

Course Syllabus

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Mount Saint Mary's University, Los Angeles

Course Number: **BUS 184**

Course Title: **Organizational Behavior**

Instructor: Christian B. Teeter, Ed.D.

Instructor Information:

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Dr. Christian B. Teeter is associate professor of business at Mount Saint Mary's University, Los Angeles. He currently serves as an elected member of the institution's Curriculum and Program Review committees. He has also served as an academic program director for the MBA Program and as a Keck Scholar mentor. Professor Teeter's research interests are focused on professional networks and workforce development. Prior to Mount Saint Mary's, Dr. Teeter was chief of staff for undergraduate education at the University of California, Berkeley, serving as an executive advisor and strategic thought partner to the vice chancellor. He has also provided management consulting services in Human Resources to local Southern California businesses. An avid alumni volunteer, Dr. Teeter has served as an alumni council director, formed two alumni clubs, served as an alumni mentor and chaired a volunteer admissions program.

Overview

Introduction

The course syllabus is one aspect of good pedagogy: It sets out information about the course as well as course expectations. From the faculty member's standpoint, it provides an easy-to-use form setting out the components and requirements so there is clear communication with the students. From the students' point of view, the syllabus gives an overview of the coverage as well as the requirements, so they have a good sense of what the course entails from the beginning of the semester. Any surprises should be in the satisfaction of learning and the joys of being in an educational environment that values all the participants—students and faculty.

The syllabus has two major functions:

1. THE SYLLABUS IS A STATEMENT OF COURSE EXPECTATIONS

The syllabus sets out the course requirements, the grading scale, and the methods of assessment. It is intended to provide the students with sufficient information about the course expectations, along with due dates, and a class schedule. After the add/drop period, instructors should not redistribute points unless it is to the advantage of the student (e.g., reducing the homework/reading, removing a specific requirement, such as a quiz). The syllabus should be consistent with the catalog description.

2. THE SYLLABUS IS A PERMANENT RECORD

The syllabus is a permanent record for the student, instructor, the department, and the institution. As such, it is both a professional and personal document. The syllabus provides a record of course content, grading methods, and information vital for equivalency transfers, as well as for the evaluation of a course or instructor. Subsequently, both faculty and students should retain course syllabi for future reference.

Course Description

This course covers the major themes of Organizational Behavior organizations and the workplace from a psychological, sociological, and physiological perspective. Students will develop critical thinking and ethical reasoning skills as students apply behavior science theories and principles. Topics include values, perception, motivation, conflict management, teamwork, and leadership.

Student Learning Outcomes

Upon successful completion of BUS 184, the student will be able to:

- Evaluate interacting variables that occur in human behavior, such as motivations, perceptions, frustrations, psychological conflicts, attitudes, and values.
- Compare and contrast the theories of popular behavioral scientists, such as Abraham Maslow, Eric Burne, Frederich Herzberg, Victor Vroom, Douglas McGregor, B.F. Skinner, David McClelland, and W. Edwards Deming as they apply to organizations and the workplace.
- Explain how culture, ethics, and diversity impact behavioral theory and identify strategies for effective interpersonal relationships within multi-cultural organizations.

Course Objectives

- Analyze workplace organizational structures and communication networks and how perception, self- concept, attitudes, culture, and gender affect interpersonal communication
- Identify factors that influence the development of the self-concept, attitude, perception, and emotion and how they impact interpersonal communication including cultural and gender differences.
- Define and analyze conflict, sources of conflict and methods of conflict management including Transactional Analysis, conflict management styles, and the differences between assertive, aggressive, passive, and pass-aggressive behavior.
- Define and evaluate popular psychological theory related to motivation including Maslow's Hierarchy of Needs, ERG Theory, Reinforcement Theory, Expectancy Theory, Manifest Needs Theory, and others.
- Compare and contrast various leadership theories and styles in the development of motivation, empowerment, team building, and change management.
- Examine the differences in cultures and how they relate to employer/employee relationships.
- Identify human relations strategies in the workplace that provide for individual psychological, sociological, and physiological well-being.

Course Expectations and Policies

Credit Hour Policy: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out- of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours Taken from: <http://msmu.smartcatalogiq.com/en/2016-2018/2016-2018-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Student-Credit-Hour>

Disability Statement: Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

University Attendance Policy: <http://msmu.smartcatalogiq.com/en/2018-2020/2018-2020-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance> (<http://msmu.smartcatalogiq.com/en/2018-2020/2018-2020-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance>)

Academic Integrity (AI): Candidates are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review.

Academic Freedom: Students and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See Student Handbook(s) for further discussion.

Course Materials:

(1) Nelson, D. L. & Quick, J. C. (2013) Cengage Learning. Organizational Behavior: Science, The Real World, and You, 8th Edition

(2) Hammond, J. S., Keeney, R. L., & Raiffa, H. (1999). Random House LLC. Smart choices: a practical guide to making better life decisions.

Course Schedule:

Summer Session: July 1 to August 9

Online

Meeting Times: Virtual

Assignment Submission:

Please submit all assignments to Canvas.

Module	Date	Schedule	Points
INTRODUCTION			
1	7/1	Quick & Nelson, Pages 1-79	
		Complete assigned Discussion Questions, Due Day 1, Day 3, Day 4	30 points
MOTIVATION			
2	7/6	Quick & Nelson, Chapter 5	
	7/9	Review Engstrom Case	
	7/9	Complete Engstrom case analysis	5 points
		Complete assigned Discussion Questions, Due Day 1, Day 3, Day 4	30 points
	7/9	Review scene from <i>Traffic</i>	
PERCEPTION			
3	7/11	Quick & Nelson, Chapter 3	
		Review scene from <i>Barry Lyndon</i> film	
	7/15	Complete <i>Smart Choices</i> textbook	
	7/15	ProACT framework application to Dave Armstrong – Case analysis	5 points
		Complete assigned Discussion Questions, Due Day 1, Day 3, Day 4	
LEADERSHIP & TEAMS			
4	7/16	Quick & Nelson, Chapters 5-6	
	7/20	Disney Animation Case	

7/21 Complete Disney case analysis using USC-CT Framework 5 points

Complete assigned Discussion Questions, Due Day 1, Day 3, Day 4 30 points

POWER & INFLUENCE

5 7/21 Quick & Nelson, Chapter 11

7/25 Thomas Green Case

7/25 Complete Thomas Green case analysis using USC-CT Framework 5 points

Complete assigned Discussion Questions, Due Day 1, Day 3, Day 4 30 points

7/25 Review scenes from *2001*, *2010 Films*

ORGANIZATIONAL STRUCTURE

6 7/26 Quick & Nelson, Chapter 15

7/30 Read Going Flat case

7/30 Complete Going Flat case analysis using USC-CT Framework 5 points

Complete assigned Discussion Questions, Due Day 1, Day 3, Day 4 30 points

ORGANIZATIONAL CHANGE

7 7/31 Quick & Nelson Chapter 18

Read Jess Westerly case

8/4 Complete Jess Westerly case analysis using USC-CT Framework 5 points

Complete assigned Discussion Questions, Due Day 1, Day 3, Day 4

8/4 Review Mindy Grossman interview:
[Mindy Grossman, CEO of HSN, Inc: Culture Trumps Strategy](https://www.youtube.com/watch?v=UOwyubtWdkU) [.\(https://www.youtube.com/watch?v=UOwyubtWdkU\)](https://www.youtube.com/watch?v=UOwyubtWdkU)



(<https://www.youtube.com/watch?v=UOwyubtWdkU>)

8	8/5	TERM PAPER AND FINAL EXAMINATION	
	8/8	Term Paper Due	30 points
	8/9	Take Home Final Due	30 points

Course Evaluation: 300 Total Points

Class Participation 60%

Term Paper: 10%

Case Analyses: 10%

Final Examination: 10%

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Assignments

Case Analysis, Modules 2-7

Due on Day 4 of each Module, develop a one page analysis of the respective case applying the USC-CT Framework. You are required to discuss your analysis in the class forum and also to respond to a classmate's post on her or his analysis as well. Your analysis should be one page, double spaced, with one inch margin. The course textbook, should be cited in every paragraph of the case analysis.

Term Paper, Due August 8, 2018

Develop a ten page essay that addresses the following: Select 2 cases from the course that stood out for you. What concepts related to the cases? Why were the cases important in the course? What did you learn from them? What did you learn from your classmates' discussions of the cases in the discussion threads? What are the synergies between the two cases themselves? Your paper should have an introduction, conclusion, and should be double spaced with one inch margins. In addition to the ten pages of text, the paper should include a cover page and References page. The course textbook must be cited in every paragraph of the paper and two peer-reviewed articles are required to support your arguments. Please consult the University Library for consultation on access for peer-reviewed journal articles. Papers not meeting these requirements will not be scored.

Final Examination

A take-home final examination will be used in this course, applying the Honor system. The faculty member will announce exam details in Module 7.

General Information

Wikipedia is NOT an acceptable reference for work due in this course. You need to use scholarly resources/references. You may locate scholarly articles through JSTOR, ProQuest, EBSCO Host or GOOGLE Scholar which can be accessed at the college library.

Written Work – Writing Requirements

All assignments must be typed and spell/grammar checked. Note: while this is not a writing class, failure to proofread submissions for spelling and grammar will result in a significantly lower grade being assigned. Papers are also to be well written with a logical flow of thought.

Note: In this class, you will be marked down for incorrect grammar and/or spelling.

Group Assignments

When an assignment or in-class project is designated “group”, **all** group members are required to contribute to the group assignments.

Extra Credit:

There is no “extra credit” in this module/course unless otherwise specified.

Participation Grading Policy and Punctuality:

You must be in class to earn any participation points for a class meeting. In consideration of your fellow students, it is expected that you will arrive on time and stay in class until it ends. Participation is graded on individual contribution to class discussions and participation in your team. The development of communication skills, both oral and written, is given a high priority in this course. The classroom should be considered a laboratory where you can test your ability to interact and interface effectively with your professors and your peers. Some of the characteristics of effective class participation are:

Are the points that are made relevant to the discussion in terms of increasing everyone's understanding, or are they merely regurgitation of case facts?

Do the comments take into consideration the ideas offered by others earlier in the class, or are the points isolated and disjointed? The best contributions following the lead off tend to be those that reflect not only excellent preparation, but good listening, and interpretative and integrative skills as well.

Do the comments show evidence of a thorough reading and analysis of the material, including the text, the case (if applicable) and outside business resources?

Does the participant demonstrate critical thinking about the issue or differentiate among opinions, assumptions, and inferences?

Is there a willingness to test new ideas or are all comments cautious/"safe"?

Is the participant willing to interact with other class members by asking questions or challenging conclusions?

Your participation is essential to making this a meaningful class. Active participation is mandatory – presence alone does not constitute participation

Examples of things that cause one not to earn the full amount of participation points:

- Surfing the Internet in class
- Sleeping in class (those noticed sleeping will kindly be asked to leave class)
- Not reading assigned material
- Being disruptive and/or not participating in class activities
- Not listening actively
- Arriving late, leaving early
- Cell phone/pagers going off during class
- Text-messaging during class
- Eating a complete meal in class instead of listening and participating

Additional Policies

Respect:

Active participation in class requires a safe and trusting environment. It is important for us to respect the views and comments made by others, even if we disagree with such comments. I encourage debate and critical discussion, yet it must be respectful, polite, and professional.

Confidentiality:

Confidentiality is required in order to foster a safe environment for active discussion of business related topics. Discussions may involve experiences from their jobs or personal experiences. Therefore all discussions of business or personal experiences are expected to be treated respectfully and confidentially. Participants should not share proprietary information without permission of their employer.

GRADING SCALE:

Letter Grade	Criteria	Grade Percentage
A	Far exceeds the standard for all required work	95-100
A-	Far exceeds the standard for all required work	90-94
B+	Exceeds the standard for all required work	86-89
B	Exceeds the standard for all required work	84-85

B-	Exceeds the standard for all required work	80-83
C+	Met the standard for all required work	76-79
C	Met the standard for all required work	74-75
C-	Met the standard for all required work	70-73
D+	Did not meet the standard for all required work	67-69
D	Did not meet the standard for all required work	64-66
D-	Did not meet the standard for all required work	60-63
F	Did not meet the standard all required work; must retake the course	< 60

GRADING POINTS:

WRITTEN ASSIGNMENTS

Item	Description	Percents
1	Content and Conceptualization	60%
2	Logical organization of thoughts, ideas and structure	20%
3	Spelling, Grammar, APA format, etc.	20%
	Total	100%