Arizona State University
PAF 508 - Organizational Behavior
I-Course (Canvas)
(Course No.: 80379)
August 20 - Nov. 30, 2020
(ASU cancelled fall break to reduce travel)
(Syllabus Update on August 2)

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Course Objectives

    "Organizational life" is ubiquitous. When born, we are into a family; when grown, we go to school, church, associate with community, get a job, or create a self-employed organization. As long as we live in a society, we can not avoid organizations. We have a need to understand them and the people within them.
    This course shall examine key issues of organizational behavior, with a special attention to organization behavior in the public sector. Students shall：
  learn the theories related to organizations and individuals in organizations;
  learn about the "self" in organizations;
  learn about motivation, leadership, communication, conflict resolution, culture, and environmental constraints;
  learn to learn to identify, enhance and create public value in organizations;
  learn to address organizational and ethical issues;
  understand and apply professional codes of conduct, demonstrate fairness, honesty, integrity, and ethical and legal awareness, and inspire public trust and confidence in public administration;
  learn to improve team work and leadership skills, including the ability to write, analyze, think creatively and strategically, collaborate, take risks, make and implement decisions;
  learn fast reading and take take notes;
  perform organizational behavior analysis;
  understand organizational learning, and use learning strategies to overcome organizational defense to induce change.

Texts

Required: Organizational Behavior (18th Edition), by Stephen P. Robbins and Timothy A. Judge P .C. (Note: Other versions are also ok but needs minor self-adjustment in reading assignments (Some case studies are different).

Reference book (not required. Student may choose to buy a couple for intensive reading and writing book report):
1. Bowditch, James L., Buono, Anthony F. & Stewart, Marcus M. (2007 or newer edition). *A primer on organizational behavior.* John Wiley & Sons. (Used as a supplemental reading for those who may prefer a different writing style. Student may look for relevant chapters in this book to read for additional information).
2. All Organizations are Public: Comparing Public and Private Organizations. Sep 1, 2004 by Barry Bozeman
3. Understanding and Managing Public Organizations, 5th Edition. Feb 3, 2014 by Hal G. Rainey
4. Essentials of Organizational Behavior: An Evidence-Based Approach. Jan 19, 2018. by Terri A. Scandura
5. The Fifth Discipline Field-book: Strategies and Tools for Building a Learning Organization. 2006, by Peter M. Senge
6. The Protestant Work Ethic and the Spirit of Capitalism. May 5, 2017. by Max Weber (Author), Talcott Parsons (Translator)
7. Teaching Smart People How to Learn (Harvard Business Review Classics). May 19, 2008 by Chris Argyris

8. Organizational Learning II: Theory, Method, and Practice. Oct 4, 1995 by Chris Argyris and Donald A. Schon
9. Theory in Practice: Increasing Professional Effectiveness. Feb 17, 1992 by Chris Argyris and Donald A. Schon
10. Argyris is Arduous: A Strategy for Teaching and Learning Models I & II Theories-in-use: Fundamentals of implementing complex initiatives in organizations. Apr 21, 2014 by Dr Hemant C Sashittal Ph.D.
11. ARGYRIS: OVERCOMING ORG DEF _c1..Mar 25, 1990 by Chris Argyris
12. Flawed Advice and the Management Trap: How Managers Can Know When They're Getting Good Advice and When They're Not . Jan 13, 2000. by Chris Argyris
13. Reasons and Rationalizations: The Limits to Organizational Knowledge. Jun 10, 2004 by Chris Argyris
14. Organizational Traps: Leadership, Culture, Organizational Design. 2012 by Chris Argyris
15. Knowledge for Action: A Guide to Overcoming Barriers to Organizational Change. Apr 15, 1993 by Chris Argyris
16. 1 of 2 On Organizational Learning Jun 18, 1999 by Chris Argyris
17. Overcoming Organizational Defenses: Facilitating Organizational Learning. (Author) Chris Argyris1990
18. Organizational Learning: A Theory of Action Perspective (Addison-Wesley Series on Organization Development.) . Jun 1, 1978 by Chris Argyris and Donald A. Schon

It is also possible for students to pick a book of his/her own choice and write a book review on it. Additional readings *maybe available online.*

Supplemental Readings：

Other supplemental readings (mostly articles) shall be provided in Canvas or downloadable from ASU library's Google Scholar.

Assignments and Grading

Assignment	Percent of Final Grade	Due
Participation/Discussion Leader	5%	
Classlog (individual weekly learning log)	50%	A weekly learning log recording what you have read and learned from the class. It should be turned in every Three Weeks as instructed in the learning log guide and Module Guide (see Canvas) . A merged log should be turned in towards the end of the course prior to final examination time. Use View-Navigation Pane in Word to build the classlog guided by weekly titles (Heading I: Week1, Week2, Week3…; Heading II, chapters, Heading III, Definition of terms; Heading IV, others). Apple user may find similar functions in its own word processor.
Book Report Submittal file should be named as: Bookreportyourname.doc	20%	Book report is due anytime during the semester but no later than Nov. 15th. It should include full citation for the book, a summary of the content of the book, other people's comment about the book, your own comments about the book in relation to the knowledge you have learned from the text and other readings.
Final Examination (Alternatively, you may opt for writing an essay or Case analysis):	30%	Final examination shall cover materials for the whole course. A study guide shall be provided prior to the examination. Students keeping good reading log along the way should find it easy to prepare for the examination.

Essay or Case Analysis (10 -12 pages)

Each student shall write an essay or perform a case analysis using the knowledge learned from the class.

The topics of the essay could be: 1. Understanding Myself: An Assessment of My Personality Traits and the Best Possible Career for Me. 2. What Do I Know About Organizational Behavior Theories and How Could Knowledge of Them Help with Our Organizational Life. 3. What Are the Possible Strategies to Overcome Organizational Defenses. 4. How Are Public Organizations Different from Private Organizations and How These Differences Affect Employee Motivation and Performance. 5. What Is Organizational Learning and Why It Is Needed.

For those who would rather write a case analysis, the case could be chosen either from the texts, from other readings, or a real working situation. What, Where, When, Who, How the case has happened, what organizational behavior theories could be applied to the analysis of the case, enlighten a better alternative solutions for the situation.

Textbook and Online materials have some personality analysis exercise, interested students may use them to perform a personality analysis for him/her self.

APA reference style is strongly recommended. The citation is: American Psychological Association. Publication Manual of the American Psychological Association, 5th ed. Washington, DC: American Psychological Association, 2001. Also, the following links gives complete explanations of the different citation styles. APA is preferred for this course.

http://www2.liu.edu/cwis/cwp/library/workshop/citation.htm

The course upholds its standards of academic integrity. Plagiarizing or cheating will lead to consequences of penalty.

Participation/Attendance

Attendance and participation are important to everyone's overall course experience. *All students are expected to have read the assigned readings and take proper notes. These notes shall be turned in in a Classlog about every three weeks, and a final and the merged Classlog should be turned in at the end of the course.*

Presentations and Discussions

Students are encouraged to share his/her book review with the class online in the discussion session by taking the initiative to start a thread.

Late Work

All work is due by the first day of the week every three weeks unless otherwise specified. In general, late-work shall not be accepted unless there are compelling reasons.   Do not wait until the last minute to turn in your assignment since there may be technical issues with Canvas.

Course Schedule

Week	Topic	Readings
8-20	Introduction: What Is Organizational Behavior	Robbins and Judge, Chapter 1. What Is Org. Behavior
8-27	Diversity in Organizations	Robbins and Judge, Chapter 2. Diversity **Supplemental Readings (optional):** Selden, S. C., & Selden, F. (2001). Rethinking diversity in public organizations for the 21st century moving toward a multicultural model.

		Foldy, E.G., Rivard, P, and Buckley, T.R (2000). Power, safety, and learning in racially diverse groups. Pitts, D. W. (2005). Diversity, representation, and performance: Evidence about race and ethnicity in public organizations.
9-03	The Individual	Robbins and Judge, Chapters 3,4,5 (Attitudes,Emotions, and Personalities)
9-10	Decision-making	Robbins and Judge, Chapter 6 (Perceptions and Decision-making)
9-17	Motivation	Robbins and Judge, Chapters 7,8 (Motivations, Applications) **Supplemental Readings (optional):** Perry, J. L. & Wise, L. (1990). The motivational bases of public service Braender, M. & Andersen, L. B. (2013) Does deployment to war affect public service motivation?
9-24	The Group	Robbins and Judge, Chapters 9,10 (Group Behavior,Teams) **Supplemental Readings (optional):** Bullock, J. B., Stritch, J. M. & Rainey, H.G. (2015) International comparison of public and private employees' work motives, attitudes, and perceived rewards.
10-01	Leadership & Communication	Robbins and Judge, Chapter 11, 12（Communication, Leadership） **Supplemental Readings (optional):** Terry, L. D. (1998). Administrative leadership, neo-managerialism and the public management movement. Kauffman, J. (2005). Lost in space: A critique of NASA's crisis communications in the Columbia disaster. Waters, R. D., Burnett, E., Lamm, A., & Lucas, J. (2009). Engaging stakeholders through social networking: How nonprofit organizations are using Facebook.

10-08	Power, Politics, & Conflict Resolution	Robbins and Judge, Chapter 13,14 (Power and Politics, Conflicts) **Supplemental Readings (optional):** Lan, Zhiyong. (1997). A Conflict Resolution Approach to Public Administration。 Public Administration Review.
10-15	Organizational Structure	Robbins and Judge, Chapter 15 (Organizational Structure) Terri A. Scandura, 2018.
10-22	Organizational Culture	Robbins and Judge, Chapter 16 (Organization Culture) Weber ,2017
10-29	Organizational Change	Robbins and Judge, Chapter 17,18 (Human Resources & Org. Behavior) Agyris ,1990, Organizational Defense **Supplemental Readings (optional):** Kaplan (2002). Strategic performance and measurement in non-profit organizations.
11-05	Organizational Culture, Learning, and Innovation	**Book report on one of the following books.** **Supplemental Readings (optional):** Moynihan, D. P. and Landuyt, N. (2009). How do public organizations learn? Bridging cultural and structural perspectives?

11-12	Essay writing , case Studies, or Preparation for the Final .	**If we have volunteers, online book report or essay presentations shall be organized on a Saturday afternoon. Bonus points may be awarded for performance.** **Supplemental Readings (Optional):** Boyne, G. A. (2002). Public and private management: what's the difference? Meier, K. and O'Toole, L. J. (2011). Comparing public and private management: Theoretical expectations. DeHart-Davis, Leisha, and Sanjay K. Pandey. Red tape and public employees: Does perceived rule dysfunction alienate managers? Rubin, E.V. (2009). The Role of Procedural Justice in Public Personnel Management. Rainey, H. G., & Steinbauer, P. (1999). Galloping elephants: Developing elements of a theory of effective government organizations.
11-19	Full Merged Classlog Due	Full Semester Classlog Due
11-26	Final Examination	Final review questions shall be ready this week.
11-30	Final Examination	Final examination due today.

ASU Course Conduct Policy

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments and interactions. Students are required to adhere to the behavior standards listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and as outlined by the Office of Student Rights & Responsibilities.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior is defined by the instructor and includes keeping course discussion messages focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted by the instructor. Students may be notified privately that their posting was inappropriate. If necessary, a student may be withdrawn for disruptive behavior with a mark of *W* or *E*.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Technology Use Policy
All course participants, instructors and students, will follow ASU's technology policy (see ACD 125: Computer, Internet, and Electronic Communications).

Students are welcome to use laptops or tablets in the course for taking notes. Students should not check emails, surf the web, or play on social media during class as it can become a distraction to those around you. Cell phones should be placed on silent mode and put away. *If you are expecting a phone call for emergency purposes, please notify the instructor prior to class.*

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:
> Phone: 855-278-5080
> Web: https://my.asu.edu/service

For information on systems outages see the ASU systems status calendar, please visit http://syshealth.asu.edu/ and http://systemstatus.asu.edu/status/calendar.asp

Student Support Services:
1.The Online Graduate Academic Support Centers can offer one-on-one graduate statistics tutoring appointments for graduate students who are working with data related to a course or a research project. Students will be able to see appointment availabilities and schedule appointments through the website at https://tutoring.asu.edu/student-services/online-graduate-support.

2.**Important Links for Disability Resource Center , Arizona State University . Phone: (480) 965-1234 , Fax: (480) 965-0441 ,Email: DRC@asu.edu .** https://eoss.asu.edu/drc**. DRC Policies:** https://eoss.asu.edu/drc/policies ; **FAQs:** https://eoss.asu.edu/drc/faculty-staff/faculty ;
         More information: https://eoss.asu.edu/drc/services

3.The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

4. ASU cancelled fall break to reduce travel risks.