

BUS 250 - 1

Organizational Behaviour

Semester: Fall 2014
Days: Wednesday and Friday
9:45 – 11:00 a.m.
Room: A1085-2

Number of credits: 3

Prerequisite:
BUS 100 or BUS/DVST 305

Instructor: Randy Poon
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Phone: 403-410-2000 (ext. 6513)
Office: L2055
Office hours:

- Tuesday and Thursday 9:45—11:00
- Wednesday and Friday 11:15—12:00
- By appointment

Course Description:

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.

Further Course Information:

Important Dates:

- First day of classes: September 3, 2014
- Registration revision period: September 14, 2014
- Last day to request revised examination: October 27, 2014
- Last day to withdraw from course: November 12, 2014
- Last day to apply for time extension for coursework: November 24, 2014
- Last day of classes: December 9, 2014

Final Exam: Thursday, December 11
Time: 1:00 – 4:00
Room: A2131

Expected Learning Outcomes:

Upon successful completion of this course, students can expect to have:

1. Achieve a sound understanding of the basic theories, principles and concepts that encompass both conventional and sustainable Organizational Behaviour (OB)
2. Have an opportunity to learn about yourself and others
3. Gain a realization that OB permeates every aspect of organizational life
4. Practice skills for more effective communication and interaction with others
5. Appreciate how a strong foundation in OB can give an advantage in the business world to both the individual and the organization

Course Requirements and Evaluation:

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

Sustainable Organizational Behaviour Report	15%
Group Mini-Case Study	15%
Group Interactive Class Presentation	10%
Midterm Exams	30%
Midterm 1 (15%)	
Midterm 2 (15%)	
Final Exam (non-cumulative)	20%
Class Participation/Attendance	10%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. Late assignments will lose 10% per day late. Assignments will not be accepted more than 5 days late.

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.

Outline:

Sustainable Organizational Behaviour Report

Ambrose University along with its partners will be hosting the Soul of the Next Economy Forum on October 3-4 (<http://www.nexteconomyforum.com>). The central theme underlying the forum is exploring means in which we can create financially, socially, and environmentally sustainable businesses that have as their objectives more than just shareholder wealth maximization but also look to serving the common good. From the perspective of organizational behaviour, how does that influence how organizations operate? The focus of the textbook is to examine both conventional and sustainable approaches to organizational behaviour. With this in mind, your assignment is to prepare a 6-7 page report (**minimum 1800 words**) on the forum. Attend the forum (Saturday preferably, but if you can't make it out on the Saturday, then the Friday evening will suffice) and listen carefully to the kinds of organizations that are presenting. What stands out about these organizations? In other words, is there anything different about these organizations? Does their management style function from a conventional or sustainable approach? How does organizational culture influence the company's ability to operate in a sustainable manner (see Neubert 12 and Savitz 14 for more information)? What kind of culture would need to be present for this organization to truly achieve the vision it espouses? In writing your report, be sure to also:

- Briefly highlight one company or organization as an example in your report
- Interview an individual associated with that company or organization and ask them what is the importance of organizational culture in achieving their objectives. Please quote the individual in your report.
- As a conclusion, address the importance of conventional versus sustainable organizational behaviour. How important is sustainable OB? What happens if it doesn't align with the sustainability goals?
- Include external sources beyond the two chapters noted above
- Cite any external sources (including quotes from your interview) using APA or MLA format.

Group Mini-Case Study

Students will be assigned to a group of 3-4 participants. Each group will select a chapter (excluding chapter 9) and conduct a mini-case study analysis (see below) of that chapter's closing case (including but certainly not limited to the questions accompanying the case). Groups will produce a 4-page written case study, as well as present their findings during class. In addition to the presentation, groups will facilitate a class discussion that integrates the case study with the chapter's material. The combination of the presentation and the class discussion should take about 30 minutes.

The written report should be formatted as follows: 12-point font, 1½ line spacing, 1-inch margins, plus a bibliography or works cited page, and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear, and free of grammatical mistakes. When citing your external sources, please use the APA or MLA writing styles.

The in-class presentation should summarize your analysis and considerations for the case. As mentioned, part of your presentation will include asking questions of the class (i.e., not those in your case study group) and facilitating a discussion about the case study, its key issues, the major considerations that you've raised, and how this ties back to the chapter. The presentation and class discussion should be informative and interesting; try to make it a learning experience for the class.

Mini-Case Study Method Analysis

- Key Issues (.5 page)
 - SWOT Analysis (1 page)
 - OB Analysis (1-1.5 pages)
 - Alternatives, Considerations and Conclusion (1-1.5 pages)
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Group Interactive Class Discussion

To gain a more hands-on perspective of the lecture and reading material, students (as members of the small groups used in the mini-case study) will illustrate key elements of the chapter in combination with current events and popular press articles through a presentation and facilitated discussion. Groups will choose the chapter that they would like to present (again, excluding chapter 9). Groups are NOT expected to cover the entire chapter's material. Simply choose 2-3 key concepts and find articles that practically demonstrate these concepts in practice. There is no written component to this assignment. Grades will be assessed on the quality and relevance of the external sources, how well this material is integrated with the key concepts, and the degree to which the group involves the rest of the class in the discussion. The combination of the presentation and the class discussion should take about 30 minutes.

Assignment Rubrics:

Grading Rubric – Written Reports

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	The written document has a well-developed and supported thesis. 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. Arguments are mostly supported. 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. Arguments are somewhat supported. 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. Arguments are not supported. The assignment needs more details on every level (main ideas, specific ideas, and examples).
Critical Thinking (30%)	Goes above and beyond identifying the most obvious issues and arguments and raises intriguing issues that are well supported. Challenges existing assumptions. Thoughtfully and thoroughly analyzes and evaluates alternative (beyond the major) points of view	Raises all the key issues and identifies relevant arguments (largely the most obvious ones) and their pros and cons. Offers thorough analyses and evaluations of the major points of view.	Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not address the key issues and 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. All arguments are properly cited.	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. Most arguments are properly cited.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, and writing style errors. Some arguments are properly cited.	Paper lacks basic control over mechanics and contains excessive proof-reading errors. Arguments are not properly cited.

Grading Rubric – Group Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (40%)	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.

<p>Creativity, Graphics, Structure and Mechanics (30%)</p>	<p>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. Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.</p>	<p>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. Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation has no more than three misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and 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. Presentation has between four to five misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation has more than six misspellings, grammatical errors, or formatting errors</p>
<p>Facilitation of Discussion (30%)</p>	<p>Group asks several probing questions of audience so as to ensure their comprehension of material, to elicit their opinions regarding the subject matter, or to offer additional insight or examples. Group thoroughly engages the audience.</p>	<p>Group asks a probing question of audience so as to ensure their comprehension of material, to elicit their opinions regarding the subject matter, or to offer additional insight or examples. Group somewhat engages the audience.</p>	<p>Group asks the type of questions that generally result in audience repeating what has already been said. Group does not really engage audience.</p>	<p>Group fails to ask questions following their presentation (0%).</p>

Class Participation and Attendance:

A key 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 ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participate in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the marketplace (either nonprofit or for-profit). 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 (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (50%) (Excludes certain excused absences such as Ambrose athletic teams practices and out-of-town games)	Misses no more than one class (100%); misses two classes (85%)	Misses three classes (72%).	Misses four classes (60%)	Misses five or more classes (0%)
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.

Grade Summary:

The available letters for course grades are as follows:

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

Weekly Reading and Assignment Schedule:

Date	Class Topic/Chapter Title	Text chapters
Sep 3 rd	Putting People First	Neubert 1
Sep 5 th	Exploring the Landscape of OB	Neubert 2
Sep 10 th	Understanding Individual Attributes	Neubert 3
Sep 12 th	Understanding Individual Attributes Case Study and Discussion	
Sep 17 th	Considering Individual States	Neubert 4
Sep 19 th	Considering Individual States Case Study and Discussion	
Sep 24 th	No Class (Spiritual Emphasis Day)	
Sep 26 th	Motivating Individuals	Neubert 5
Oct 1 st	Motivating Individuals Case Study and Discussion	
Oct 3 rd	Midterm Exam 1 (chapters 1-5)	
Oct 8 th	Making Decisions	Neubert 6
Oct 10 th	Making Decisions Case Study and Discussion	
Oct 15 th	Leading Self	Neubert 7
Oct 17 th	Leading Self Case Study and Discussion	
Oct 22 nd	Understanding Relationships	Neubert 8
Oct 24 th	Understanding Relationships Case Study and Discussion	
Oct 29 th	Midterm Exam 2 (chapters 6, 7, 8)	

Oct 31 st	Everest Simulation	
Nov 5 th	Everest Debrief and Discussion	
Nov 7 th	Leading Others	Neubert 9
Nov 12 th	Leading Groups and Teams	Neubert 10
Nov 14 th	Leading Groups and Teams Case Study and Discussion	
Nov 19 th	Understanding Organizational Culture and Structure	Neubert 12 Savitz 14
Nov 21 st	Understanding Organizational Culture and Structure Case Study and Discussion	
Nov 26 th	Developing Organizational Culture and Structures	Neubert 13
Nov 28 th	Developing Organizational Culture and Structures Case Study and Discussion	
Nov 29 th	Assignment: Sustainable Organizational Behaviour Report due in Moodle by 11:59 p.m.	
Dec 3 rd	Discussion: The Future of Sustainable OB <i>Discuss findings from your reports</i>	
Dec 5 th	Discussion: The Future of Sustainable OB <i>Discuss findings from your reports</i>	
Dec 11 th	Final Exam (chapters 9, 10, 12, 13, Savitz 14, and the Future of Sustainable OB discussion)	

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.

Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. 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.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

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 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 the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

Appeal of Grade

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.

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. Students are expected to be familiar with the policies in the current Academic Calendar 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.

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 strongly advised to retain this syllabus for their records.