4. The application of psychological principles to organizational structures and organizational culture.

5. Ethical concerns within the context of organizational psychology.
6. Cross-cultural concerns within the context of organizational psychology.
7. Stress management for the quality of an individual's life and morale at work.
8. Chinese approach to organizational management.
9. The social, emotional, and interpersonal skills necessary to manage within an organizational context.
10. How the Five Marianist Educational Values are integrated into the course.

Description of the Assessments

Assessment	Description	Points
Discussion Questions	Each week there will be assigned chapter readings from your textbook. The 5 Online reflections will be based on the readings. Each reflection post should be no less than 2 pages. Your reflection must contain a reference to the content from your reading that week for you to receive full points. Probing questions, video content and other media will be posted that you will have to apply the concepts to.	120pts 6 x 20
Organizational Behavior Research Paper and Video Presentation	This assignment will train you how to observe behavior in organizations and synthesize both the concepts from your text and also the research literature (step-by-step instructions on how to access the literature will be provided on Canvas). To do this paper you will choose a familiar organization as a study site. Notify me of the organization for approval by Week 5. For example, you may select a club, a business, a non-profit agency, a military unit -- or any other type of formal organization. You will construct a review of the organization which includes such areas as diversity, attitudes and job satisfaction, personality, values, group behaviors, communication, politics, etc, along with concepts from The Art of Business. Guidelines for the paper and presentation, and a grading rubric will be made available on Canvas. You will summarize the research on one of the main concepts that you cover in your review using peer reviewed academic sources. This paper should demonstrate a good understanding and ability to integrate organizational psychology concepts in reviewing a real organization. The paper should be no less than 5-6 pages excluding title and reference pages, APA formatted, and include at least 3 references. The video presentation will be a brief 3-5 minute summary of your paper. Think about your video as a short review of the main features of your chosen organization using Organizational Psychology concepts. Your video presentation should include the research you accessed and can be as simple as you standing in front of a camera and speaking, or an animated video using programs such as Powtoon, Moovly, or Prezi. Your video must be uploaded to Youtube (I will provide detailed instructions on how to do so) by the same deadline as your paper.	155 points
Midterm 1	The Mid-terms will cover content from chapters in the texts, and will include multiple choice questions, and short-answer questions.	50 points
Midterm 2	The Mid-terms will cover content from chapters in the texts, and will include multiple choice questions, and short-answer questions.	55 points
Final Exam	The Final will be cumulative and will include mostly multiple-choice questions.	120 points

Course Requirements
Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

Online Reflections	120 pts (6 x 20pts)
Mid-Term Examination 1 & 2	105 pts
Final Examination	120 pts
Organizational Behavior Research Paper	155 pts
Total Points	500

Grades for the course will be assigned using the following points-percentage equivalency:
450-500   90% - 100% A -Outstanding scholarship and an unusual degree of intellectual initiative.
400-449   80% - 89%   B -Superior work done in a consistent and intellectual manner.
350-399   70% - 79%   C -Average grade indicating a competent grasp of subject matter.
300-349   60% - 69%   D -Inferior work of the lowest passing grade; not satisfactory for fulfillment of Pre-
                                    requisite coursework.
349↓   59% or below F -Failed to grasp even the minimum subject matter; no credit given.
I – Did not complete a small portion of the work or final examination due to circumstances beyond the
student's control. The issuance of an "I" grade is not automatic.

Class policies
This course requires you to log in to Canvas weekly. In lieu of in vivo class meetings, there will be quizzes and group discussions, and while you can work at your own pace, there are clear deadlines for all assignments.
- All assignments will be due by 11:59 pm on the due date specified on this syllabus.
- No late assignments will be accepted unless a special arrangement was made 48 hours prior to the due date or test date. Late submissions will be accepted within 7 days of the due date (except past the last week of class) and a 5 percent late deduction per day will be incurred for each class day it is late.
- You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). Documentation may be necessary.
- All assignments must be completed within the time frame of this class. No work will be accepted after the last week of the term. Incomplete grades are not automatically issued without prior correspondence and deliberation.
- No examinations will be administered after its due date has passed (please refer to the course calendar below).
- If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.
- Papers or submissions that do not meet my minimum length requirement will be docked points.
- Written assignments will need to be constructed using APA formatting.
- Any student who stops attending a course without officially withdrawing may receive a failing grade.
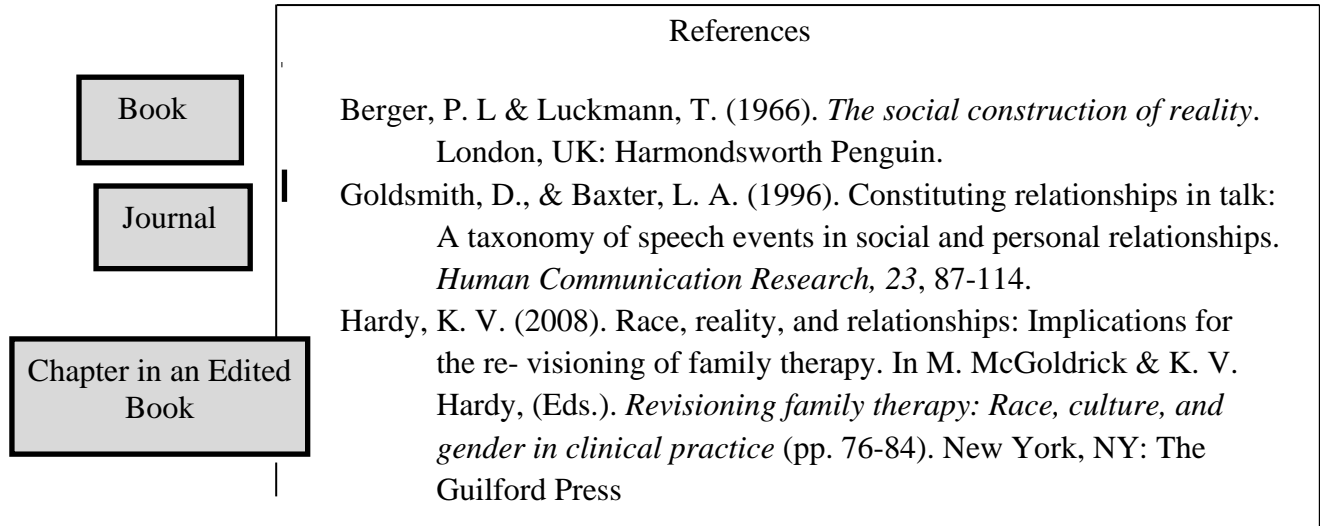YOU MUST DO THE READING TO DO WELL IN THE COURSE.

Class Policies:
➢ Unexcused absences of an equivalent of more than 3 classes will incur a grade reduction. No make-up work will be allowed for a missed class.
➢ If you are having side conversations, distracting your peers, using technology excessively and not related to the course content, or not participating in class activities and discussions, you will not receive full points for 'Attendance & Participation".
➢ Please contact me BEFORE an assignment is due if you know you will be late in submitting. Late submissions will be accepted only until 7 days after the due date but 10 percent of the total possible points will be deducted for each class day it is late. Grading rubrics will be made available for the paper assignment.
➢ All assignments must be completed within the time frame of this class. No work will be accepted after the last class of the term. Incomplete grades are not automatically issued without prior correspondence and deliberation

➢ No examinations will be administered after its scheduled dates (please refer to the course calendar below) unless a doctor's note is provided or a special arrangement was made in advance.
➢ If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.
➢ Papers or submissions that do not meet my minimum length requirement will be docked points.
➢ Written assignments will need to be constructed using APA formatting.
Any student who stops attending a course without officially withdrawing may receive a failing grade.

Citations and Reference
Any assignments that includes cited research should include a Reference page, listing your full source/references. Examples of references in APA format:

	References
Book	Berger, P. L & Luckmann, T. (1966). *The social construction of reality*. London, UK: Harmondsworth Penguin.
Journal	Goldsmith, D., & Baxter, L. A. (1996). Constituting relationships in talk: A taxonomy of speech events in social and personal relationships. *Human Communication Research, 23*, 87-114.
Chapter in an Edited Book	Hardy, K. V. (2008). Race, reality, and relationships: Implications for the re- visioning of family therapy. In M. McGoldrick & K. V. Hardy, (Eds.). *Revisioning family therapy: Race, culture, and gender in clinical practice* (pp. 76-84). New York, NY: The Guilford Press

● Please cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, you will have to use quotation marks and in parenthesis note the author's last name, year of publication, and the page from which you took the quote.
● Example of how to cite a direct quote: "Past research has indicated that "becoming parents heightens couples' awareness of their identity intersections and they turn towards mutually supporting each other" (Hawkins, 2016, p. 121).
● If you paraphrase or just report on what you've read of someone's publication, use the parentheses but omit the page number.
Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition. The Purdue website can also be helpful: https://owl.english.purdue.edu/owl/resource/560/01/

Course resources

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian vcoleman@chaminade.edu 808-739-4661	Available to assist with literature searches as well as answer questions regarding research
The Purdue Owl https://owl.purdue.edu/owl/purdue_owl.html	Online resource for writing, structuring your paper, and citing research using APA formatting.
Grammar Girl https://plus.google.com/u/0/+MignonFogartyGrammarGirl?rel=author	Grammar Girl provides short, friendly tips to improve your writing. Named one of Writer's Digest's 101 best websites for writers multiple times.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.
4. Please refer to your Student Handbook for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Deportment, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.

Attendance
Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

SCIENTIFIC METHOD DEFINITIONS
The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.
The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations, Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

Cell phones, tablets, and laptops
Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy
The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy
From the 2019-2020 Undergraduate Academic Catalog (p. 39):
Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf

Credit Hour Policy
The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

For further information, please refer to the Student Handbook: https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf

Marianist Educational Values
Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

Educate for Formation in Faith
Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

<u>Provide an Excellent Education</u>
In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing
their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education.   Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

<u>Educate in Family Spirit</u>
Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also
enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

<u>Educate for Service, Justice, and Peace</u>
The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

<u>Educate for Adaptation to Change</u>
In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton*

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

Date	Topic	Readings Due:	Assignments Due:
Week 1	• Review Syllabus • What is Organizational Behavior	Robbins & Judge Chapter 1	**Review course requirements**
Week 2	• Sun Tzu: The Art of Business	McNeilly Chapter 1-2	**Online Reflection Post 1**
Week 3	• Sun Tzu: The Art of Business	McNeilly Chapter 3-4	
Week 4	• Sun Tzu: The Art of Business	McNeilly Chapter 5-6	**Online Reflection Post 2**
Week 5	• Diversity in Organizations • Attitudes and Job Satisfaction	Robbins & Judge Chapters 2-3	
Week 6	Midterm ✓ McNeilly Chapters 1-6 ✓ Robbins & Judge Chapters 1-3		**MID-TERM 1**
Week 7	• Emotions and Moods • Personality and Values • Perception and Individual Decision Making	Robbins & Judge Chapter 4-6	**Online Reflection Post 3**
Week 8	• Motivation Concepts • Motivation: From Concepts to Applications	Chapter 7-8	**Online Reflection Post 4**
Week 9	• Foundations of Group Behavior • Understanding Work Teams	Chapter 9-10	**Online Reflection Post 5**
Week 10	Midterm • Communication • Leadership	Chapter 11-12	**MID-TERM 2**
Week 11	• Power and Politics Conflict and Negotiation	Chapter 13-14	**Online Reflection Post 6**
Week 12	• Foundations of Organizational Structure • Organizational Culture	Chapter 15 & 16	
Week 13	• Human Resources Policies & Practices • Organizational Change and Stress Management Final Project Due	Chapter 17-18	**Organizational Behavior Research Paper AND Presentation DUE**
Week 14 FINALS WEEK	Final Examination (Chapters 1 through 15)		**FINAL EXAM**