Overview:

Organizational Behavior is the utilization of theory and methods of academic disciplines of understanding and influencing behavior of people in organizations. In general, this course will explore the interactions between individuals and the systems in which they live and work. Individual and group levels of analysis are included in covering such topics as diversity, communications, motivation, power, conflict, school culture, group development and performance, innovation, quality, individual effectiveness & development, leadership, and intergroup behavior.

In addition to conceptual inputs, this course will utilize structured activities, simulations, case analysis and student presentations in order to: 1) provide opportunities to actually experience the behavioral dynamics being studied; and b) to provide situations wherein students can assess the relevance of the dynamics being studied.

Course Goals/Topics/Outcomes:

The course primarily focuses on ISLLC standards one, two, three and six. More specifically, students will:

- Develop a vision of learning for a school that promotes the success of every student, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change

- Assess school culture using multiple methods and implement context- appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.
• Demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making, with attention to indicators of equity, effectiveness, and efficiency.

• Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

• Demonstrate knowledge of behavioral science theory and concepts useful in organizations, with special emphasis on small group theory.

• Demonstrate knowledge of methods and techniques that are helpful in developing effectiveness in individual, teams, and organizations.

• Demonstrate appreciation of diversity, its dynamics and its impact on individual, team, and organizational effectiveness.

• Demonstrate ability to use team skills, e.g., problem solving, decision making.

• Demonstrate improved skills in interpersonal communications.

The overall intent of the course is to emphasize skills development, understanding, and knowledge that you can use in your work setting. Student input into the content and design of the class is expected.

*Readings:

Two texts selected from a reading list provided by instructor.

*Course Requirements:

1. Students will be expected to write disposition statements.
2. Students will be expected to attend class and actively participate.
3. Students will be expected to submit two reviews on books selected from reading list.
4. Students will be expected to submit a paper on a topic assigned by the instructor.

*Evaluation:

1. 10% of grade is determined by the disposition statements.
2. 15% of grade is determined by class participation.
3. 15% of grade is determined by reviews of two books from reading list.
4. 60% of grade is determined by the paper.

*Class Policies:*
Students are expected to attend all classes and come to class prepared. All papers and projects are due on designated dates. Incompletes will not be given except in unusual circumstances.

If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible.

At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Students experience difficulty in courses for a variety of reasons. For problems with writing skills or time management, make an appointment to see a student tutor at the Learning Center, 253 Luther Bonney (780-4228). Help is also available through the Counseling Center, 106 Payson Smith (780-4050) and the Office of Academic Support for Students with Disabilities, 237 Luther Bonney (780-4706)
Mission

We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

Core Values

We share the following commitments:

• Democracy – to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.

• Civility and caring – to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.

• Equity and Diversity – to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.

• Social Justice – to speak for and empower people who are disenfranchised and work towards a more just society.

• Ethical practice – to engage in and insist on the highest level of professional practice.

• Scholarship – to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.

• Professional Learning and Continuous Improvement – to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.

May, 2008
August 31
September 7 - “No Class”
September 14
September 21 - “Disposition”
September 28
October 5 - “Book Review 1”
October 12 - “No Class”
October 19
October 26 - “Book Review 2”
November 2
November 9
November 16
November 23 - “Paper to critical reader”
November 30
December 7 - Paper / Presentation
December 14