

# ORGANIZATIONAL BEHAVIOR

## BUS 317.50 SYLLABUS

### CLASS LOCATION and PROFESSOR CONTACT INFORMATION

**Professor:** Dr. Seth D. Selke

**Office:** Taylor Hall 217

**Office:** 478-757-5184

**Office Hours:** Tue 1-4 pm; Wed 3-6pm; or by appointment

**Contact Information:** [sselke@wesleycollege.edu](mailto:sselke@wesleycollege.edu) (Expect a response within 24 hrs.)

**Class location and time:** online, once weekly live chat times to be announced at the end of Week 1

**Text/ISBN:** Nelson, D. L., & Quick, J. C. (2017). *ORGB<sup>3</sup>: Organizational behavior*. Boston, MA: Cengage Learning (ISBN: 978-1-305-66390-9)

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### POLICIES and PROCEDURES

#### Goals

To examine the three components of an organization – the individual, the group, and the system.

#### Content

This course will study the relationships of the three components mentioned above, the effects on the decisions, and the strategies to employ in order to meet the needs of the organization.

#### Requirements

Students will regularly read selections from their textbooks and contribute to in-class discussions of those selections. Students will be expected to demonstrate an understanding of course concepts and readings through weekly discussions, classwork assignments, and quizzes. Students will also complete two-unit exams over the course of the semester; each of these will contain identification, short answer, and essay components. Finally, all students will write one term project which will be explained in the first few weeks of class. Work completed this semester will be submitted in class, through the course's [Canvas](#) site, or via e-mail. Students will receive ample instruction and guidance on how to accomplish these tasks. .

#### Prerequisites

None

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## Participation and Grading

Online courses offer great flexibility for students who have busy schedules. Please keep in mind, though, that “online” does not equal easy! The most effective online courses are not self-paced independent studies but highly interactive, collaborative learning environments where we can hold in-depth conversations, ask hard questions, and share our work in progress—just as we would if we were meeting face-to-face. Being successful in an online course at Wesleyan requires careful time management, attention to detail, a willingness to ask for help when you need it, and the ability to read detailed instructions and work independently.

Because we will not be meeting together in a traditional classroom, you will be responsible for participating and demonstrating your understanding of course material in different ways: through our weekly live chat sessions, discussion forums, and online assignments. To ensure that you are participating fully and successfully in this course, please adhere to the following guidelines:

- ✓ You should join each discussion forum and live chat activity on time and be prepared to participate fully in class discussions and collaborative activities. Always have on hand your textbook, notebooks, pens/pencils, and any other materials requested by your professor. Frequent tardiness, absences, low participation, and/or unpreparedness may result in a lower course grade.
- ✓ Your professor will offer at least one real-time meeting in our virtual classroom each week. These live chat sessions are a vital opportunity for you to ask questions, ensure you are on track with your work, and collaborate with your classmates and professor—just as you would in a face-to-face classroom. Weekly live chat attendance is flexible but missing a live chat session is the same as missing class time. Please be aware you are responsible for all information, instructions, and discussion points covered during the sessions regardless of whether you attended. You should aim to attend a minimum of five live chats over the course of the term but attending more often will boost your overall performance in this course. If for some reason you cannot attend a weekly live chat session, you should plan to review the recording and complete a Live Chat Exit Ticket by the end of the week. You can find the Live Chat exit ticket on our course site under the “Study Materials” button. A live chat scheduling poll and further instructions will be provided during Week 1.
- ✓ You should initiate communication with your professor when help or extensions are needed and resolve any technical issues as soon as possible.
- ✓ You should check your Wesleyan email daily and respond to your professor’s email requests within 24 hours (sooner would be better).
- ✓ Every week you will have reading and assignments to be completed. As a rule of thumb, you should expect to spend 6–7 hours each week participating in forum discussions, attending (or reviewing the recordings of) live chat sessions, studying independently, and completing homework. Be sure to plan your weekly schedule carefully to ensure you have adequate time to complete course activities and assignments thoroughly and on time.
- ✓ Meeting scheduled deadlines is essential. You are expected to submit assignments in a timely and regular fashion without reminders from your professor. Oftentimes, other students will be depending on you to submit your work on time so that they may finish their own work. Don’t wait until the last minute because computer problems, last minute disasters, and sudden outages DO happen!

## Using Respondus LockDown Browser for Online Exams

This course **requires** the use of Respondus LockDown Browser and video monitoring for online exams. If you have not already registered with Respondus and paid the \$15 fee within the last twelve months, you will be required to do so for this course.

Watch this [short video](#) to get a basic understanding of LockDown Browser and the webcam monitoring feature. To take an online test, start LockDown Browser and navigate to the exam.

(You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this [Student Quick Start Guide \(PDF\)](#) .

Finally, when taking an online exam, follow these guidelines:

- Select a location where you won't be interrupted.
- Before starting the test, know how much time is available for it and allot sufficient time to complete it.
- Turn off all mobile devices, phones, etc. and don't have them within reach.
- Clear your area of all external materials — books, papers, class notes, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

### **Grading Procedures:**

Discussion Forum Collaboration	20%
Live Chat Collaboration	5%
Homework	25%
Project	20%
Mid Term Exam	15%
Final Exam	15%

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59% and below

### **Academic Integrity**

The Honor Code is the foundation upon which life in the Wesleyan College community is built. Academic violations of the Honor Code include, but are not limited to: cheating, plagiarism, unauthorized collaboration, inventing or falsifying information, turning in work for more than one class without authorization, or helping someone else violate the Honor Code. Students must self-report academic violations of the Honor Code to the faculty member teaching the class. If a student knows of an academic violation of the Honor Code by another student, she must report that violation to the faculty member if the student does not self-report.

In this class, violations of the Honor Code will, minimally, result in a zero on the assignment in question. Students who commit egregious or repeat violations will automatically fail the course. All academic violations of the Honor

Code will also be reported to the Provost, who may impose additional penalties for repeat offenders, and Honor Council, who may impose additional social penalties. For more information on how the Honor Code works, including the appeals process, refer to *The Wesleyanne: Student Handbook*.

### **Absence Policy**

The following is taken from the *Wesleyan Catalogue* regarding absences:

Students are expected to be regular and punctual in attending classes, laboratories, private lessons, and college convocations. A student who is absent from any class may be penalized by the lowering of her grade in the course. The semester ends with the last day of the final exam week. Students are responsible for all absences from class, and it is the responsibility of the student to contact the professor about the possibility of making up work missed for any absence including field trips and athletic events authorized by the college. Students pursuing regular courses in art, music, and theatre are required to attend and take part in programs, plays, or exhibitions scheduled by the faculty of the respective areas. (29)

Because reading and writing skills develop slowly over time and with practice, regular participation is essential in this course. Any time students do not participate fully in discussion forum and live chat activities, their grades could suffer due to missed instruction, group assignments, and collaborative activities.

**For these reasons, students are permitted no more than two unexcused forum or live chat absences. Beyond that, students may see a 5% deduction in their overall grade for each additional absence.** Students should make every effort to inform the professor in advance whenever they will be absent due to illness, an emergency, or other extenuating circumstances. Doing so will drastically increase the likelihood of their being excused from class and able to make up missed assignments.

### **Late Work, Make Up, and Extensions**

Late Work and Missed Deadlines: Deadlines in this course are firm. If you will be submitting work even a few hours late, email your professor and any students (group project members, for example) who might be affected by your late submission. You should expect to receive a point deduction for any work submitted after a deadline has passed.

- Forum activities and quizzes may not be made up. Students are expected to be prepared to work and participate fully and on time in scheduled activities.
- Classwork assignments and exercises may be turned in up to 48 hours late for ½ credit. You basically lose 1% per hour the work is late.
- Unit Exams may be made up within 48 hours with a 25% deduction only when a student secures written permission from the professor. The opportunity to make up a unit exam is not guaranteed but will be offered only at the professor's discretion. Be aware that make-up exams may be significantly different from the original in both format and content.

### **Extensions:**

In general, 24 hours is a reasonable amount of time to request for an extension. However, do not wait until the last minute to make the request. Late work will be accepted without incurring a point deduction only with prior permission from your professor. To request an extension on an assignment, use the following Grace Pass. Copy the text below into an email to your professor and submit it at least 24 hours before the due date/time of the assignment. Remember to include a reasonable explanation for your request. You have **ONE** Grace Pass to use during the term; use it wisely (**Not to be used for the exams or course project**).

# Grace Pass

Professor, please grant me a 24-hour extension for the completion of (name assignment) \_\_\_\_\_. I agree to submit this assignment by (name date and time): \_\_\_\_\_.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## **Planned Absences:**

Contact your professor a week before departure for any planned absence and arrange to submit work early or establish make-up work deadlines for when you return.

## **Emergency and Extenuating Circumstances:**

When a family crisis, injury, illness, or any other extenuating circumstance occurs, your professor will certainly understand and will do the utmost to assist you with a modified assignment plan. Contact your professor as soon as possible to make arrangements for your work.

## **Dropping and Adding Course(s)**

Students should exercise great caution in making changes to their course load during the drop/take period in any term, as changes to course schedules may affect both tuition charges and financial aid. Consultation with the Financial Aid Office staff is strongly advisable before making any adjustment to a course schedule. After the drop/take period in any term, no adjustment of tuition will be made, although adjustments to financial aid may be made (*Wesleyan Catalogue 220*).

## **Statement on Disabilities**

Wesleyan College is committed to equal education, full participation and access to facilities for all students. Any student who requires reasonable academic accommodations, use of auxiliary aids or facility access for a class must first register with Disability Resources by contacting Jill Amos, Director of Disability and Advocacy Services, [jamos@wesleyancollege.edu](mailto:jamos@wesleyancollege.edu) or (478) 757-3800. If reasonable accommodations are established, students should request Accommodation Letters from Disability Resources then schedule an appointment to meet with the professor to determine how the accommodations will be implemented for each class as early in the semester as possible. Accommodations require advance notice to implement and will not be retroactively administered for the semester. Accommodations that decrease the integrity of a course will not be approved.

## **Virtual Classroom & Forum Behavior**

Civility in the Academic Community:

Students, faculty, and staff are expected to treat one another with respect in all interactions. In the classroom, rude, disruptive and/or disrespectful behaviors as determined by a faculty member interfere with other students' rights and with the professor's ability to teach. Therefore, any student exhibiting unacceptable behaviors during a class will be asked to leave and will be counted absent for that class period. Failure to cooperate with this process will result in disciplinary action that may include withdrawal from the class or dismissal from the College. Violations will be reported to the Provost.

### Privacy in the Classroom:

In order to promote an environment in which ideas may be freely expressed, the interior office and classroom spaces at Wesleyan are private spaces. The unauthorized creation of photographic images, audio, or video recordings of students or faculty in these spaces is considered to be disruptive behavior which may result in a student's removal from class according to the professor's discretion. The distribution of any such recordings of students or faculty without the express written permission of the College is strictly prohibited and is subject to disciplinary action by the Provost of the College.

### Personal Electronic Devices:

Electronic devices (such as televisions, cell phones, tablets, and iPods) may not be used during live chat time, group work, or individual appointments. All devices must be turned off (or in silent mode) and stowed out of sight. Remember to stay with your professor in the virtual classroom at all times (no toggling between Internet windows!) unless instructed to do otherwise.

### Trigger Warning

In literary, scholarly, and professional writing, authors often depend upon elements of surprise or shock to communicate their ideas and evoke responses from readers. To provide specific "trigger warnings" ahead of each piece that might potentially be offensive is to drain these writers and works of their power. To that end, please consider this statement your "trigger warning": We will encounter works in this class that challenge our expectations, move us out of our comfort zones, and yes, potentially upset us. Working through our responses to consider (a) why writers might have wanted to challenge readers and (b) the techniques by which writers achieve their aims is a critical part of both literary analysis and your overall education at Wesleyan. Please visit with me during office hours if you have any questions about this policy.

### Potential Changes to Course Syllabus and/or Course Schedule

The following class schedule is a general plan for the course. You will find more detailed instructions for each week's activities and assignments on our Canvas course site. Deviations may be necessary, depending on students' learning needs, and will be announced in advance via announcement and/or e-mail. Students should check their course site announcements and Wesleyan e-mail accounts at least once every twenty-four hours during the semester to watch for updates regarding this class. Students should also respond to all emails from the professor within twenty-four hours.

## CLASS SCHEDULE

Our typical online week will run Friday through Thursday to allow you the weekends for independent reading and studying as you choose. Each Friday morning, you will find all of the upcoming week's course work posted on our course site. Make it a habit to take some time on Fridays to log in to our course site and look over your next set of readings, assignments, and deadlines so you may plan your study time accordingly. Please note our first "week" is a short one.

### WEEK 1

#### **(Orientation: Monday through Thursday)**

Introductions, course orientation, review syllabus, and discussing course goals. Topics of interest this week include defining what organizational behavior (OB) is, what the focus of OB is, describe the formal and informal organization, along with Hofstede's 5 dimensions, workforce diversity, ethical challenges, as well as distributive and procedural justice.

#### Homework:

- Read *ORGB*<sup>5</sup> (course textbook), Chapter 1, pp. 2-14.
  - Read *ORGB*<sup>5</sup> (course textbook), Chapter 2, pp. 16-32.
  - Assignments & Deadlines Posted on Canvas Course Site under "Weekly Learning Modules/Week 1"
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### WEEK 2

#### **(Normal week: Friday through Thursday)**

A few components of the readings and understanding this week include looking at individual differences, personalities, social perceptions, cultural differences, values, and Machiavellianism.

#### Homework:

- Read *ORGB*<sup>5</sup> (course textbook), Chapter 3, pp. 34-51.
  - Read *ORGB*<sup>5</sup> (course textbook), Chapter 4, pp. 52-69.
  - Assignments & Deadlines Posted on Canvas Course Site under "Weekly Learning Modules/Week 2"
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### WEEK 3

This week will examine elements such as motivation, learning management, as well as stress and well-being at work. Topics include Theory X and Y, motivational ideas for management, introverts/extraverts in learning, 360 feedback, stress, nonwork demands, and prevention.

#### Homework:

- Read *ORGB*<sup>5</sup>, Chapter 5, pp. 70-83.
- Read *ORGB*<sup>5</sup>, Chapter 6, pp. 84-99.

- Read *ORGB*<sup>5</sup>, Chapter 7, pp. 100-117.
  - Assignments & Deadlines Posted on Canvas Course Site under “Weekly Learning Modules/Week 3”
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#### WEEK 4

This week provides an understanding of communication along with work teams and groups. Understanding why reflective listening is essential, the five communication skills for supervisors, the difference between ad group and a team, characteristics of mature groups, and the potential drawbacks and benefits of teams.

#### Homework:

- Read *ORGB*<sup>5</sup>, Chapter 8; pp. 118-135.
  - Read *ORGB*<sup>5</sup>, Chapter 9; pp. 136-151.
  - Assignments & Deadlines Posted on Canvas Course Site under “Weekly Learning Modules/Week 4”
  - MID-TERM EXAM (Chapters 1-9)
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#### WEEK 5

Topics of discussion this week include decision-making by individuals and groups as well as how power and political behavior play in an organization. We will examine Jung’s cognitive styles, describe advantages and disadvantages of group decision-making, distinguish between leadership styles, define transformational, charismatic, authentic leadership, and defining structure in leadership behavior.

#### Homework:

- Read *ORGB*<sup>5</sup>, Chapter 10; pp. 152-169.
  - Read *ORGB*<sup>5</sup>, Chapter 11; pp. 170-185.
  - Read *ORGB*<sup>5</sup>, Chapter 12; pp. 186-203.
  - Assignments & Deadlines Posted on Canvas Course Site under “Weekly Learning Modules/Week 5”
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#### WEEK 6

The understanding of conflict and negotiation, discussing the differences between functional and dysfunctional conflict, identifying the four major forms of conflict, and conflict management. Topics also include jobs and design of work. We will describe patterns of working in different countries, the design of work in America, and issues emerging in jobs and work design.

#### Homework:

- Read *ORGB*<sup>5</sup>, Chapter 13; pp. 204-220.
- Read *ORGB*<sup>5</sup>, Chapter 14; pp. 222-236.
- Assignments & Deadlines Posted on Canvas Course Site under “Weekly Learning Modules/Week 6”

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## WEEK 7

This week delivers the elements of the organizational design, structure, and culture. We will examine the six basic dimensions of organizational designs, discuss the nature of emerging structures, explain the levels of organizational culture, as well as explore the theories about the relationship between culture and performance.

### Homework:

- Read *ORGB<sup>5</sup>*, Chapter 15; pp. 238-256.
  - Read *ORGB<sup>5</sup>*, Chapter 16; pp. 258-273.
  - Assignments & Deadlines Posted on Canvas Course Site under “Weekly Learning Modules/Week 7”
  - COURSE PROJECT DUE
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## WEEK 8

As we close out the course, we will examine career management and managing change in general. These chapters will explore job previews, psychological contracts, career functions, external and internal forces of change, behavioral reactions to change, and finishing up with a discussion on organizational development and why companies do it.

### Homework:

- Read *ORGB<sup>5</sup>*, Chapter 17; pp. 274-291.
  - Read *ORGB<sup>5</sup>*, Chapter 18; pp. 292-307.
  - Assignments & Deadlines Posted on Canvas Course Site under “Weekly Learning Modules/Week 8”
  - FINAL EXAM (Chapters 10-18)
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