

Submit original with signatures + 1 copy + electronic copy to UAF Governance.

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Civil and Environmental Eng.	College/School	CEM
Prepared by	Robert Perkins	Phone	474 7694
Email Contact	raperkins@alaska.edu	Faculty Contact	Robert Perkins

1. ACTION DESIRED (CHECK ONE):	Trial Course		New Course	X
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2. COURSE IDENTIFICATION:	Dept	CE	Course #	F657F	No. of Credits	1
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Justify upper/lower division status & number of credits:

Course is intended for professional students who are college graduates. Credits are based on contact minutes and content. They are roughly one-third of a regular three-credit graduate course.

3. PROPOSED COURSE TITLE:	Organizational Behavior in Projects
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4. To be CROSS LISTED? YES/NO	No	If yes, Dept:		Course #	
(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)					

5. To be STACKED? YES/NO	No	If yes, Dept.		Course #	
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6. FREQUENCY OF OFFERING:	As demand warrants
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) – or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)	As demand warrants
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8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	1	2	X	3	4	5	6 weeks to full semester
OTHER FORMAT (specify)	Two 2 hour and 15 minute lectures per week for three weeks delivered face-to-face or via video conferencing.						
Mode of delivery (specify lecture, field trips, labs, etc)	Lectures						

9. CONTACT HOURS PER WEEK:	4.5	LECTURE hours/weeks		LAB hours /week		PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)	N/A
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10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title and credits (50 words or less, if possible):

CE F657F, Organizational Behavior in Projects, **1 credit** This course focuses on understanding organizations. It looks at organizations as being composed of individuals, groups or work teams, divisions, and the larger encompassing organization, and how these organizational components behave (or not) in relationship. We will review systems thinking and organizational dynamics, required and emergent systems, and will learn to analyze organizational functionality by studying the OB equation and the four frames of analysis.

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?

YES

NO

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,
Format 6

W = Writing Intensive,
Format 7

Natural Science,
Format 8

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

No

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. **GRADING SYSTEM:** Specify only one.

LETTER:

X

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

None

These will be required before the student is allowed to enroll in the course.

RECOMMENDED

Admission to the Graduate Certificate in Construction Management program

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

\$

Has a memo been submitted through your dean to the Provost & VCAS for fee approval?

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

Yes

If yes, give semester, year, course #, etc.:

February 2008, BA 693

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

These courses were approved by the Board of Regents for special tuition and are expected to be self-supporting

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☒ Yes ☐ No library involvement

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

The Graduate Certificate in Construction Management and its courses was approved by the CEE faculty and the CEM dean.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

This course follows the New Degree Program Request which examined the growth in the CEE department. No additional positive or negative impacts from this course are likely.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course is part of a UAF CEE outreach to package our graduate classes in a way that is convenient to students and their employers. This outreach was formalized in a New Degree Program Request for a Graduate Certificate in Construction Management which was approved by the UA Board of Regents in September 2009. The courses in this program grew out of a needs assessment by UAF CEE of Alaska engineering employers, including governments, consultants, and contractors, that indicated that courses of about one credit's intensity were best. The classes are being taught by UAF faculty, emeritus faculty, or appropriate adjuncts approved by the CEE faculty and Chair. All classes feature an assessment process: tests, reports, presentations, and/or graded homework.

APPROVALS:

		Date	
Signature, Chair, Program/Department of:			
		Date	
Signature, Chair, College/School Curriculum Council for:			
		Date	
Signature, Dean, College/School of:			
		Date	
Signature of Provost (if applicable)			
Offerings above the level of approved programs must be approved in advance by the Provost.			

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

		Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee			

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

		Date	
Signature, Chair, Program/Department of:			
		Date	
Signature, Chair, College/School Curriculum Council for:			
		Date	
Signature, Dean, College/School of:			

CE 657F, Organizational Behavior in Projects

1 credit

Meets Tuesday Thursdays from 3-5:15 p.m. January 24-February 12, 2008

Prerequisites: Organizational experience

Location: Center for Distance Education

Professor: Dr. Susan Herman, Bunnell 225GN

E-mail: ffsjh@uaf.edu

Office Phone: 1939 Office Hours: Tue. Thur, 3-4. I am often in the office outside of official office hours, so if my office hours aren't convenient for you, please phone or e-mail for an appointment. With notice, I am happy to accommodate your schedule.

TEXTS:

- Reframing Organizations, 2003, Bolman and Deal. Jossey-Bass.
- Understanding Organizational Behavior, 2nd edition, Nelson and Quick, Thomson Southwest 2005
- Other readings as assigned

Course Description: This one-credit course focuses on the overview of understanding organizations. We will look at organizations as being composed of individuals, groups or work teams, divisions, and the larger encompassing organization, and how these organizational components behave (or not) in relationship. We will review systems thinking and organizational dynamics, required and emergent systems, and will learn to analyze organizational functionality by studying the OB equation and the four frames of analysis.

COURSE GOALS:

1. To create a learning community within our classroom.
2. To understand the interrelatedness of organizational elements and systems theory. To analyze why organizations behave as they do; and if, when and how to change the behavior.
3. To understand and use the vocabulary and specific theories to explain the organizational dynamics you have experienced in your organization, as well as in the organization we create within our class.
4. To communicate in a professional manner. To express your ideas well formally and informally, both in written and oral form. To speak out regularly and to write well. To give and receive appropriate feedback, and understand the role of feedback in organizational dynamics.
5. To develop the ability to empathize, to put yourself in the place of others with whom you interact in this and other organizations, and to understand how they feel and perceive the world. To understand how you and others affect the dynamics of the organization.
6. To use e-mail and the Blackboard Discussion Forum as communications tools for lateral, top down and bottom up communication within our "organization." You are required to check and respond to your O.B. e-mail, and to check the discussion board 2-3 times a week.

We will achieve these goals through the readings, discussions, lectures, journal and report writing, through analysis of case studies and exercises, through individual AND especially through group work.

INTRODUCTORY ASSIGNMENTS:

1. A well-thought out statement with 3 sections that explain your reasons and your personal goals for taking this course; how you will help yourself meet your goals; and what you will need from me and your classmates to help you meet your goals.

BLACKBOARD: You need to check Blackboard several times each week, and Sunday evenings to make sure you have the latest information about what we're doing. Our course is a structured "work in progress" so we need to have excellent communication.

MY TEACHING PHILOSOPHY This course is an opportunity to blend theoretical and experiential learning. We study theory, we apply that theory to your organizations and to our class, which is an organization with a formal leader, small groups and individuals all of whom have assigned roles and tasks which provide the data for studying organizational behavior. We each undertake organizational responsibilities.

You have responsibility for your own learning and the learning of your classmates. You will need to:

- Read and study/learn **ALL** the assigned readings **BEFORE** class, think critically about what you read, and **come prepared** to ask questions, discuss the readings, contribute your viewpoints, challenge others' statements (including mine), and share pertinent life experiences.
- Be an experiential learner with an open mind; **be active** in class discussions, group exercises and out of class work. You cannot succeed in this course (or in your professional life) as a passive observer.
- Reflect on and apply your learning in this class to prior organizational experiences and to your current work experiences.
- Treat each other and me with respect; be honest with the rest of us in your spoken word, written word and actions. Behave ethically. Observe the UAF student conduct code or bear the consequences.
- Attend all classes, arrive on time, bring what you need. It is distracting to others and me in the class for you to arrive late or leave the classroom during class. Feel free to bring food and drink if you clean up after yourself.
- Turn off cell phones and laptops. We need everyone to focus, no surfing or e-mail during class. If you need electronic aids for learning, please inform me.

I also have responsibility for your learning. My responsibility is to:

- Be prepared for class.
- Structure experiences that will guide your learning. You will learn as much or more from your own efforts and from your classmates as you will from me.
- Not lecture "on the text." You will read and study the text on your own or in study groups if you so choose. I will answer whatever questions you have from your reading. I will focus on how to apply what you are learning, not on relating to you what is in your text.
- Be respectful, honest, as fair as possible, and caring. I will share my opinions even if they differ from yours, and not call my opinions truth. I do not consider disagreeing disrespectful (from you to me or me to you) unless the disagreement is an obvious and deliberate put-down. If you feel disrespected, please let me know and give me a chance to apologize and clarify, as I will for you if the situation is reversed.
- Return your papers, exams and projects anywhere from 5-10 days of your having handed them in.
- Be available for help in person, by phone and/or by e-mail outside of class.
- Listen to your concerns non-defensively, and include you in my thinking about why I do what I do.
- Be authentic. I won't manipulate the class to create learning experiences. These learning moments will happen without any manipulation on my part.

STUDENT SUPPORT: UAF is committed to equal opportunity for all students. If you have a documented disability, please let me know within the first two weeks of class, and we will work with the Office of Disability Services to make the appropriate accommodation. If you are the first in your family to attempt a four-year college degree, and/or eligible for Pell grants, you have opportunities for tutorial and other forms of support from the Office of Student Support Services. We will collaborate with the Office of Disability Services and/or the Office of Student Support Services to make your educational experience in my class as positive as possible. I encourage you to working with the Writing Center (8th floor, Gruening, 474-5314) and/or Office of Student Support Services (508 Gruening, 474-6844), both of which provide excellent advice, tutoring and assistance. Check the following website for further information. <http://www.uaf.edu/advising/learningresources/>

GRADING SYSTEM:

*Bonus quiz on the course manual (second class meeting)
Spontaneous in-class and homework writing
Assurance of Preparation on the reading & class learning
Practice Case Study
Group Case Studies

25 bonus points
from 10-25 points each
25-50 points each
30 points
100-200 points each

Class contribution first quarter	100 points
Final reflection paper	100 points
Corporate Citizenship or “Delight” points	up to 60 points
Final Exam (cumulative)	300 points

GRADING SCHEME: You can estimate your grade throughout the year by dividing the number of points you earned by the total number of possible points for each assignment. We are operating on the +/- grading system. Your grades will be computed as follows:

A+=97-100
A=94-96
A-=90-93
B+=87-89
B=84-86
B-=80-83
C+=77-79
C=74-76
C-=70-73
D+=67-69
D=64-66
D-=60-63
F=59

A represents exceptional, outstanding work, B represents excellent work, C represents acceptable work, D represents suboptimal work, F speaks for itself. Check your grades regularly on Blackboard to make sure they have been entered accurately.

HOW TO DO WELL IN THIS COURSE: Any written work except assurances of learning (better known as quizzes) or spontaneous in-class writing assignments need to professionally presented. Any written work should be as if you were submitting it for publication. Significant points are deducted for writing errors. All written work must be presented on its due date. Being a valued, desired member of a class, study group or on-the-job work team requires that you kick in. So... regular on-time attendance, faithful preparation beforehand, and active contribution in class discussions are requirements for effective learning.

DELIGHT: In the professional world today, you can simply satisfy your customers (internal or external). With satisfaction, you merely “meet” expectations. With citizenship aimed at delight, you “leap delightfully” beyond the anticipated. How to leap, in what directions and by how much, is all up to you. In fact, the more others leap the further you may need to out-leap them. The only limitation on our attempts to delight each other in this organization is to keep it professional. Is this concept clear? It’s basically showing thoughtful organizational citizenship and caring... seeing what would make things better and doing it. I am usually delighted by all aspects of superb performance and thoughtfulness. At the end of the course, you will fill out a “delight” questionnaire, explaining whatever you may have offered as extra to the class during the term. I ask that you not be bashful to include your contribution, and in return I'd decide if they fit.

ASSURANCE OF PREPARATION: There will be methods for assessing how well you have prepared the readings as well as any prior lecture/discussion information. You must always be prepared. It is not possible to make up a missed assurance of preparation. The best way to prepare is first to read the chapter, next outline the chapter, then answer the study questions, then with a study partner, teach that person what you learned from the chapter. Sometimes the assurances of preparation will be taken individually; sometimes they will be taken in groups. No memory aids will be allowed. Assurances of preparation will take many forms... discussion, oral quiz, written quiz, short in class writing assignment, etc.

WHY AND HOW TO PREPARE A CASE STUDY

Anyone who is a member of an organization plays a role in that organization's success or failure. You are here to learn why the organization is behaving as it does, to analyze data pertaining to that organization, and to participate in making decisions based on that analysis. Case studies, which are true situations that real managers have had to resolve, allow you to practice analyzing organizational data and making organizational decisions. The purpose of studying cases is to become familiar with the **PROCESS** of arriving at answers, more than with the answers themselves. However, the cases have been chosen to provide you not only with practice in the process, but with analyzing and learning about situations that relate to the theoretical material you are studying in your readings. You are using theory as the basis for that analysis. It doesn't matter that a case might seem old-fashioned. Each case is real, and each affords you the opportunity to apply organizational theory to a real life situation. Even if the case is years old, it still affords you an insight into organizational behavior and is worthy of analysis.

HOW TO STRUCTURE YOUR CASE STUDY: There should be 5 sections.

- I. **WHAT IS HAPPENING?** Do not summarize the story. Start by determining the salient behavior. What is the behavior in the case? (How is the organization behaving?) Correct identification of the behavior is often the most important part of deciding how to manage that behavior. Identify only the behaviors that contribute to the organization being functional or dysfunctional. This and section II are short.
- II. **IS IT F or F/DYS?** Determine to what degree the behavior or the behaviors are Functional or Dysfunctional and explain why. Functional behavior results in high satisfaction and high productivity.
- III. **WHY IS IT HAPPENING?** Analyze why the behaviors are happening. This is the ANALYSIS part of the case, and is the *L O N G E S T* section of your case study. The purpose of your analysis is to explain why emergent behavior is happening. You analyze each aspect of the OB equation separately, and **SHOW HOW EACH HELPS TO EXPLAIN THE EMERGENT BEHAVIOR**. You must infuse your analysis with theory from the text and lectures, so check your lecture notes and each of the chapters you've read thus far, to see if any of the concepts in your notes or the chapter help to explain emergent behavior, and how. You need to be systematic and rigorous in your analysis, which is the longest and most involved section of your case study.
- IV. **WHAT NEEDS TO CHANGE?** Assess who and/or what needs to change in order to make this organization functional (if you have decided there is dysfunctional behavior). This section is short
- V. **HOW DOES ONE GO ABOUT CHANGING IT?** What recommendations do you have to make this change happen, if you conclude that a change is needed to make the organization more functional? You might conclude that what needs to change is the way people communicate in this organization. Now you must decide how to implement the communication changes, which is much more complicated than simply figuring out that communication changes are needed. OR, you may decide that morale is low and must be raised. Now you must present a concrete action plan for raising morale. In other words, you don't have a magic wand that will make communication better or morale higher. You need specific plans for implementing the change, based on your analysis of the specific case. You must identify the individual (or individuals) most likely to be able to initiate the change (the change agent). To change dysfunctional behavior, you change one or more aspects of the OB equation... the rules and policies, the organizational structure, the organizational culture, the motivational systems, the personal systems, the technology or layout of the work, and/or the status of organizational members. You decide what to change based on what you analyze to be causing dysfunctional behaviors. In thinking of change, remember that although a change might solve one problem, it could create many others. So carefully evaluate the pros and cons of each of your recommendations/action plans. This section is important.

Sometimes, key information will not be available that would have helped your analysis. Most managers must make decisions with limited and often ambiguous information. So you, too, must make your judgments on the basis of information that **IS** available, as well as assumptions or speculations you might arrive at through your experience of similar situations.

Remember that there is rarely a totally right decision. Your decision may appear to you to be right in light of your assessment and weighing of the facts. But another person or group may evaluate the same facts in another way and thus have a different "right" answer. The best recommendations are the ones that stem from thorough case analysis in Step III, and are the ones that include a realistic action plan for implementation.

INTERPERSONAL AND SELF -AWARENESS REFLECTION PAPER should be an integrated, two-part essay that enables you to think deeply about and address the following points:

Part 1: Your group learning

- Describe the various times at which your group made the transition from one stage of group development to the next.
- How were decisions in your group typically made? When did they veer from the typical and why?
- What aptitude and ability differences among your peers did you discover, and how did you manage to deal with these differences?
- What were your group's performance norms, how were they established and how did the group deal with performance problems among its members?
- When did conflict arise among group members? How did you deal with conflict and how did other members of the group deal with conflict?
- Describe in detail the types of behavior you observed among group members based upon the three types of roles people play in groups. Be sure to focus as well on the role YOU played in the group.
- How was leadership assumed by members of the group? What form did that leadership take? How would you describe your own leadership role, and style as a member of the group?
- How would other members of the group evaluate your contribution to the group and assess your strengths and weaknesses?
- If you had an opportunity to promote one member of your group, whom would you choose and why?
- If you had this group experience to do over, what would you do differently and why?

Part 2: Your overall learning

- What do you believe you gained from having been part of our larger organization, from having taken this course?
- How if at all has or will what you learned in this course benefit you in your current and/or future professional experiences?
- If you had this course to do over, what would you do differently and why?
- What do you wish I as the instructor had done differently and why?

There is no page length for this paper. You will be graded on your ability to remember and reflect on your experience, your ability to use material from the course to make your points, your insightfulness and analysis of yourself, me and your classmates.

COURSE OUTLINE

Jan 24: Introductions, explanation of the course. Systems theory in an organizational context. Social Cognition.

Jan 29: Introductory Assignment due. Read Ch. 2-4 of UOB. Analyze Eagle Smelting Case in class.

Jan 31: Read Ch. 7-9 of UOB.

Feb . 5: Read first 2 sections of 4 frames

Feb. 7: second 2 sections of 4 frames.

Feb. 12: Final reflection paper due, Exam

There needs to be a balance between structure and flexibility in this course design, in order to take advantage of the unique learning opportunities that emerge from each individual group. Therefore, I reserve the right to modify the course outline as we go along. I will always consult the class in advance of making any modifications, and will take your ideas and feelings into consideration when making any changes.