BUS 250 Organizational Behaviour (3)
Fall 2013

Class Schedule

Time: Wednesdays & Fridays, 11:15 a.m. – 12:30 p.m.
Location: Room RE LL1122

Instructor Information

Instructor: Professor Randy Poon, MBA, PhD
    Phone: 410-2000 (ext. 6513)
    Email: RPoon@ambrose.edu
    Office: Room L2055
    Office hours:
- Tuesday and Thursdays 10:00 – 11:00 and 1:00 – 2:00
- By appointment

Course Description & Objectives

This course introduces students to the theory of organizational behaviour (the study of people at work in organizations). It examines the behaviours of individuals working alone or in teams, and how organizations' characteristics, management practices and other factors influence this behaviour, and ultimately organizational effectiveness. It also examines the process of organizational change.

Learning Outcomes:
- Achieve a sound understanding of the basic theories, principles and concepts that encompass Organizational Behaviour (OB)
- Have an opportunity to learn about yourself and others
- Critically analyze OB on the grounds of ethical standards and effectiveness
- Gain a realization that OB permeates every aspect of organizational life
- Practice skills for more effective communication and interaction with others
- Appreciate how a strong foundation in OB can give an advantage in the business world to both the individual and the organization

Course Text & Materials

The textbook is available in the bookstore. Instructions will be provided in class on where and how to obtain the cases. In addition to readings, additional resources such as video clips and chapter summaries are available through the ORGB web site (www.icanorgb.com) and may also be used to supplement lectures.

Textbook:
   Nelson, D. L., Quick, J. C., Armstrong, A., & Condie, J. (2012). *ORGB*, *Canadian edition*. Toronto: Nelson.

Business Case Studies:
   Marissa Mayer at Yahoo

Simulation:
   Leadership and Team Simulation: Everest

Course Requirements & Evaluation

Course grading and evaluation will be conducted according to the following:

Midterm Exam	17.5%*
Final Exam	17.5%*
Moodle Dialogue Posts (10% per posting period)	20%*
Business Case Study (**done in groups**):	
Written Report & Presentation	20%
(Grade based 60% paper; 40% presentation)	
Everest Simulation:	15%*
Research paper	
Class Participation:	10%*

To pass the course, students must achieve an overall grade of at least 50%, AND must obtain at least 50% (40 of 80) on the individual student elements (marked by an asterisk). In other words, students must earn a combined passing grade on the non-group elements in order to pass the course.

Note: All assignments (with the exception of exams) are due in Moodle by the time indicated in the Weekly Reading and Assignment Schedule. Late assignments will lose 15% per day late. Assignments will not be accepted more than 3 days late.

Please note that attendance is taken for this course. Penalties for non-attendance are indicated in the Class Participation and Attendance below.

Dialogue Posts:

In order to facilitate the review and discussion of issues related to course material, students will participate in online dialogue discussions through Moodle posts. Students will be divided into posting groups consisting of 7-8 people.

The topic, pertinent chapters. and posting periods are as follows:

Period	Topic	Chapter	Posting Period
1	Motivation	5	Sep 14 – Sep 27
2	Power and Political Behaviour	11	Nov 16 – Nov 29

Post Content:

In writing your posts, it is important that you create threads and respond to others by adding to the base of what is known, not by reiterating what someone else wrote. Do not provide overviews of a particular topic (i.e., by listing several points). Focus on one specific topic and drill down deep. It is essential you use quality, external sources. Web blogs or Internet-based magazines will not be accepted. You must utilize the library's collection or online databases to access these sources.

Fully support your statements. Remember that professionals are interested in supported conclusions, not personal opinions. Also, it is important to build on what others post. Thus, part of the evaluation will be a measure of how well you tie your contribution to that of other students.

Your response posts must be made to at least two different students.

Post Length: 150 - 250 words

Each post should be between 150 and 250 words (not including references). Develop skill at posting complete thoughts succinctly. The word limits are purposeful. Speakers receive limited amounts of time to address their audiences, and editors expect writers to adhere to author's guidelines.

Posting Frequency: 4 posts

During the 2 two-week periods (see above), each student will be required to submit one original posts and three posts in response to other students or your professor.

Posting Regularity: Evenly Distributed Posts

Posts must be evenly distributed throughout the posting period. This means students should aim at posting their original post in the first four days of the posting period (by the Tuesday), the first response post later that same week (by the Friday), the second response post by the Tuesday of the second week, with the final response post by the Friday of the second week (the end of the dialogue period). In addition, no messages posted after the closing date (11:59 p.m. of the last day of the posting period) will be considered in the grade for any reason. It is important to enter the dialogue early and engage with each other and your professor on an in-going basis.

Writing Style & Quality: APA or MLA, Critical Thinking & Supported

All sources cited in a dialogue message apart from other participants must be listed in references at the end of the message utilizing the APA or MLA writing style. All references listed at the end of a message must be cited in the message. Credit your peers by name in the body of messages without formal citations.

Dialogue is a conversation between people who are learning together. Make sure you respond to all or part of the posed topic by citing concepts covered in the assigned course readings and related materials. Ask specific questions. Support a position based on the course concepts.

Demonstrate critical thinking and separate personal opinions from reasoned conclusions. Students are expected to contribute to dialogues in a critical and scholarly manner. This means that your posts (original thread or responses) need to be well supported by research or literature. Each post must include at least one authoritative quotation (with appropriate citation/reference). Simple statements of personal opinions and 'one-liners', such as "I agree with you", "This is cool", "Nice work" are NOT acceptable and do not reflect scholarly work. While such words of encouragement may be offered in response to a peer's post, don't end there! Go deeper and provide your supported arguments.

Comment with informative posts - questions, expansions, and exchanges - over assumptions and conclusions. Not all concepts are as useful or easy to understand and applied as others, and not everyone will see things as you do. Thus, everyone can benefit from your contributions. It is important to interrogate and probe the contributions of other participants. Seek clarification, and when appropriate challenge the point of another student without being confrontational. In addition to learning about the forum topics, note how others respond to the messages. Observe the extent to which posted thoughts succeed or fail to increase understanding. Examine your own posted messages to determine how to compose increasingly clear and succinct messages. Your writing and presentation should improve as your appreciation increases of how others perceive your contributions.

Grading Rubric – Dialogue Posts

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (1.5 - 2 - 2.5 pts.)
Purpose and Content (35%)	Posts focus on a single, well-developed single thesis. Arguments are well developed. Also utilize (where appropriate) clearly explained examples to support the claims.	Posts focus on a single, workable thesis. Posts would benefit from a better-developed argument or examples to support the claim.	Posts address multiple topics and as such, dilute the thesis. Alternatively, posts have some elements of a thesis but are largely undeveloped or unclear.	Posts address multiple topics and as such, dilute the thesis. Posts need more detail on every level (developed argument and examples). Posts contain no elements of a thesis and are largely anecdotal or use quotes excessively.
Critical Thinking (30%) High quality external sources are those found from academic journals or popular press usually via the library's electronic databases. This is in contrast with web-based articles that primarily offer opinion.	Provides at least two high quality external sources (beyond the textbook). Blending input from these external sources and personal reflection, provides excellent new insight and well-supported arguments.	Provides two external sources, of which one is of high quality. Provides moderate new insight and partially supported arguments.	Provides one or two external sources that are from the textbook or web-based articles. Provides little new insight or weakly supported arguments.	Provides no external sources. Provides no new insight or support to arguments.
Participation (20%)	Actively participates by providing all 4 posts on time.	Participates modestly in the sense that 1 of the posts is late or posts only 3 times.	Participates modestly in the sense that 2 of the posts are late or posts only 2 times.	Does not actively participate in the sense that 3-4 of the posts are late one or posts only 1-2 times.

Spiritual Formation (10%) *In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ (or alternatively, an explicit values or ethics-oriented perspective) impacts the topics in question.*	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes no reference to spiritual formation.
Interactivity (5%)	Individuals build upon posts and observations of at least two classmates.		Individuals build upon posts of the same student or posts only three times.	Individual posts two or fewer posts.

Business Case Study:

Each student will be assigned to a case group, which will prepare a written report and an in-class presentation. (Note: marks will be based 60% on the written report assessment and 40% on the class presentation assessment.) The written reports should be concise (5-6 pages in length: 12 point font, 1½ line spacing, 1-inch margins) and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear and free of grammatical mistakes. Please refer to the following documents in Moodle that provide guidance on how to develop business cases:

1. The Business Case Method Outline
2. Business Writing Guidelines
3. Making a Compelling Business Case (by Don Wagner)
4. Group Work in the Business Program (by Don Wagner)

As mentioned, each business case will also require an in-class presentation, 10-12 minutes in length, summarizing your analysis and recommendations for the case study. Group members should also allow for an additional 3 minutes to field questions, comments or debate from the class. **(Note: the rubric also requires groups not making the presentation to ask insightful questions of the presenting group. This is worth 20% of the presentation portion of the grade.)** The presentation should be informative and interesting; try to make your presentation a learning experience for the class. Refer to Appendix D of "Making a Compelling Business Case" for suggestions on how to present.

All group members are expected to make significant contributions to their group's effort. The responsibilities of each student are laid out in the document entitled "Group Work in the Business Program".

Grading Rubric – Written Report and Everest Paper

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Purpose and Content (30%)	The written document has a well-developed thesis and addresses most or all the issues at stake. The assignment demonstrates excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the claims and topic is thoroughly researched.	The written document has a workable thesis and identifies many of the issues at stake. The assignment contains adequate evidence to support its claims, and would benefit from more research and development of relevant points.	The written document has some elements of a thesis but it is largely undeveloped or unclear. Many of the key issues are not addressed. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	The written document is lacking in elements required with many gaps in the information presented. Key issues are largely not addressed. The assignment needs more details on every level (main ideas, specific ideas, and examples).
Critical Thinking (20%)	Identifies the most important arguments, as well as their pros and cons. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments, and their pros and cons. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
Structure and Organization (20%)	Structure of the assignment is very clear and easy to follow. Transitions maintain an overall flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the assignment. Conclusion is logical, and for the most part, flows from the rest of the assignment.	Structure of the assignment is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.

Mechanics (20%)	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style (i.e., APA or MLA). Language is clear and precise.	Paper displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling , and writing style errors.	Paper lacks basic control over mechanics and contains excessive proof-reading errors.
Spiritual Formation (10%) *In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ (or alternatively, an explicit values or ethics-oriented perspective) impacts the topics in question.*	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes no reference to spiritual formation.

Grading Rubric – Presentations

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Communication and Delivery (20%)	Oral presentation delivered with clear, confident, well-paced voice(s) so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (seldom referring to notes). Generate(s) significant enthusiasm about topic. Presenters show significant interest in topic.	Oral presentation delivered with clear, mostly confident voice(s) so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (frequently referring to notes). Generates some interest about topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes with little eye contact). Generates little interest about topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.

Subject Knowledge (20%)	Presenters demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration.	Presenters are at ease with expected answers to all questions, but fail to elaborate.	Presenters are uncomfortable with information and are able to answer only rudimentary questions.	Presenters do not have grasp of information; presenters cannot answer questions about subject.
Creativity and Graphics (20%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. They also explain and reinforce the text and presentation.	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation.	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and presentation.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation.
Structure and Organization (20%)	Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation.	Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation.	Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation.	Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts.
Critique of Other Group's Presentation (20%)	Group members provide thoughtful analysis and evaluation of recommendations regarding other groups' presentations. Identifies most of the key strengths and areas of improvements to presentation.	Group members provide some analysis and evaluation of recommendations. Identify a few of the key strengths and areas of improvements to presentation.	Group members provide insubstantial analysis and evaluation of recommendations. Identify some strengths and areas of improvements to presentation.	

Group Work Evaluations:

All group members are expected to make significant contributions to their group's effort (see "Group Work in the Business Program"). To help ensure that grades accurately reflect the student's level of contribution, each student must submit a

group evaluation form (available on the Moodle site) by 11:59 p.m. of the day of the group presentation that will assess the relative contribution of each group member for each business case assignment. These evaluations will be taken into account when assigning individual grades for the group projects.

Based on this self and peer evaluation, when an individual student receives an average evaluation score lower than the average group evaluation score, the professor has the discretion to adjust grades for group work (both the written and presentation components).

Clearly, the goal is not to callously adjust downward fellow student's grades. The purpose of the group work is to encourage involvement by all team members. How team dynamics unfold will vary by group. Some team members may be gifted in the area of delivering presentations; others more gifted conducting analysis and research. Regardless of one's gifting, the emphasis is to creatively bring together the group members' unique gifts and abilities to fashion together a new whole. As noted, the grade adjustment is at the discretion of the professor. Minor differences in individual evaluation scores will likely not result in any adjustments to individual grades.

Note: Failure to submit the group work evaluation form may result in a student not receiving a grade for the case study.

Grading Rubric – Group Work

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Workload and Meeting Deadlines (45%)	Always shares tasks equally with group members; consistently does work when asked; works hard consistently. Always completes assigned tasks on time.	Does almost as much as others; mostly does work when asked; mostly asks for help. Mostly completes assigned tasks on time; late input does not affect project quality.	Does considerably less than others; occasionally does work when asked; occasionally asks for help. Occasionally completes assigned tasks on time; late input somewhat affects project quality.	Does very little; seldom works when asked; seldom asks for help. Seldom completes assigned tasks on time; late input impacts project quality.

Contribution Quality (35%) *Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous research, analyzes relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.*	Input (such as discussion at group meetings, research and analysis, writing, and presentation preparation) is always of high quality.	Input is mostly of high quality.	Input is occasionally of high quality.	Input is seldom of high quality.
Respecting (20%)	Always interacts with, encourages, listens to, and supports ideas of others.	Mostly interacts with, encourages, listens to, and supports ideas of others.	Occasionally interacts with, encourages, listens to, and supports ideas of others.	Seldom interacts with, encourages, listens to, and supports ideas of others.

Everest Simulation: Leadership and Teams

A key, integrating element of this course will occur through the use of a simulation exercise. This multimedia multi-user simulation presents a series of problem-solving and decision-making challenges to teams. The story line involves a challenging expedition toward the summit of Mt. Everest, and explores the dynamics surrounding effective team decision-making processes. Teams of five to six will assume different roles as a member of the team. Each participant is given resources and information that his or her team must process effectively to make a series of critical decisions about the timing and execution of hiking along successive camps in its ascent to the summit.

Preparation for the simulation will occur in class on Friday, October 25. The simulation will involve an entire class session on Wednesday, October 30 beginning promptly from 11:15 – 12:45 a.m. Note: the simulation will require 90 minutes. As such, it is essential that the students arrive five minutes in advance of the class to prepare for the simulation. **The session also requires an additional 15 minutes beyond the regularly scheduled class time. Please make arrangements in advance to ensure your participation on this day.**

Discussion surrounding the simulation experience will take place on Friday, November 1. Based on this experience and on supplemental research, a research paper based on key themes stemming from the simulation will also be required. This paper, ranging from 5-6 pages (12 point font, 1½ line spacing, 1-inch margins), is to be completed on an individual basis. Please follow the APA or MLA writing style, as well as provide a full bibliography.

Note that the written report rubric will also be used to assess the Everest simulation paper.

Class Participation and Attendance:

Another component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters (or other readings) ahead of time, completing homework assignments by due date that are required for in-class exercises, actively participate in group discussions, and displaying upstanding character through respecting, encouraging, and listening to the ideas of others. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the business world. The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (1.5 - 2 - 2.5 pts.)
Attendance (50%) (excludes certain excused absences such as Ambrose athletic teams out-of-town games but does not include practices)	Misses no more than one class (5 pts.); misses two classes (4.5 pts.)	Misses three classes (4 pts).	Misses four classes (3 pts.)	Misses five classes (1.5 pts.); misses greater than five classes (0 pts.)
Group Discussions and Contribution Quality (50%) *Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.*	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

Grading

The available letters for course grades are as follows:

% Grade	Letter Grade	Description
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

To pass the course, students must achieve an overall grade of at least 50% and as noted earlier, must earn a combined passing grade on the non-group work elements of the course. Failure to submit an assignment on the assigned date without legitimate reason (i.e. evidenced illness) or prior approval of the instructor may result in a failed grade for the course. In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

Examinations:

Final examinations are held during a scheduled time period at the end of the semester for regular semester classes and are scheduled by the Registrar. The final exam for this course is currently scheduled to be Tuesday, December 17th. Please note that the exam schedule is subject to change without notice.

Please note: Students may request revised final exams if they have three exams in one 24-hour period or two exams at the same time. Final exam schedule revision request forms are available at the Registrar's Office and must be handed in by Monday, October 28, 2013. If you do not have your request in by this date, all exams within a 24-hour period will have to be written as scheduled. If you have two exams at the same time, you will be given four hours to write both exams.

Graded final examinations will be available for supervised review at the request of the student. Please contact your instructor.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of $50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Important Notes/Dates:

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (drop) – Sunday, September 15, 2013 These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date.

Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (withdraw) – Tuesday, November 12, 2013. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the Internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders

will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies
It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions
Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by Monday, November 25, 2013. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic Integrity
We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college.

Please note that all assignments submitted via Moodle (with the exception of journal-style assignments that disclose personal information) are subject for submission into Turnitin, an online service used to identify and prevent plagiarism. The service maintains a digital repository or database of submitted student papers, Internet pages, books, journals, and periodicals. Assignments are checked against this repository and in turn, become part of the database for an indefinite period, so that other submissions are also compared with it for originality. Assignments are stored both in an original form and in an "electronic fingerprint" form. The original form of the document is only available to the original author and the instructor of the course from which the document was submitted. Other documents submitted to Turnitin are compared to the electronic fingerprint. If a future document submitted to Turnitin matches a student's assignment, the student's privacy will be maintained and as such, his or her name will not be disclosed. Students also retain copyright to the works submitted into Turnitin.

Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

BUS 250 Organizational Behaviour
Weekly Reading and Assignment Schedule

Date	Class Topic/Chapter Title	Text chapters
Sept 4th	Introduction and course overview	
Sept 6th	**Organizational Behaviour and Opportunity**	1
Sept 11th	**Personality, Perception, and Attribution**	3
Sept 13th	Effectively engaging in dialogue, an online scholarly discussion	Dialogue handout
Sept 14th	*Dialogue Period 1 (Motivation) Begins*	
Sept 18th	**Motivation at Work**	5
Sept 20th	**Attitudes and Ethics**	4
Sept 25th	**No class** – Ambrose Spiritual Emphasis Days	
Sept 27th	**Emotions** *Dialogue Period 1 Ends*	4
Oct 2nd	**Dialogue Period 1 Discussion** Effectively writing and presenting a business case study	
Oct 4th	Case study work group session (no lecture)	
Oct 9th	**Learning, Learning Style, and Rewards**	6
Oct 11th	**Stress and Well-Being at Work**	7
Oct 15th	**Assignment:** Group case study written reports due in Moodle by 11:59 p.m.	
Oct 16th	**Assignment:** In-class group presentations of case study	
Oct 18th	Review and discussion of case study	

Oct 23rd	**Mid-term exam**	
Oct 25th	**Reading and class discussion – Well-being and Self-care** Explanation of Everest Simulation	Assigned readings
Oct 30th	**Assignment**: Everest Simulation: Leadership and Teams	
Nov 1st	**Class Discussion**: Everest Simulation	
Nov 6th	**Work Teams and Groups 1**	9
Nov 8th	**Reading and class discussion – Work Teams and Groups**	Assigned readings
Nov 13th	**Decision Making by Individuals and Groups 1**	10
Nov 14th	**Assignment**: Everest individual written report due by 11:59 p.m.	
Nov 15th	**Decision Making by Individuals and Groups 2**	10
Nov 18th	***Dialogue Period 2 (Power and Political Behaviour) Begins***	
Nov 20th	**Power and Political Behaviour 1**	11
Nov 22nd	**Power and Political Behaviour 2**	11
Nov 27th	**Leadership and Followership 1**	12
Nov 29th	**Leadership and Followership 2** ***Dialogue Period 2 Ends***	12
Dec 4th	**Dialogue Period 2 Discussion**	
Dec 6th	**Conflict and Negotiation**	13
Dec 17th	**Final Exam** *(as scheduled by Registrar). Please note that the exam schedule is subject to change without notice.*	

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.