

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA320

Course Title: Organization Behavior and Administration

Course Start Date: August 26, 2010

Course End Date: December 11, 2010

Thursdays, 3:30 PM to 6:15 PM

BA320:

An analysis of individual, interpersonal, and group behavior within organizations and the influence of human, cultural, technological, structural, and environmental factors. Examined are practices of management, such as designing jobs and organization structures, evaluating and rewarding performance, organizational and employee development, and other management processes. These techniques include high performance organizations, management by objectives, total quality management, and the like; it uses varied approaches to leadership, conflict management, change, and adaptation to the environment.

Learning Objectives:

1. Students will gain an understanding of the individual, group, and system dynamics that influence organizations.
2. Students will learn how to analyze organizations so they can identify methods to improve organizational effectiveness and efficiency.
3. Students will gain an understanding of their management preferences, style, and abilities; and how to leverage their strengths within an organization.

Required Text (Selected Chapters):

Robbins, S., Judge, T.

2011 Organizational Behavior, 14th edition. Pearson Prentice-Hall. Upper Saddle River, NJ. ISBN: 978-0-13-612401-6

Instructor:

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Google Groups: Lincoln BA320&BA275- Fall 2010

INTRODUCTION:

Welcome to Lincoln University!

In this syllabus, I will provide an overview of the course and the student expectations for the next few months. It is important that you note the schedule of events, and assignments.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or learning team has the opportunity to learn. In addition learning between the instructor and students flows two ways. I will learn from you just as you will learn from me.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via Lincoln University e-mail, the course Google Groups site, or by telephone. I would prefer you contact me by Lincoln e-mail, which I will reply to within 24-hours.

Class Procedures:

Each session you will be provided various items: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day.

Instructional methodology includes: Lecture, class discussions, group and team work, and multimedia resources in either a brick and mortar classroom or a virtual classroom using Google Groups.

You will be reading and working on various exercises and answering discussion questions as an individual, in a pair, and in groups.

Some of the course work will be done in our class Google Groups site: Lincoln BA320&BA275- Fall 2010. This information will be provided in class and in advance of any assignment due dates.

Assignments:

Assignments are due in the week following the week it is assigned. Late assignments will be accepted without a 10% late penalty if they are submitted within one week of the due date. If they are submitted after the one-week grace period, a 10% late penalty will be assessed for each week it is late.

Assignments must have: The students first and last name at the top of the page and/or the names of the entire team/group at the top. The title of the assignment must also be in

the heading. Simply putting the date of the assignment is not correct and it will be downgraded 10% for not following instructions.

Electronic submissions do not count unless you have previously arranged this with the instructor, or they are part of our course work in the Google Group.

If you are not able to work with your team on the assignment, in order to earn the points, you will need to complete a supplemental assignment.

Class Participation:

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

(2) Your grade will also be determined by:

- the quality of your responses;
- the timeliness of your response; and
- The ability of your comments to motivate others in a collaborative effort.
- Your interaction in our class Google Group.

Learning Environment

The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thought before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	59 or <	F

A = Excellent performance. Clearly stands out as an excellent performer. Has unusually sharp insight into material and initiates thoughtful questions. The student sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

B = Above average performance. Grasps subject matter at a level considered to be good to very good. The student actively participates in the class discussion. Speaks and writes well. The student accomplishes more than the minimum requirements. Work in and out of class is of high quality.

C = Average performance. The student demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements and displays little or no initiative. The student is able to communicate orally and in writing at an acceptable level for a college student. Has a satisfactory understanding of all basic concepts.

D = Below average performance. The student demonstrates understanding at the most rudimentary level. Quality and quantity of work in and out of class is below average and marginally acceptable.

F = Failing performance. Work is not acceptable and/or timely. Quality and quantity of work in and out of class fails to demonstrate a marginal understanding of learning objectives and their application. Academic credit is not earned.

Course Grade Weighting:

Category	Percent	Point
Attendance	10%	10
Homework: 7 CI & 2 Ethics (2pts. Each)	18%	18
Comprehensive Case Study 2 Project	12%	12
Midterm Exam	30%	30
Final Exam	30%	30
	100%	100

Format for Submitting Assignments

(1) Write your first and last name at the top of your paper along with the title of the assignment (papers will not be returned without credit if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabian guidelines for citing and documenting sources.

(2) Your assignment should follow the formatting guidelines below:

- single-spaced
- twelve point, Times New Roman font style
- skip one space between paragraphs
- paragraphs are not to be indented.

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
August 26	<ul style="list-style-type: none"> ● Introduction to course ● Chapter 1: What is Organizational Behavior?
September 2	<ul style="list-style-type: none"> ● Chapter 2: Diversity in Organizations ● Homework: Case Incident 1: The Flynn Effect
September 9	<ul style="list-style-type: none"> ● Chapter 3: Attitudes & Job Satisfaction ● Homework: Case Incident 2: Long Hours, Hundreds of E-mails...
September 16	<ul style="list-style-type: none"> ● Chapter 5: Personality & Values ● Homework: Ethical Dilemma (pg. 159), and Case Incident 2
September 23	<ul style="list-style-type: none"> ● Chapter 6 : Perception & Individual Decision Making ● Homework: Ethical Dilemma (pg. 195)
September 30	<ul style="list-style-type: none"> ● Chapter 7: Motivation Concepts ● Homework: Case Incident 2
October 7	<ul style="list-style-type: none"> ● Chapter 8: Motivation: From Concepts to Applications ● Homework: Case Incident 1
October 14- Virtual Class/Lab Work	<ul style="list-style-type: none"> ● Chapter 9: Foundations of Group Behavior ● Class Work: Google Groups PowerPoint presentation, discussion on Point/Counterpoint exercise on page 303, lab exercises, and reply with answers to two of the four questions posted in Google Groups. ● Homework: Case Incident 2
October 21	<ul style="list-style-type: none"> ● Midterm ● Chapter 10: Understanding Work Teams
October 28	<ul style="list-style-type: none"> ● Chapter 11: Communication ● Homework: Case Incident 1 ● Begin Research on Comprehensive case Study 2 (pg. 639)
November 4- Virtual Class/Lab Work	<ul style="list-style-type: none"> ● Chapter 12: Leadership ● Virtual Course Work: PowerPoint presentation, discussion of Point/Counterpoint (pg. 406), lab exercises, and reply with answers to two of the four questions listed in Google Groups. ● Continue Working Comprehensive Case Study 2 (pg. 639)
November 18 – Virtual Class/Lab Work	<ul style="list-style-type: none"> ● Chapter 13: Power & Politics ● Virtual Course Work: PowerPoint presentation, discussion of Point/counterpoint (pg. 444), lab exercises, and reply with answers to two of the four questions listed in Google Groups.
December 2	<ul style="list-style-type: none"> ● Chapter 16: Organizational Culture ● Comprehensive Case Study 2 DUE
December 9- Final	<ul style="list-style-type: none"> ● FINAL