



Organizational Behavior Course Syllabus

WESTERN GOVERNORS UNIVERSITY

Organizational Behavior

Hello, and welcome!

Have you ever noticed how organizations have different cultures? Some may exhibit positive morale and collaboration. Others may experience challenges in team building and productivity. The success of organizations can often be traced back to how people act within them. In this course, you will learn about those behaviors and how they affect group achievement. You will explore critical concepts such as individual behavior and the ways in which groups develop. You will also analyze the nature of work teams, leadership, and performance evaluation. This knowledge will prepare you for success in any group environment.

We invite you to take a minute to learn about the course by reviewing the information that follows. This way, you will be better able to understand the expectations of the course as a whole. Then you can determine how to manage your time and efforts as you navigate through it.

You are in the right place. You belong here. You can do this!

Course Description and Competencies

WHAT TO EXPECT

In this course, you will study individual behavior and the ways in which groups develop. You will also consider the nature of work teams, organizational culture, leadership styles, and performance improvement.

The material is divided into six modules, which focus on the following topics: individuals, groups, team building, culture, leadership, and performance. Knowledge checks and videos appear throughout the course and help you check your learning.

This course covers the following competencies:

- A. The graduate can describe the effects of specified influences on individual behavior.
- B. The graduate can recommend appropriate principles or techniques for guiding the development of a group.
- C. The graduate can determine which type of team and team leadership should be used to accomplish a task or project.
- D. The graduate analyzes the culture within an organization to determine how to work effectively within that organization.
- E. The graduate can analyze leadership theories, methods, and tools in given situations and select the appropriate behavior of the leader.
- F. The graduate can develop and recommend how to implement effective performance-evaluation processes.

Assessment

The assessment provides an opportunity to demonstrate your mastery of the competencies in this course. You may attempt the assessment two times before additional support is necessary. If you require further attempts, please contact your Course Instructor or Student Experience Specialist.

◆ **1** final exam ◆ **3** competency units

Course Outline

| Module | Upon completion of this module, you will be able to: |
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| Individuals | <ul style="list-style-type: none"> A. Describe personality, the way it is measured, and the factors that shape it. B. Compare cultural and value frameworks. Including Hofstede’s value dimensions and the GLOBE framework, and their implications for behavior. C. Explain the factors that influence perception and decision-making. D. Contrast the three ethical decision criteria. E. Explain the key elements of motivation and how classic and contemporary motivation theories complement one another. |
| Groups | <ul style="list-style-type: none"> A. Distinguish between the different types of groups and explain how groups develop and function. B. Demonstrate how norms, status, and size exert influence on individual behavior. C. Explain how cohesion and group processes influence group decision-making and effectiveness. D. Describe types of conflict and outline the negotiation and conflict resolution process. E. Show how individual differences and social factors influence negotiations. F. Assess the roles and functions of third-party negotiation in managing conflict. |
| Team Building | <ul style="list-style-type: none"> A. Analyze the continued popularity of teams in organizations. B. Contrast the five types of team arrangements. C. Identify the characteristics of effective teams. D. Explain how organizations can create effective teams. E. Decide when to use individuals instead of teams. |
| Culture | <ul style="list-style-type: none"> A. Describe the common characteristics of organizational culture. B. Compare the functional and dysfunctional effects of organizational culture on people and the organization. |

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|---------------------------|---|
| | <ul style="list-style-type: none"> C. Identify the factors that create and sustain an organization’s culture. D. Explain how culture is transmitted to employees. E. Discuss how change operates both within and outside organizations. |
| <p>Leadership</p> | <ul style="list-style-type: none"> A. Identify the central tenets and main limitations of behavioral theories. B. Discuss the roles of leaders in creating ethical organizations. C. Identify challenges and emerging perspectives in understanding leadership. D. Explain the value of organizational behavior and identify challenges and opportunities in applying OB concepts. E. Describe the key employability skills gained from this course. |
| <p>Performance</p> | <ul style="list-style-type: none"> A. Contrast leadership and power, including the bases and dynamics of power in organizations. B. Identify power or influence tactics, their contingencies, and the role of dependence in power relationships. C. Analyze how politics work in organizations. D. Explain the causes and consequences of abuse of power in organizations E. Describe key human resource practices, including recruitment, selection, training, and performance management. F. Describe the leadership role of human resources (HR) in promoting effective, inclusive, and accessible workplaces. |

Source

Throughout this course, you will find a number of ethical dilemmas and case incidents. These elements were adapted from the following source:

- *Organizational Behavior*, 19th edition, by Stephen P. Robbins and Timothy A. Judge

Technology Requirements

We want you to have the tools to succeed! Since this course includes at least one proctored test, please be sure to have a working microphone, speakers, and an external webcam.

Unfortunately, an internal webcam (built into many laptops) is not acceptable. (Note: The external webcam is required only for exams that have proctors. You do not need one for practice tests and other non-proctored assessments.)

If you haven't already, be sure to download the [Meazure Learning Guardian](#) browser, which you will need for the proctoring system.

For other details about the technology you'll need, review the [Computer System and Technology Requirements](#). If you have questions about your setup, contact support@academy.wgu.edu.

You will need Adobe Acrobat Reader DC. If you haven't already, [download this free software](#). You may encounter an interactive form that contains fields that you can select or fill in. Review [how to fill in a PDF form](#).

Key Contacts

Course Connect

Check out this online community to take advantage of course resources, including videos and tips from your educators. You can ask and answer questions, provide feedback on your progress, and interact with fellow students. You will find this platform in the Student Resources section of the course. Log on and do some exploring!

Tutor.com

If you need academic support, don't hesitate to contact [Tutor.com](#). There, you have access to thousands of tutors. And they are available 24/7 from any internet-ready device. You can also benefit from instructional videos, study tools, and other assistance.

Technical Support

If you encounter technical issues, be sure to contact the Help Desk. Just [submit a Support Request for assistance](#).

Program Support

Do you have questions about your account? Student Support has answers. They can help with billing, switching courses, and other requests. You can contact them at (888) 320-0540 or support@academy.wgu.edu.

Accommodations

WGU provides compliant and accessible learning experiences. If you require accommodation, please contact us at the start of the course. You can email disability@academy.wgu.edu or call (888) 320-0540. We are committed to ensuring that all students with disabilities have equal access to WGU's services and materials. We strive to use best practices for accessibility. Our goal is to conform to existing U.S. laws. These include the Americans with Disabilities Act and Section 504 and Section 508 of the Rehabilitation Act. Our learning management system (LMS) platform is Open edX. Open edX's commitment to accessible content is published on their [Website Accessibility Policy](#).