COURSE SYLLABUS

BUS 325

Organizational Behavior

Fall 2019

# Course Information

## Instructor Information

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| **Instructor:** | Jim Servi |
| **Office:** | 104C |
| **Physical Office Hours:** | 4:00-5:00 on Wednesdays immediately before class |
| **Virtual Office Hours:** | 9:00-11:00 most Mondays or anytime it’s flexible for you |
| **Office Telephone:** | (715) 680-0149 |
| **E-mail:** | jservi@uwsp.edu |
| **Expected Instructor Response Time:** | 2 Business Days |

## Course Information

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| **Course Description:** | Behavioral approach to management concentrating on the individual in the workplace in dealing with power, authority, rules, status, norms, leadership, motivation, communication, group processes, and conflict management. |
| **Credits:** | 3.0 |
| **Prerequisites:** | Admission to MBA Program |

## Textbook & Course Materials

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| **Required Text:** | Organizational Behavior by Stephen P. Robbins & Timothy A. Judge, 18th Edition, Pearson, ISBN: 978-0134729664 |
| **Recommended Texts:** | None |
| **Other Readings:** | Will be assigned during class |
| **Other Required Materials / Applications:** | Computer and reliable Internet access |

## Course Technology

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| **Course Website:** | UWSP Canvas |
| **Other Websites:** | None |
| **Course Delivery:** | Hybrid: In-Person/Canvas |
| **Canvas Support:** | Use the following support numbers for questions and issues related to the Canvas Learning Management System: 1 (833) 828-9804 |
| **UWSP Technology Support:** | The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit: [https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) |

# Learning Outcomes

## Course Goals

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| This class is intended to prepare you for leadership roles and greater responsibility in the business world. The goal is to gain a deeper understanding of organizational behavior and challenge you to think outside of the box when it comes to managing and leading people. You will do this by analyzing your personal experience, learning from your classmates, and understanding the theories and principles driving organizational behavior. |

## Course Learning Objectives

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| * Understand the field of organizational behavior and how it applies to the workplace * Explain how to promote and leverage diversity in an organization * Analyze how attitudes and job satisfaction are related and how they lead to greater job performance * Explore group behavior and individual decision-making and how to take them into account for group decision making * Apply the concepts of motivation to the people that you lead * Examine communication and leadership at your organization * Explain the role of power and politics in the workplace * Determine how organizational structures impact organizations * Improve organizational culture through exploration * Outline change management and how individuals deal with change |

## Academic Unit

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| **SBE Mission:** | The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.  The SBE achieves its mission by valuing:   * Talent development * Lifelong learning * Career preparation * On the job experiences * Community outreach * Regional partnerships * Continuous improvement |
| **Accreditation Commitment:** | SBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community. |

# Course Policies

## Attendance

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| |  | | --- | | Attendance is a graded component of this course. The Course Schedule shows the days that you are required to attend in-person to receive full credit. | |

## Late Work

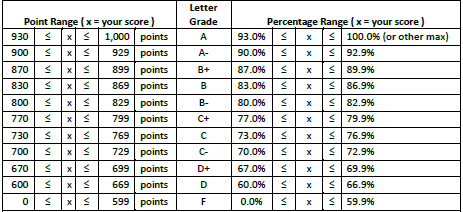
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| Late work will be assessed a deduction of 10% per day unless pre-approved for a valid reason. |

## Etiquette/Netiquette

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| 3.3.1 General Policy Guidelines  Etiquette/Netiquette is a set of rules for behaving properly during on-campus/online components of a UWSP course. As the instructor, it is my goal to provide a safe and nurturing learning environment for all students. Therefore, breaches of Etiquette/Netiquette are defined as any behaviors that are disruptive to the learning environment. The following examples provide a foundational description of Etiquette/Netiquette and breaches thereof:  • Displaying respect for others is required at all times. It is not required that you share the perspectives of your classmates, but rather that you do not discredit their right to have their own opinion. Expressing alternate viewpoints is important, but this should be done in a collegial manner.  • Side discussions (on-campus or online), listening to head phones, sleeping in class, and abusive language is considered disruptive behavior.  • No shouting, no profane language, no verbal or physical threats, no intimidation of any kind.  • Not arriving to class under the influence of any alcohol or drugs.  • Please come to class on time. Students should inform the instructor via email prior to class if he or she must arrive late or leave early.  • Cell phones, tablets, laptops, or any other electronic devices, while permitted in class, must be used in a way that is not disruptive to the class. Electronic devices are to be used only for note taking and to participate in class. Texting, checking social media, email, etc. is not permitted. If you are using technology inappropriately, you will be asked to put your device away for the remainder of the class session. If you or those around you appear severely distracted by an electronic device at any time, the instructor may ask you to show the content of your screen or to leave the classroom.  3.3.2 Penalties for Misconduct  The instructor reserves the right to ask students to leave the class or to issue grade penalties for misconduct. Grade penalties are not given lightly and not without clear and justifiable cause. Grade penalties will only be applied in cases where the student has, without question, diminished the learning environment for others. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. Any continued disruptive behavior may result in a referral to the Dean of Students office. |

# Grading

## Grading Scheme



# Coursework

## Exams

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| There are no exams in this course. The class project will take the place of exams. |

## Quizzes

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| There are no quizzes in this course. The executive summaries will take the place of quizzes. |

## Assignments

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| **Assessments**  Class Project (40%)  Case Study/Term Paper (20%)  Presentation (20%)  Executive Summaries (20%)  On-line Discussion Participation (15%)  In-Person Attendance/Participation (15%)  Discussion Group Leader (10%)  **Class Project (40%)**  The class project will consist of two-parts:The **Case Study/Term Paper (20%)** and the **Presentation (20%).** The class project can be on any topic of your choice related to organizational behavior. I recommend selecting a topic that is directly related to your professional experiences and one that can be applied to your current position, or something that you want to learn more about and pursue in the future.  Start with a question: How can I improve job satisfaction at …? Or How do we handle conflict at …? Is that the best approach?  From there you will conduct independent research, interviews, networking, assessments (SWOT, SOAR, etc.) and anything else you need to answer that question. Creativity is encouraged!  Presentations should be between 5-10 slides and approximately 5 minutes in length.  Your term paper should be between 5-10 pages (single-spaced, 12-point, Times New Roman) and cited using APA format when necessary.  Both should be presented like a case study where others can apply the information to a similar situation. They will be graded based on the thoroughness of your research, critical thinking, creativity, and the strength of your recommendations.  **Executive Summaries (20%)**  Over the course of the semester you will write five (5) executive summaries on topics from the book. You can select any “Case Incident” from the chapters covered for that week. These “Case Incidents” can be found at the end of each chapter. Executive summaries must concisely (no more than 1 page) cover your thoughts on the information presented as if you were presenting this to the CEO of the company in the case study or scenario. Please justify all recommendations with evidence from the book, class discussions, or your personal research.  **On-line Discussion Participation (15%)**  For each discussion board you will be expected to post at least four (4) times during the week. You can choose to participate in all the threads or just one if you find that interesting. The ideal post will contain the following:   * Contains a minimum of eighty (80) words, plus proper punctuation and grammar * Contains outstanding information and are made in time for others to read and respond * Delivers information that is full of thought, insight, and analysis * Makes connections to previous or current content and real-life situations   **In-Person Attendance/Participation (15%)**  Being present and interacting in class is one of the most important things you can do to learn. Be prepared, ask questions, participate in class, and be open and willing to learn new things.  **Discussion Group Leader (10%)**  The on-line discussion will be led by one of you each week. From the conversations in class, ideas from the book, and your independent research, you will craft at least one question/scenario for each chapter covered to start the on-line conversation for that week. You will then monitor the conversation, answer questions, interject as needed, and keep the momentum going on the conversation. |

# Schedule

## Dates and Deadlines

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| The instructor will provide a tentative course schedule in a supplementary file. All provided course schedules are organized by week number in accordance with the official UWSP Academic calendar. A direct link to the UWSP Academic calendar can be found here: [https://www.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx](https://www3.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx) |

# Other Administrative Details

## ADA / Equal Access for Students with Disabilities

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| The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, see: [https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx](https://www3.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx)  UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.  If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. The Disability and Assistive Technology Center is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365 or visit: [https://www.uwsp.edu/datc/Pages/default.aspx](https://www3.uwsp.edu/datc/Pages/default.aspx) |

## Inclusivity/Nondiscrimination Statement

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| It is the responsibility of the instructor to present materials and activities that are respectful of diversity, such that students from all diverse backgrounds and perspectives be well-served by this course. No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran’s status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715‑346‑2606 or visit: <http://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx> |

## Religious Beliefs Accommodation

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| It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. A direct link to this policy can be found here: <https://docs.legis.wisconsin.gov/code/admin_code/uws/22> |

## Help Resources

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| The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 018 Albertson Hall. For more information, call 715‑346‑3568 or visit: [https://www.uwsp.edu/tlc/Pages/default.aspx](https://www3.uwsp.edu/tlc/Pages/default.aspx)  If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715‑346‑4646 or visit: <http://www.uwsp.edu/stuhealth/Pages/default.aspx>  The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit: <http://www.uwsp.edu/counseling/Pages/default.aspx>  In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students.  The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As such, an instructor may contact the Office of the Dean of Students if he or she senses that a student is in need of additional support beyond what the instructor is able to provide. For more additional information, please go to <http://www.uwsp.edu/dos/Pages/default.aspx>  UWSP students may also share a concern directly if they or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success and/or the safety of others. Please report any concerns of this nature at [https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx) |

## Emergency Response Guide

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| In the event of an emergency, follow UWSP’s emergency response procedures. For details on all emergency response procedures, please go to <http://www.uwsp.edu/rmgt/Pages/em/procedures> |

## UWSP Community Bill of Rights and Responsibilities

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| UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students, staff, and faculty. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to: <https://catalog.uwsp.edu/content.php?catoid=10&navoid=422#section-1-communal-bill-of-rights-and-responsibilities> |

## University Attendance Policy

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| In addition to the course attendance policies determined by the instructor (noted above if applicable), the university provide standard guidelines by which students are to abide. All exceptions to the course attendance policy or the university guidelines should be documented in writing. A link to the university’s attendance guidelines can be found at: [https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx](https://www3.uwsp.edu/regrec/Pages/Attendance-Policy.aspx) |

## University Drop Policy

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| You are expected to complete the courses for which you register. If you decide you do not want to take a course, you must follow the procedures established by the university to officially drop the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester. A link to the university’s drop policy can be found at: <https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures> |

## Academic Honesty

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| UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: <https://docs.legis.wisconsin.gov/code/admin_code/uws/14> |

## Grade Reviews/Appeals

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| A formal grade appeal, also known as a Grade Review, can be requested in instances when the student feels that he or she was not provided a syllabus with a grading scale in a timely manner (i.e., the end of the second week of classes) and/or the instructor did not stick with the grading scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal, but rather should be taken up with the instructor directly. Information on grade reviews can be found in the University Handbook, Chapter 7, Section 5. A link to the university’s policies on non-academic misconduct can be found at [https://www.uwsp.edu/acadaff/Pages/gradeReview.aspx](https://www3.uwsp.edu/acadaff/Pages/gradeReview.aspx) |

## Non-Academic Misconduct

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| Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university’s policies on non-academic misconduct can be found at [https://www.uwsp.edu/dos/Pages/stu-conduct.aspx](https://www3.uwsp.edu/dos/Pages/stu-conduct.aspx). |

## Confidentiality

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| Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.  It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful. |

## Sample Coursework Permission

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| The instructor may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send the instructor an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes. |

## Revision Clause

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| This syllabus, the provided schedule, and all aforementioned coursework, are subject to change. It is the student’s responsibility to check the course website for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email. |

COURSE SCHEDULE

BUS 325

Organizational Behavior

Fall 2019

**Assessments**

Class Project (40%)

Case Study/Term Paper (20%)

Presentation (20%)

Executive Summaries (20%)

On-line Discussion Participation (15%)

In-Person Attendance/Participation (15%)

Discussion Group Leader (10%)

**Week of October 28, 2019 – November 3, 2019**

**October 30, 2019 – In-Person Class 5:00pm – 7:00pm**

Covers Chapter 1: What is Organizational Behavior?

Chapter 2: Diversity in Organizations

Chapter 3: Attitudes and Job Satisfaction

Chapter 4: Emotions and Moods

**Week of November 4, 2019 – November 10, 2019**

**No In-Person Class**

Executive Summary from Chapters 1-4 (Due: November 5, 2019 by 11:59pm)

Canvas Question/Answers on Chapters 1-4 (Due November 10, 2019 by 11:59pm)

**Week of November 11, 2019 – November 17, 2019**

**November 13, 2019 – In-Person Class 5:00pm – 7:00pm**

Covers Chapter 5: Personality and Values

Chapter 6: Perception and Individual Decision Making

Chapter 7: Motivation Concepts

Chapter 8: Motivation: From Concepts to Applications

Executive Summary from Chapter 5-8 (Due: November 12, 2019 by 11:59pm)

Email Class Project Idea (Due: November 13, 2019 by 5:00pm)

Canvas Question/Answers on Chapters 5-8 (Due November 17, 2019 by 11:59pm)

**Week of November 18, 2019 – November 24, 2019**

**November 20, 2019 – In-Person Class 5:00pm – 7:00pm**

Covers Chapter 9: Foundations of Group Behavior

Chapter 10: Understanding Work Teams

Chapter 11: Communication

Chapter 12: Leadership

Executive Summary from Chapters 9-12 (Due: November 19, 2019 by 11:59pm)

Canvas Question/Answers on Chapters 9-12 (Due: November 24, 2019 by 11:59pm)

**Week of November 25, 2019 – December 1, 2019**

**Happy Thanksgiving!**

**No In-Person Class**

Great time to spend working on your class project

**Week of December 2, 2019 – December 8, 2019**

**December 4, 2019 – In-Person Class 5:00pm – 7:00pm**

Covers Chapter 13: Power and Politics

Chapter 14: Conflict and Negotiation

Chapter 15: Foundations of Organizational Structure

Chapter 16: Organizational Culture

Executive Summary from Chapters 13-16 (Due: December 3, 2019 by 11:59pm)

Canvas Question/Answers on Chapters 13-16 (Due: December 8, 2019 by 11:59pm)

**Week of December 9, 2019 – December 15, 2019**

**December 11, 2019 – In-Person Class 5:00pm – 7:00pm**

Covers Chapter 17: Human Resources Policies and Practices

Chapter 18: Organizational Change and Stress Management

Executive Summary from Chapters 17-18 (Due: December 10, 2019 by 11:59pm)

Presentation on Class Project (Will be presented in class on December 11, 2019 at 5:00pm)

Canvas Question/Answers on Chapters 17-18 (Due: December 15, 2019 by 11:59pm)

**Week of December 16, 2019 – December 20, 2019**

**Finals Week**

**No In-Person Class**

Case Study/Term Paper (Due: December 17, 2019 by 11:59pm)

**Executive Summaries (20%)**

Over the course of the semester you will write five (5) executive summaries on topics from the book. You can select any “Case Incident” from the chapters covered for that week. These “Case Incidents” can be found at the end of each chapter. Executive summaries must concisely (no more than 1 page) cover your thoughts on the information presented as if you were presenting this to the CEO of the company in the case study or scenario. Please justify all recommendations with evidence from the book, class discussions, or your personal research.

**Class Project (40%)**

The class project will consist of two-parts:The **Case Study/Term Paper (20%)** and the **Presentation (20%).** The class project can be on any topic of your choice related to organizational behavior. I recommend selecting a topic that is directly related to your professional experiences and one that can be applied to your current position, or something that you want to learn more about and pursue in the future.

Start with a question: How can I improve job satisfaction at …? Or How do we handle conflict at …? Is that the best approach?

From there you will conduct independent research, interviews, networking, assessments (SWOT, SOAR, etc.) and anything else you need to answer that question. Creativity is encouraged!

Presentations should be between 5-10 slides and approximately 5 minutes in length.

Your term paper should be between 5-10 pages (single-spaced, 12-point, Times New Roman) and cited using APA format when necessary.

Both should be presented like a case study where others can apply the information to a similar situation. They will be graded based on the thoroughness of your research, critical thinking, creativity, and the strength of your recommendations.

**Discussion Group Leader (10%)**

The on-line discussion will be led by one of you each week. From the conversations in class, ideas from the book, and your independent research, you will craft at least one question/scenario for each chapter covered to start the on-line conversation for that week. You will then monitor the conversation, answer questions, interject as needed, and keep the momentum going on the conversation.

**On-line Discussion Participation (15%)**

For each discussion board you will be expected to post at least four (4) times during the week. You can choose to participate in all the threads or just one if you find that interesting. The ideal post will contain the following:

* Contains a minimum of eighty (80) words, plus proper punctuation and grammar
* Contains outstanding information and are made in time for others to read and respond
* Delivers information that is full of thought, insight, and analysis
* Makes connections to previous or current content and real-life situations

**In-Person Attendance/Participation (15%)**

Being present and interacting in class is one of the most important things you can do to learn. Be prepared, ask questions, participate in class, and be open and willing to learn new things.