**BA285: ORGANIZATIONAL BEHAVIOR**

**Fall 2018: Syllabus CRN 20285**

**Instructor** Ian Priestman     **Room**: RCH 202    **Office:** MKH 119

**Email:** priesti@linnbenton.edu.

**Class time** T/R 2:30 - 4:20pm        **Tel** 541 917 4261

**Office hours**: M/W 4-4:30pm,  T/R 1:15-2:30, 4:30-5pm. One hour by appointment

**COURSE DESCRIPTION:**

An analysis of the behavior of humans as actors in a variety or organizational contexts and cultures, including group, inter-group and individual behavior. A cross-cultural perspective of organizational behavior is also examined, including the concepts of time-management, work ethic, teamwork, and verbal and non-verbal communication.

**TEXT:**ORGANIZATIONAL BEHAVIOR AND MANAGEMENT. Ivancevitch. Tenth edition. McGraw Hill Irwin. ISBN-13: 978-0078029462 ISBN-10: 0078029465

**OUTCOMES:** Upon successful completion of this course, students will be able to:

o   Describe why managers and entrepreneurs require a knowledge of organizational behavior.

o   Describe characteristics of culture and resulting behavioral tendencies (especially as related to communication, teamwork and leadership, and conflict resolution).

o   Explain the foundations of individual behavior in diverse organizational and  cultural settings.

o   Explain the foundations of group behavior in diverse organizational and cultural settings. Discuss inter-group behavior. Identify the rules of organizational design.

o   Describe organizational culture

**METHOD OF STUDY**

“Tell me and I forget. Teach me and I remember. Engage me and I learn” - Chinese proverb

A variety of instructional methods to attempt engagement and meet a range of learning styles. These methods include lecture, discussion, team activities, case studies, guest speakers and videos. Students are expected to contribute to the learning of self and others in a laboratory/workshop style. If you want a class where the instructor talks for the duration and you do not have to be engaged, this class might not be for you.

Although this is a classroom based course, there is an online component through LBCC’s moodle software. You will receive instruction and support to be able to use moodle. The class is highly interactive.

**ASSESSMENT**

250 points:      Open Book Quizzes

100 points:      Case presentation (Group work)

100 points:      Peer Group Assessment

250 points:      Discussion board

100 points    Term paper

100 points    Participation points

100 points     Midterm

**1000 points:    Total**

**GRADING**

**A**  90 - 100%

**B** 80  – 89.5%

**C** 70 – 79.5%

**D** 60 – 69.5%

Grades are not ‘given’ by the instructor. Grades are earned by complying with the grading methods above. What is earned constitutes ‘where one lands’ in the grading scale above. No makeups or extra credit. An incomplete grade can only be given by negotiation and with 70 % of the course work submitted.

**Tentative Weekly Schedule:**Please see the class homepage on moodle

**ASSESSMENT METHODS:**

**1) Online Quizzes**

1.1     As your homework assignment, most weeks you will be expected to complete open book, online quizzes.

1.2     You have 30 minutes within one week to complete each quiz after it becomes live. It is important that you familiarize yourself with the chapter contents before attempting the quiz as there is little time to look up answers in the text. As the quizzes are partly an exercise in completing work to deadlines, there are no late submissions under any circumstances (unless there is a problem with the quiz software (moodle) that can be verified by the LBCC moodle administrator. My advice is to complete the quiz earlier rather than later in the week when family or computer problems may arise unexpectedly.  If you are having problems getting into the quiz then you must contact me before the closure deadline. Contacting me afterwards suggests the quiz has been missed.

1.3     The web site for testing is called Moodle. All student activity on moodle is tracked and time/date stamped. Software records and or instructor word is final

1.4     At any time during the course, if you want to know whether there is a quiz currently on line, go on the course website on Moodle and under ‘Track the course here.’ you will see which quizzes are currently open and also when the quizzes close.

1.5     The answers to the quizzes will be published after the weekly deadline.

1.6     The quizzes are intended to ensure you read the text. My lectures and class contributions might save you some time in reading and preparing for the quizzes

         1.7     Please check your LBCC email for quiz notifications and reminders

1.8     Please check your grades weekly and address any issues before the course ends

**2) Presentations and Peer Group Assessment (20%)**

2.1     During the course you are asked to give a **group** presentation of a case study from the textbook.

2.2     Every student must participate in the preparation and delivery of the presentation.

2.3     Each presentation will be a minimum of 10 and a maximum of 20 minutes. I will be forming the groups for the presentations around week 4.

2.4     It is your responsibility to manage your role in the group process.

         2.5     Documentation should be kept of group rules and meetings etc

2.6     From the 200 points available:

Within each group, 100 points will be awarded to each group member by each group member. This process is confidential

100 points will be awarded by the instructor in accordance with criteria agreed in class

2.7       If a student misses the presentation without notifying me before hand, then there can be no makeup. If you cannot make the presentation, then notify me ahead of time and we can reschedule your part.

2.8     Presentations are last session of week 10 and first session of week 11 (Finals day).

2.9     The LBCC finals schedule is designed so there are no clashes with other LBCC classes. If another LBCC instructor decides to reschedule their final to a time that clashes with mine, then it is the student’s responsibility to reschedule their final with that instructor.

Final schedule: <https://www.linnbenton.edu/finals-schedule>

**3)**   **Discussion Board:**

3.1     The discussion board is a powerful tool designed to disseminate concepts and ideas throughout our learning community. Minimal participation will probably mean one will be disappointed and not get the most out of this tool.  Participate actively and I think you will learn a lot from the discussion board and our learning community. Main posts are submitted to deadline given by the instructor. Late discussions will be seen as a lack of time management in delivering a work assignment on time.The discussion board work is divided into two parts:

3.1.1.  Main Postings to the Discussion Board:

For the chapter, assigned answer questions given by your instructor. As an alternative, you may discuss the relevance of any media article that relates to any of the chapter content studied that week. Be sure to state your views on the media article. Simply reporting on the news is not enough. News sources include but are not limited to The Nightly Business Report (OPB), Foreign Exchange (OPB), Wall Street Journal newspaper, All Things Considered, Market Place and Morning Edition, (National Public Radio), Financial Times, The Economist, and The US News.

Each discussion post should be between a minimum of 300 and 500+ words**. You are able to marginally exceed 500 words to complete your answer.** It is unlikely that an A (as the maximum grade) be obtained from a minimum of 300 words.  Such a word count does not usually allow for sufficient depth to obtain an A grade. For the most part, I grade the discussion on participation, unless a concept in your writing has been widely misconstrued.  I encourage creative applications of the concepts in accordance with the words of Frank Zappa (a creative source for a college class!) “Without deviation, progress is not possible.” I need you to write your own answers rather than  'patch write' where the majority of the posting, although credited, is taken from another source other than the student.

    3.1.2 Responses to other students on the discussion board.

You should respond to four **student postings per chapter by Sunday midnight of** **each week.** You should also respond to any questions from me about your postings on the discussion board.

A response should show substance by stating what you agree or disagree with regarding the posting and in some way advance the discussion. Responses limited to ‘Good Job’ ‘Way to go’ etc are not considered substantive responses. I will be looking for content specific responses to other course members. If a response could be applied to any subject e.g. scrapbooking, flower arranging, then it is probably not content specific to management.

**Responses to other students should be 100-300 words**.  Responses of less than 100 words will be considered below the minimum.

**4) Participation Points (10%)**

4.1     During the term I will be giving the opportunity for each student to earn participation points. The points will be earned for contributing to the class by being prepared, participating in role plays, activities, and discussions etc.

4.2     **You will need to be present at roll call and at the end of class** in order to qualify. Participation points cannot be earned if the student is not in attendance. Participation points are not attendance points.

4.3     Participation points are not given when repeated cell phone use in class is apparent

4.4     **Note:** When I calculate grades at the end of term, the participation points often make the difference between grades. In other words, you will need to be in class to get the points from these tests to maximize the possibility of earning a good grade.

4.6     My process for recording participation points is simple. I call the student’s name, the student answers. No answer means the student is not in the classroom. **The instructor records are final**

4.7If the student misses 50 % of the participation points then they are deemed to be not participating in the class. It is the student’s responsibility to track their own participation points. Would you have surgery with a surgeon who only participated in class 50% of the time or less?

**5) Term paper 10%**

The term paper is a summary of your learning throughout the term. The paper should be posted to the moodle discussion board entitled ‘Post your term paper here’.  You then should respond to 4 other students term papers saying what you agreed with an offering any comments that move the discussion forward.

By signing up for this class, the student is agreeing to manage their own learning. Part of this responsibility is attending during class times. If you cannot be in class on a certain day, it is the student’s responsibility to keep on top of any homework assignments, announcements, handouts and note taking. I do not need to be informed of any absences.

**Thank you for being respectful of our learning environment by not staring at mobile phones or texting in class. This is deemed as not participating.**

If arriving to class late, please remember that one’s entrance is likely to disturb the concentration and listening of others. Please attempt to arrive on time.

**Summary: How to be successful in my class**

Come to class regularly

Arrive and leave on time

Do the homework to deadline, (earlier rather than later)

Be a good group member

Don’t be a ‘check in’ student - to be discussed in class

The college is committed to fostering a learning environment characterized by excellence in instruction and best practices in disability accommodation.  We comply with local, state and federal law regarding students with disabilities, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).  The law requires that no qualified student may be discriminated against based on disability and every student with a disability must be provided reasonable accommodations and an opportunity to participate fully in all activities and programs  for which they are qualified with or without accommodation

**Request for Special Needs or Accommodations**

Direct questions about or requests for special needs or accommodations to the LBCC Disability Coordinator, RCH-[105, 6500 Pacific Blvd. SW, Albany, Oregon 97321](https://maps.google.com/?q=105,+6500+Pacific+Blvd.+SW,+Albany,+Oregon+97321&entry=gmail&source=g), Phone 541-917-4789 or via Oregon Telecommunications Relay TTD at 1-800-735-2900 or 1-800-735-1232. Make sign language interpreting or real-time transcribing requests 2-4 weeks in advance. Make all other requests at least 72 hours prior to the event. LBCC will make every effort to honor requests. LBCC is an equal opportunity educator and employer.

**LBCC Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see [Board Policy BP-1015](https://www.linnbenton.edu/faculty-and-staff/administrative-information/policies/board-policies-and-administrative-rules/1000-series-the-college/board-policy-series-number-1050-equal-opportunity-statement.php). Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: [linnbenton-advocate.symplicity.com/public\_report](http://linnbenton-advocate.symplicity.com/public_report)

Sorry all this sounds a bit formal but we must establish the ground rules before we proceed. Always remember that I’m on your side. **I’m always available during office hours to discuss anything that you do not understand. I do not care how many times you ask the same question or ask for help**.

Name

Location (town) born, raised, currently

Work history

Hobbies

Why they chose to sit where they are now?