

# BUS 300 Organizational Leadership DE MASTER

2017 Section ALL 05/09/2017 to 03/30/2050 Modified 07/09/2020

## Meeting Times

### Online Classes

Monday, 12:00 a.m. to Sunday, 11:59 p.m. (Pacific time)

### Class Length

8 weeks

Your instructor **may** schedule optional synchronous/live sessions using the Virtual Classroom (Blackboard Collaborate) meeting space. Please check your course announcements for specific dates and times. All meetings will be recorded and will be accessible in the Virtual Classroom.

## Contact Information

## Course Description

This course familiarizes students with a broad range of leadership and organizational behavioral topics, including leadership models, theories, styles, competencies, change management, mentoring, and succession planning.

Total Course Credits:	Total Course Hours:	Lecture Hours In-Class:
3	45	45
Lab Hours:	Supervised Clinical/Practicum Hours:	Externship/Internship Hours:
0	0	0

## Course Learning Outcomes

1. Identify, describe, and discuss theoretical concepts of leadership in organizations.
2. Discuss and analyze solutions for selected organizational/management problems and cases.
3. Describe and review how individuals are enabled to perform effectively.
4. Learn the importance, sources, and uses of various theories in successful leadership.
5. Conduct a self-assessment of leadership style and skills and/or organizational effectiveness through a SWOT analysis.
6. Interview a business leader to demonstrate comprehensive understanding of the course learning.

This course meets the following outcomes and competency standards:

Week	CLOs	PLOs	ILOs
1	1, 4	4	1, 2, 4
2	2, 3, 5	1, 2, 4	1, 2, 4, 5, 7
3	1, 2, 3	2, 4	1, 2, 4, 7
4	1, 2, 3	1, 2, 4	1, 2, 4, 5, 7
5	1, 2, 3	2	1, 2, 4, 5, 6, 7
6	1, 3, 4	1, 2, 4	1, 2, 4, 5, 6, 7
7	1, 2, 3, 6	1, 2, 4, 5	1, 2, 4
8	1, 2, 3, 4	2, 3, 4	1, 2, 4, 5, 6, 7

# Program Learning Outcomes

## Program Mission

The Bachelor of Science in Business Administration program is designed to provide students with foundational knowledge in general business concepts and management theory. Students will develop critical thinking, leadership, and problem-solving skills necessary to serve as effective business professionals in a diverse and ever-changing business landscape.

## Program Objectives

1. Demonstrate foundational knowledge of business concepts in accounting, finance, marketing, economics, organizational leadership, management, and business law and ethics.
2. Demonstrate critical thinking to analyze and interpret business issues and provide a defensible solution.
3. Employ planning, organizing, and leadership skills to manage business information and achieve intended business outcomes.
4. Demonstrate knowledge of legal, ethical, and professional responsibilities that drive the decision-making of business managers.
5. Explore the domestic and global business landscape to identify variables that impact problem-solving in a business organization.

## Course Materials

Your textbook is available in the Blackboard course under the **E-Text** menu item. The textbook is delivered through the Vital Source E-Text platform. Please note that some books do have a print on demand option. Print on Demand, if available, is found in your Vital Source bookshelf.

### A Pocket Style Manual (APA Version)

**Author:** Hacker, Diana

**Publisher:** Bedford St. Martins

**Edition:** 8th

**Availability:** Available in your Vital Source Bookshelf (from previous terms)

### Organizational Behavior

**Author:** McShane, S., & Von Glinow, M.

**Publisher:** McGraw Hill

**Edition:** 4th

## ✓ Evaluation

West Coast University Grading Scale (Reflective of final course grade; see associated policy in Catalog)	Grade	Points	WCU Grading Scale
	A	4	93–100
	A-	3.7	90–92
	B+	3.3	87–89
	B	3.0	83–86
	B-	2.7	80–82

C+	2.3	76–79
C	2.0	73–75
C-	1.7	70–72
D+	1.3	66–69
D	1.0	63–65
D-	0.7	60–62
F	0.0	59 or below
AU	0.0	Audit
CR	0.0	Credit
P	0.0	Pass
NP	0.0	Not Passed
I	0.0	Incomplete
TC	0.0	Transfer Credit
W	0.0	Withdrawal (Before Drop Deadline)
WF	0.0	Withdrawal (After Drop Deadline)

**Note:** AU, CR, P, NP, I, TC, W, and WF are used on the Academic Record but have no point values and are not computed in the [Cumulative Grade Point Average \(CGPA\)](http://westcoastuniversity.smartcatalogiq.com/en/Fall-2017/West-Coast-University-Catalog/Academic-Policies-and-Procedures/Calculating-the-Cumulative-Grade-Point-Average) (<http://westcoastuniversity.smartcatalogiq.com/en/Fall-2017/West-Coast-University-Catalog/Academic-Policies-and-Procedures/Calculating-the-Cumulative-Grade-Point-Average>).

A minimum passing grade is required for each course and **varies by program**. Earned grades below the minimum passing grade reflect that the course has not been successfully completed. Each academic program has unique prerequisite requirements. Please see the specific program section for additional information.

Students should review the program specific grading scale in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html), (<http://westcoastuniversity.edu/admissions/catalog.html>).

## Evaluation Criteria

The evaluation criteria consists of **Formative** and **Summative** assessments of student learning.



**Formative:** Assessment that occurs throughout the course to provide feedback and support for improved performance as part of an ongoing learning process.

*Examples: Evidence-based research, presentations, case studies, specific class projects, weekly quizzes, homework assignments, clinical or lab assignments, practice exams*



**Summative:** Assessment that occurs at the conclusion of the course to determine whether student learning outcomes have been achieved.

*Examples: Final exam, term paper, or term project*

*Signature Assignments, where applicable, are course assignments designed to comprehensively measure student achievement of course and program learning outcomes.*

**Additional Information:**

- All assignments are to be submitted via the online classroom except where otherwise noted. Email submissions will not be accepted. Grades and comments on graded items will be posted in the Blackboard Gradebook, unless otherwise specified. **All assignments submitted for each course must be created for that particular course. Any assignment (a paper or presentation) submitted for credit in one course may not be duplicated and submitted for credit in any other course unless approved by the faculty or noted in the syllabus.**
- **Please review all rubrics in the course for assignment grading criteria, found under the My Grades tab.**
- **It is important that you save all of your completed assignments for your records.**
- Please ensure that you have saved copies of all your work on a drive such as Dropbox or a personal hard drive as you may be asked to recall these assignments as you near the end of your program.

## Criteria

Assignment	Weight / Points	Week Due	Details
<b>Formative</b>			
Weekly Discussions	320	1–8	See the discussion board rubric for grading criteria. Each week is worth 40 points.
Chapter Readings	70	1–8	The chapter readings each week are adaptive and interactive in nature. Each chapter is worth 5 points and must be completed to be awarded points. Access your chapter readings through the E-Text link in your Blackboard course.
Chapter Homework	240	1–8	Each chapter of the text has selected homework scenarios to complete for each week. Access your weekly homework through the assignments link and McGraw-Hill Connect in your Blackboard course. Each week is worth 30 points and due by Sunday, 11:59 p.m. (Pacific time).
<b>Summative</b>			
Week 4 Midterm Assignment: Team Effectiveness	170	4	Write a paper in which you describe elements that apply to team effectiveness.
Week 7 Signature Assignment: Interview With a Business Leader	200	7	Write a paper describing elements of an interview with a leader.
<b>Total Points</b>	1,000		

## Course and Program Specific Policies

### Discussion Board Requirements\*

The Online Discussion Board is designed to stimulate class dialogue that would normally take place in a face-to-face didactic setting. Participation in the Discussion Board serves as a learning strategy to help demonstrate student knowledge of course content. Each Discussion Board post will be assessed using a rubric (located under the "My Grades" menu). In addition to reviewing the grading criteria in the rubric, please note the following Discussion Board post expectations, which must all be met to earn full weekly discussion credit:

- Discussion posts must be completed during the week they are assigned. Discussion posts made in advance of the assigned week will not count toward the weekly discussion grade. If you wish to work ahead, please compose your responses in a Word document, then post when the week arrives.
- Each week, you are required to submit a reply to each initial prompt and replies to your peers or instructors in the Discussion Board. An automatic 10% point deduction will be assessed for all late **initial** postings.

**Note: There may be more than one initial prompt per week, depending on the course and material covered. It is your responsibility to reply accordingly.**

The required posts per initial prompt are described as follows:

- No later than Wednesday, 11:59 p.m. (Pacific time) each week, you must post one (1) response to each initial prompt posted by the instructor AND
  - Throughout the week, and no later than the conclusion of each week, you must reply to a minimum of two (2) peers and/or instructors, per initial prompt, although replying to more is highly encouraged. Replies must be made throughout the week to show active participation.
- Any post made in the Discussion Board must be well-developed.
    - A well-developed post is meaningful, clearly demonstrates relevance to the topic, reflects critical thinking and your knowledge of the material, demonstrates *synthesis* of the subject matter, extends the discussion by building on previous posts, and includes proper source citations, when applicable. Posts limited to "I agree," "Great posting," or "Thank you" will not be assessed as well-developed and will therefore not be considered a contribution to the number of required weekly posts.

## Late Discussions

Weekly discussion posts will be assessed according to the Discussion Board rubric in the My Grades area. Late postings that occur after Wednesday will reflect an automatic 10% point deduction. Discussion postings made after the week will not count toward the weekly discussion grade.

Assignments submitted after the due date will be penalized at 5% per day. Late assignments will not be accepted more than 5 days after the due date, unless preapproval from the instructor has been obtained in writing. Note due dates and times posted in the course. Be sure to contact the instructor if you believe you must submit an assignment after the due date. Contact with the instructor regarding late assignments after the allowable 5 days does not guarantee approval to submit the assignment outside this time frame. Approvals outside the 5 days are generally provided for extenuating circumstances only.



**Late work is not accepted after the close of the course without prior approval from the instructor unless there are extenuating circumstances.**

\* Individual programs may have additional or varied discussion board requirements. Please see the program policy section of the syllabus for specific requirements.

## Minimum Passing Grade

A minimum grade of a "C" will be required to receive course credit in the **BSBA Program**. Should a student receive a "C-" grade or lower, it will not be considered a passing grade for the BSBA program and the student will be required to retake the course.

## ☰ Course Outline

The Course Outline below serves as a course roadmap, displaying the topics and activities intended to be covered each week. This schedule is subject to change in the event of extenuating circumstances. Please see the weekly agenda and announcements page in the Blackboard course for further information.

- **Objectives** reflect the teaching activities that, if engaged in, are intended to lead to specific, measurable student learning outcomes.
- **Course Activities and Assignments** outline the teaching strategies used and the assessment requirements that students are to fulfill throughout the duration of the course.

*\*Refer to the assignment rubrics in your course for specific grading criteria. Rubrics can be found in the My Grades section and/or in your assignment dropbox.*

Week	Topic	Objectives	Activities & Assignments
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Week	Topic	Objectives	Activities & Assignments
1	Introduction to Organizational Behavior; Individual Behavior, Personality, and Values	<ul style="list-style-type: none"> <li>Define organizational behavior and organizations.</li> <li>Understand the four perspectives of organizational effectiveness.</li> <li>Describe the factors that directly influence individual behavior and performance.</li> <li>Understand reinforcement theory and the way it is used to motivate employees.</li> </ul>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>E-Text Chapter 1: Introduction to the Field of Organizational Behavior</li> <li>E-Text Chapter 2: Individual Behavior, Personality, and Values</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>Complete your initial discussion prompt and participate in the weekly discussion</li> <li>Complete and submit Week 1 Homework</li> <li>Complete and submit Week 1 Role Play activity</li> </ul>
2	Perceiving Ourselves and Others in Organizations; Workplace Emotions, Attitudes, and Stress	<ul style="list-style-type: none"> <li>Describe elements of self-concept and understand how they affect workplace behavior.</li> <li>Understand perceptual processes and problems associated with them.</li> <li>Evaluate self-concept.</li> <li>Explain how emotions influence behavior.</li> <li>Identify workplace stress and attitudes.</li> </ul>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>E-Text Chapter 3: Perceiving Ourselves and Others in Organizations</li> <li>E-Text Chapter 4: Workplace Emotions, Attitudes, and Stress</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>Complete your initial discussion prompt and participate in the weekly discussion</li> <li>Complete and submit Week 2 Homework Self Assessment</li> <li>Complete and submit Week 2 Homework True/False activity</li> <li>Complete and submit Week 2 Homework Case Analysis</li> </ul>
3	Employee Motivation; Decision-Making and Creativity	<ul style="list-style-type: none"> <li>Define employee engagement.</li> <li>Understand employee motivation.</li> <li>Discuss the roles of emotions in decision making.</li> <li>Identify ways to boost employee morale.</li> </ul>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>E-Text Chapter 5: Employee Motivation</li> <li>E-Text Chapter 6: Decision Making and Creativity</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>Complete your initial discussion prompt and participate in the weekly discussion</li> <li>Complete and submit Week 3 Homework Case Analysis and Video Case</li> <li>Complete and submit Week 3 Homework Matching and Multiple Choice activity</li> <li>Complete and submit Week 3 Homework Role Play activity</li> </ul>

Week	Topic	Objectives	Activities & Assignments
4	Team Dynamics	<ul style="list-style-type: none"> <li>Explain why employees join informal groups.</li> <li>Demonstrate how the team effectiveness model is affected by task characteristics, team size, and team composition.</li> <li>Identify constraints on team decision-making.</li> </ul>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>E-Text Chapter 7: Team Dynamics</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>Complete your initial discussion prompt and participate in the weekly discussion</li> <li>Complete and submit Week 4 Homework</li> <li>Complete and submit Week 4 Homework Role Play activity</li> <li>Complete and submit Week 4 Midterm Assignment: Team Effectiveness</li> </ul>
5	Communicating in Teams and Organizations; Power and Influence in the Workplace	<ul style="list-style-type: none"> <li>Explain why communication is important in organizations.</li> <li>Discuss effective communication strategies.</li> <li>Understand power and social networks.</li> <li>Describe the importance of active listening in the workplace.</li> </ul>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>E-Text Chapter 8: Communicating in Teams and Organizations</li> <li>E-Text Chapter 9: Power and Influence in the Workplace</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>Complete your initial discussion prompt and participate in the weekly discussion</li> <li>Complete and submit Week 5 Homework Self-Assessment</li> <li>Complete and submit Week 5 Homework</li> </ul>
6	Conflict and Negotiation in the Workplace; Leadership in Organizational Structures	<ul style="list-style-type: none"> <li>Define conflict and understand both positive and negative outcomes of conflict.</li> <li>Identify negotiation techniques.</li> <li>Define leadership and shared leadership.</li> <li>Describe the features of task-oriented and people-oriented leadership.</li> </ul>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>E-Text Chapter 10: Conflict and Negotiation in the Workplace</li> <li>E-Text Chapter 11: Leadership in Organizational Settings</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>Complete your initial discussion prompt and participate in the weekly discussion</li> <li>Complete and submit Week 6 Homework: Self-Assessment</li> <li>Complete and submit Week 6 Homework</li> </ul>
7	Designing Organizational Structure; Organizational Culture	<ul style="list-style-type: none"> <li>Identify coordination in organizational structures.</li> <li>Understand elements of organizational culture.</li> <li>Understand the organizational socialization process.</li> </ul>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>E-Text Chapter 12: Designing Organizational Structures</li> <li>E-Text Chapter 13: Organizational Culture</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>Complete your initial discussion prompt and participate in the weekly discussion</li> <li>Complete and submit Week 7 Homework: Self-Assessment</li> <li>Complete and submit Week 7 Homework</li> <li>Complete and submit Week 7 Signature Assignment: Interview With a Business Leader</li> </ul>

Week	Topic	Objectives	Activities & Assignments
8	Organizational Change	<ul style="list-style-type: none"> <li>Understand why people resist organizational change.</li> <li>Identify strategies to minimize resistance to change.</li> <li>Discuss cross cultural and ethical issues in organizational change.</li> </ul>	<p><b>Assigned Readings</b></p> <ul style="list-style-type: none"> <li>E-Text Chapter 14: Organizational Change</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>Complete your initial discussion prompt and participate in the weekly discussion</li> <li>Complete and submit Week 8 Homework: True/False activity</li> <li>Complete and submit Week 8 Homework: Interactive activity</li> </ul>

## Institutional Policies

### University Mission

At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. We design market-responsive programs through collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world.

### Institutional Learning Outcomes

Institutional learning outcomes are designed by the University as a whole, taking into account the role that both instruction and student services play in contributing to a student's success. Institutional learning outcomes assume achievement of the stated programmatic learning outcomes of one's discipline. Upon graduating from a degree program offered by West Coast University, students will be able to:

1. Implement intellectual and practical problem-solving skills through information assessment and critical thinking.
2. Demonstrate effective written communication skills.
3. Demonstrate effective oral communication skills.
4. Demonstrate computer proficiency and information literacy.
5. Describe ethical standards and legal guidelines associated with one's chosen career field.
6. Explain why knowledge of and respect for the societal contributions of diverse cultures and perspectives is an important quality in one's discipline.
7. Articulate the importance of working collaboratively with other healthcare providers in support of the client/patient.

### Academic Integrity and Dishonesty

Students should review the Academic Dishonesty Policy in the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (http://westcoastuniversity.edu/student-affairs/student-services.html). Students are expected to approach their academic endeavors with the highest academic integrity. They must cite sources and submit original work. Academic honesty is central to the institution/student partnership toward student success. Students are accountable for adhering to the Academic Integrity and Academic Dishonesty policies in the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (http://westcoastuniversity.edu/student-affairs/student-services.html).

### Attendance Policy

West Coast University has a clear requirement for students to attend courses. Students should review the Attendance Policy in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html). (http://westcoastuniversity.edu/admissions/catalog.html).

### Reasonable Accommodations

West Coast University strives to provide reasonable accommodations to students who have a defined need and who follow the appropriate steps toward seeking the accommodation. The Reasonable Accommodations Policy is found in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (http://westcoastuniversity.edu/admissions/catalog.html) and the [Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (http://westcoastuniversity.edu/student-affairs/student-services.html).

### Classroom Policies

Students are expected to dress professionally during class time as required by the Code of Conduct in the Catalog and any rules in your programmatic handbook. No children are allowed in classes or to be unattended on campus. Use of cell phones, smart phones, or any other



electronic devices in the classroom during class time is strictly prohibited. Unauthorized use may lead to faculty member confiscation of the device for the remainder of the class. Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. A student responsible for disruptive behavior may be required to leave the class.

### **Grade Rounding**

At West Coast University, scores are not rounded to the whole number until the end of the term. All student assignments, quizzes, and examinations will be rounded to the first decimal point. At the end of the terms, final course grades will be rounded to the nearest whole point. For programs that use the exam average to determine whether other course assignments are included in the final scoring (e.g., Nursing), the end-of-term exam average may be rounded (using the above rules) to make that determination.

### **WCU Quiz, Test, and Exam Policies**

Quiz, test, and exam policies vary by course objectives and programmatic expectations. Some quizzes, tests, and exams utilize a timed approach, password verification, authentication process, proctoring protocols, and academic integrity software. Students must follow the policies as outlined in the syllabus and in accordance with the university, program, and any third-party company (i.e., ATI®) policies. Refer to the Code of Conduct and Academic Honor Code found in the University Student Handbook. Reference the Late and Make-Up Work policy for specifics regarding missed quizzes, tests, and exams.

### **Late and Make-Up Work Policy**

All students are expected to submit evidence of learning as established by the academic program, which is outlined in the course syllabus. Students are required to meet the course objectives by submitting coursework no later than the assigned due date. In order to demonstrate achievement of the course learning outcomes, students may be allowed to submit late work. Specifics regarding late work are listed in the program and/or course section of the course syllabus. If a student submits late coursework, the instructor, at her or his discretion, may deny acceptance of the assignment or award partial to full credit in alignment with the program policies. Technological issues are not an excuse for late submissions unless the problem stems from university equipment, Blackboard outages, or third-party content providers.

### **Missed Quizzes, Tests, and Exams**

All quizzes, tests, and exams must be completed by the date they are assigned. If a quiz, test, or exam is missed due to a documented emergency situation (e.g., death in the immediate family), it is the student's responsibility to contact the faculty member within 48 hours of the original due date and follow the program policies for missed work. Students who do not make up the quiz, test, or assessment as scheduled or who do not contact the instructor within 48 hours will receive a zero score for that assessment.

### **Final Week of Term/Semester/Trimester**

Quizzes, tests, and exams must be completed and assignments must be submitted no later than the last scheduled day of class during the final week of the term/semester/trimester. In the final week, some courses will have an alternative class meeting day, time, and room, or submission deadline. Specifics regarding the final week are listed in the course syllabus. Refer to the University Attendance Policy for maximum absences and other details.

### **Technology**

West Coast University utilizes the Blackboard Learning Management System. Technical support for Blackboard is offered 24 hours per day, 7 days per week. There are minimum system requirements to access not only Blackboard but also any resources that may be posted in Blackboard or utilized in a course. Please refer to the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html) (<http://westcoastuniversity.edu/student-affairs/student-services.html>), for minimum technical requirements. For tech support options, please click on the Support tab located at the top of your Blackboard home page. Blackboard can be accessed here: [www.learn.westcoastuniversity.edu](https://learn.westcoastuniversity.edu) (<https://learn.westcoastuniversity.edu>).

### **Library Information**

You can access the library through the Library tab at the top of your Blackboard home page or here:

<https://westcoastuniversity.edu/academics/library-resources.html> (<https://westcoastuniversity.edu/academics/library-resources.html>)

### **Course Related Policies**

West Coast University has specific course related policies for overload, auditing, repeats, courses passed but not successfully completed, add/drop and withdrawal. Please see the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (<http://westcoastuniversity.edu/admissions/catalog.html>) for course related policies.