**SYLLABUS**

**BUS 307**

**ORGANIZATIONAL BEHAVIOR**

### INSTRUCTOR INFORMATION

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### OFFICE HOURS: See the schedule on office door

**NOTE:** The instructor reserves the right to make changes to this syllabus prior to or during the term. The instructor will notify students, via e-mail or classroom announcement when changes are made in the requirements and/or grading of the course.

**COURSE DESCRIPTION**

This course explores the interpersonal and human relation theories for students to become successful entrepreneurs. Discussions include critical skills for the success or failure of an independent business.

### REQUIRED TEXTBOOK(S)

McShane, S. L. & Von Glinow, M. A. (2022). *Organizational behavior* (5e*)*. New York, NY: McGraw Hill.

**eBook access is through Canvas. See Course Materials Module**

**\*\*This is NOT an optional text. You will need the text to complete numerous in- and out-of-class activities. You will have access to the eBook for the course.**

### RECOMMENDED MATERIALS

Business-related publications such as Business Week, Fortune, Training, or The Wall Street Journal will be helpful, but a subscription is not required.

### RESEARCH COMPONENT

Research will be required for all written assignments. All students are expected to know and use the APA 6th or 7th edition formatting requirements for all course papers. In addition, you are expected to write grammatically correct papers with proper syntax and sentence structure, using APA formatting guidelines consistently and correctly. Deductions will be taken for improper formatting, missing citations and references, incorrect spelling and grammar and all other APA requirements which may be missing. Also, include the page number when using any books including the textbook for this course.The APA 6th or 7th Edition is required. Be careful using websites as a guide. Some of these are not correct. The manual is always correct.

### COURSE OBJECTIVES

1. Define organizational behavior and organizations and discuss the importance of this field of inquiry.
2. Describe the factors that directly influence voluntary individual behavior and performance.
3. Outline the perceptual process.
4. Explain how emotions and cognition influence attitudes and behavior.
5. Explain how human drive results in employee motivation.
6. Describe the rational choice paradigm.
7. Discuss the benefits and limitations of teams.
8. Explain why communication is important in organizations and the influences on effective communication encoding and decoding.
9. Define power and describe the sources of power in organizations.
10. Debate the positive and negative consequences of conflict in the workplace.
11. Define leadership and shared leadership.
12. Describe the types of coordination in organizational structures.
13. Describe the elements of organizational culture and discuss the importance of organizational subcultures.
14. Discuss the reasons why people resist organizational change and the strategies for minimizing this resistance.

**NOTE: Quizzes, in-class activities, and research project cover all the Course Objectives.**

**CONTRACT**

This syllabus serves as a contract for this course. After reviewing the document if you don’t feel you can meet the commitments outlined it is recommended that you consider taking another course as the class rules will be followed and enforced.

### CANVAS

Canvas is the learning management system at Reinhardt. If you need more information about how Canvas works you can review the training manual on-line. The link is just below the link to Canvas.

Here are directions for logging into the EagleWeb system:

<https://reinhardtuniversity.instructure.com/login/ldap>

If you are absent from class, you will need to check EagleWeb for any class calendar changes, assignments missed, PowerPoint presentations, etc. A copy of the class schedule & syllabus will always be available on EagleWeb along with any changes. However, this does **NOT** exempt you from making sure you are aware of any verbal announcements made in class, so please exchange contact information with someone in class to communicate with if you are absent from class.

**I DO NOT accept work emailed to me unless I request it**. Please post your assignments in the appropriate locations by the due date and time.

### CLASS PARTICIPATION AND PERFORMANCE

**Reading Policy:**  Educational research shows that if you read and try the material before class, you can perform better in class, and gain a much more solid understanding about the material. Read the materials that you can before class and after class to maximize learning. Then, be prepared to actively participate in class.

**Attendance Policy:** Regular attendance is required and expected. Attendance will be taken before each class. *Five unexcused absences will result in a reduction* ***one letter-grade***.

You are responsible for obtaining information conveyed in missed classes from the textbook, class notes, and/or Canvas. You should make sure to complete any missed assignments during the assigned specific time prior to returning to class, so you won’t fall further behind. **DO NOT ENTER THE CLASS LATE**. It is disrespectful and distracting to the professor and your classmates.

#### SPORTS OR CAMPUS ORGANIZATION ABSENCES

If you are representing the school for a game or competition it is your responsibility to **notify me prior to missing the class** and I will work with you on what you miss and making sure you don’t fall behind. Coming to me after the absence isn’t acceptable. You will be required to take any graded assignments to include quizzes and tests you would miss due to travel, etc. **prior to the due date** as I will not allow you to turn the work in late after the due date. If you need further clarification, etc. please see me and don’t just assume you can work it all out later. In order to succeed in this class, attendance is a must.

### CLASSROOM POLICY

It is sometimes necessary to eliminate certain distractions from the class. Students and instructors find the following extremely distracting during class:

**Students are not allowed to utilize cell phones** for calls or text messaging during class. This distracts from your work and is distracting to those around you. This also holds true for the use of iPods or other headphone music devices during class.

**Students will be asked to leave class and will not be allowed to make up class work/tests if any of the above rules are broken.**

### LATE WORK

Since the dates for all quizzes and other assignments are set in Canvas, late work **Will NOT BE** accepted for any reason without a dire circumstance. Documentation for your circumstance is required.

**ADDITIONAL SUPPORT**

**ASO Students**: Students with disabilities needing accommodations must contact Academic Support Office prior to contacting the instructor. Please notify me after you have completed this first step so we can prepare either in my office or after the class meeting.

### CENTER FOR STUDENT SUCCESS

Students can go to the **Center for Student Success** for additional support for this course. If you feel you need additional help, please schedule a meeting with me, so I can ensure that you receive the proper support. This center is designed to support your learning in class, so it’s not to replace your regular class attendance. Please have a list of specific questions, so we can use the time most effectively. I am also glad to provide some additional support if you are in class on a regular basis and schedule meetings in advance. You can contact me at <http://add@reinhardt.edu>

**OPTIONAL, BUT RECOMMENDED**

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th Ed.) Washington, D. C: American Psychological Association ([http://www.apa.org)](http://www.apa.org/). You can also find the APA Manual at major bookstores and online outlets.

**A link to PurdueOwl for help with APA Formatting is below:**

[PurdueOwl - APA](https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_style_introduction.html)

**Academic Honesty:** Please see the section of the general catalog which describes the college policy on academic honesty. The policy provides descriptions of what violates the policy and of what penalties may be imposed for violations. Failing grades will be assigned for any work which does not meet the standards of academic honesty. **Any violation of academic honesty can result in a failing grade in a course.**

#### TURNITIN.COM

Turnitin.com is used in this class to check for plagiarism or lack of originality. All papers written in this class are expected to be original work - you cannot take a paper from another course, make small changes, and expect it to be accepted. Any paper submitted that you have used for another class will be awarded a zero. Follow the **75/25 rule** with all written assignments. Seventy-five percent (75%) from personal experiences/opinions and twenty-five percent (25%) from outside valid and reliable research sources as support.

### CLASS EXPECTATIONS

All students are expected to always conduct themselves in a professional manner while they are attending Reinhardt University. This includes but is not limited to respect for others, courtesy, and professionalism. *To facilitate learning, collaboration and discussion are necessary. Therefore, be prepared for class. Participation will be part of your final grade*. **Cell phones and other devices MUST be turned off during class to avoid disrupting the class. DO NOT interrupt the class to answer your phone or text while class is in session! Discuss all special arrangements with the instructor in advance.**

### GRADING EXPECTATIONS

Not all students can expect an “A” grade for this course! Being awarded an A indicates that the student has an excellent grasp of the various topics and has demonstrated an ability to apply them accurately, precisely, and with a clear understanding of their implications on the situation. Being awarded a “B” indicates proficiency in applying the topics, but not as clear an appreciation of the subtleties of the topics. Being awarded a “C” indicates that the student has a limited understanding of the topics but has failed to apply them accurately or properly interpret their meaning. A “D” in the course indicates very limited understanding of the topics and failure to interpret accurately or properly meaning of the topics. An “F” indicates that the student has not grasped the topics and has not demonstrated an ability to apply them to solving problems.

### GRADING SCALE

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = Below 60 %

### Reading Assignments

To facilitate a participation and collaborative environment that are conducive to learning, you should read the assigned chapters prior to class. Be prepared before coming to class. The assigned chapter readings are listed the course schedule.

**Weekly Assignments**

A variety of assignments will be provided to help you apply the knowledge of the concepts discussed in weekly lectures. You will gain access to the assignment through Canvas. Each assignment has a due date, and you are expected to complete all assignments by the due date. No late work will be accepted. All work will be submitted into Canvas.

**Quizzes**

A variety of quizzes will be given to test your comprehension of the concepts. A mixture of multiple-choice and essay quizzes will be provided.

**In-Class Activities (Team-Based)**

The class will be divided into teams. Each week, one team will present a case study and/or current event that relates to the topic of discussion in the text. Below is the format for each presentation:

1. Introduction of the issue(s)
2. Problems and/or impact the issue(s) has or is causing in the organization
3. Recommendation for solutions to the issue(s)

**Research Project Phases**

You will choose a topic related to organizational behavior and prepare a well-comprised research paper. Each student will be assigned to a group. Each group will complete a presentation at the end of the course. ***\*\*You are a management consultant team that has been hired by the company that you are researching. You are to follow the phases throughout the course, which will help you as you are completing the Final Project.\*\****

**Start this project early in the semester.  It will take you a while to do your research, analyze, and put into a clear and well-organized format.**

You will divide your project into three areas, which are listed below:

**Phase I**

**You will identify an organizational behavior issue in a company of the group’s choice. In this phase, you are to fully describe the issue.**

* Describe the problem
* What is the impact of the problem (research how the problem affects organizations)
* What are the important variables that need to be addressed

**Phase II**

In this section, you will present your plan to address the issues

* What are the various components of your plan
* What are the deficient resources (if any) that could hamper your plan
* Provide a detailed schedule of your plan

**Phase III**

In this section, you will discuss the execution component of your plan.

* Clearly identify the steps of your plan for execution
* What resources are needed for execution
* What is the timeline of your plan
* How will you control (measure) the plan’s effectiveness

 ***\*\*Each phase will be submitted into Canvas. Each group member will participate in an audio description of the plan (his or her slides). If a member fails to present an audio in the PPT, he or she will receive a grade of zero (0) for the assignment.\*\****

**Final Project Presentation**

Each group will provide a PowerPoint presentation of its research project. All audio components will be removed and each group member must participate in the presentation.

**Participation**

Learning is facilitated through engagement in the classroom, both with the professor and classmates. This course is a collaborative and interactive environment. Therefore, you will receive a final participation / attendance grade **(100 points)** at the end of the course. The number of points provided is at the discretion of the professor and will be based on each student’s interaction during the semester.

**LearnSmart**

LearnSmart is a resource found in Connect that can be used to help you study the concepts found in each chapter of the text. Use it for studying, taking practice quizzes, etc. You should review the LearnSmart Chapter prior to the week of discussion for the concept.

**Tentative Course Schedule**

I reserve the right to adapt the schedule as needed throughout the semester. I will notify the class of any changes in the schedule.

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| **Week** | **Topic** | **Assignments** |
| **1** | **Introduction to Organizational Behavior** | Read Chapter 1Complete MBTI AssessmentComplete DiSC Assessment |
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| **2** | **Individual Differences, Personality, and Values** | Read Chapter 2 |
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| **3** | **Perceiving Ourselves and Others in Organizations** | Read Chapter 3Quiz #1 – Chapters 1-2 |
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| **4** | **Emotions, Attitudes, and Stress** | Read Chapter 4Research Project Phase I Due |
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| **5** | **Motivation in the Workplace** | Read Chapter 5Quiz #2 – Chapters 3-4 |
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| **6** | **Decision-Making and Creativity** | Read Chapter 6 |
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| **7** | **Team Dynamics** | Read Chapter 7Quiz #3 – Chapters 5-6Research Project Phase II Due |
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| **8** | **Communicating in Teams****Fall Break (Wed-Fri)** | Read Chapter 8 |
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| **9** | **Power and Influence** | Read Chapter 9 |
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| **10** | **Conflict and Negotiation** | Read Chapter 10Quiz #4 – Chapters 7-9 |
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| **11** | **Leadership in Organizational Settings** | Read Chapter 11Research Project Phase III Due |
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| **12** | **Organizational Structures** | Read Chapter 12Quiz #5 – Chapters 10-12 |
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| **13** | **Organizational Culture** | Read Chapter 13 & 14 |
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| **14** | **Organizational Change** | Read Chapters 14Quiz #6 – Chapters 13-14**Project Presentations Begin****Final Project Due** |
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| **15** | **Final Project Presentations Continue** |