

BUS 535 Organizational Behavior and Leadership

2017 Section ALL 05/09/2019 to 03/30/2050 Modified 07/14/2020

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

Students will analyze a broad range of leadership and organizational behavioral topics to include leadership models, theories, styles, competencies, change management, mentoring, and succession planning in creating business decisions.

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

Course Learning Outcomes

1. Define organizational behavior principles and analyze their influence in the workplace.
2. Identify and define management policies and practices influencing organizations and organizational behaviors.
3. Analyze individual behaviors as defined by personality types, values, and varying motivations.
4. Identify the major trends in organizational behavior and the ways these influence workplace success.
5. Enhance critical-thinking skills through the study of organizations and describe how management and behavioral styles affect outcomes.
6. Apply an actionable framework for succession planning.
7. Understand and define how power, influence, and authority can affect members of an organization.

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

1. Analyze and evaluate issues within a business organization and use data analytics and knowledge of business and management to formulate solutions.
2. Critique and evaluate emerging global and domestic marketing, economics, and financial trends using academic research and practical business literature.
3. Apply and integrate procedures, processes, and information systems tools to effectively manage business finances and operations.
4. Synthesize critical thinking and analytical skills to produce clear and concise business reports.
5. Apply knowledge of business law and ethics to employ effective decision-making.
6. Analyze competitor positions and market opportunities both domestically and globally.

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.

Organizational Behavior

Author: Baldwin, T.

Publisher: McGraw-Hill

Edition: 1st

Availability: Accessed through McGraw-Hill Connect in your Blackboard course.

McGraw-Hill Connect

See Getting Started with McGraw-Hill Connect in your Blackboard course. Some assignments, readings and activities will be assessed through McGraw-Hill Connect.

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)

✓ 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
Formative			
Weekly Discussions	320	1–8	See the discussion board rubric for grading criteria. Each week is worth 40 points.
Chapter Readings	75	1–8	The McGraw-Hill Connect chapter readings each week are adaptive and interactive in nature. Each chapter is worth 5 points 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 questions and 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).
Summative			
Midterm Assignment	160	4	You will complete a midterm case study paper that pulls from concepts learned in the first half of the course. See Blackboard for assignment details.
Signature Assignment	205	7	You will complete a final case study paper that pulls from concepts learned in the second half of the course. See Blackboard for assignment details.
Total	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 MBA Program. Should a student receive a "C-" grade or lower, it will not be considered a passing grade for the MBA 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
------	-------	------------	--------------------------

Week	Topic	Objectives	Activities & Assignments
1	People and Organizational Behavior	<ol style="list-style-type: none"> 1. Define organizational behavior. 2. Apply contingency thinking. 3. Explain why people are important to organizations. 4. Understand the need for mentoring for all employees, not just the new hires. 5. Identify people-related factors that reduce effectiveness in organizational behavior. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • Syllabus • E-Text Chapter 1: Organizational Behavior: What It Is and Why It Matters • E-Text Chapter 2: The Central Role of People in Organizations <p>Content and Activities</p> <ul style="list-style-type: none"> • Tour the menu items to preview the course content and navigation • Complete the People and Organizational Behavior interactive lesson <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 1 McGraw-Hill assignments
2	Individual Differences, Stress, and Time	<ol style="list-style-type: none"> 1. Describe the fundamental elements of personality. 2. Understand the roles that cognitive ability and emotional intelligence play in successful job performance. 3. Define stress and identify its negative and positive consequences. 4. Apply effective time management techniques. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 3: Individual Differences • E-Text Chapter 4: Workplace Stress <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Individual Differences, Stress, and Time interactive lesson <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 2 McGraw-Hill assignments
3	Problem Solving and Organizational Ethics	<ol style="list-style-type: none"> 1. Apply problem-solving skills to address a given problem in the workplace. 2. Identify problem-solving biases and various ways to avoid them within organizations. 3. Identify and apply the fundamental steps involved in solving ethical dilemmas. 4. Identify the elements that promote an ethical organization culture. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 5: Problem Solving • E-Text Chapter 6: Organizational Ethics <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Problem Solving and Organizational Ethics interactive lesson <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 3 McGraw-Hill assignments

Week	Topic	Objectives	Activities & Assignments
4	Persuasive Communication and Motivation	<ol style="list-style-type: none"> 1. Understand the reasons why persuasive communication skills are essential to success in organizations. 2. Identify the principles of effective feedback from leadership and peer-to-peer. 3. Describe the role of motivation in improving workplace performance. 4. Integrate different motivational approaches into general principles for motivating people at work. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 7: Persuasive Communication • E-Text Chapter 8: Motivation <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Persuasive Communication and Motivation interactive lesson <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 4 McGraw-Hill Assignments • Complete and submit Week 4 Midterm assignment
5	Conflict, Negotiation, Power, and Influence	<ol style="list-style-type: none"> 1. Identify the different sources of conflict within organizations. 2. Understand the use of mediation in the workplace. 3. Differentiate the concepts of power, influence, and authority as they relate to organizational behavior and leadership. 4. Describe the five bases of power. 5. Understand and apply the tactics that influence leadership and power. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 9: Conflict and Negotiation • E-Text Chapter 10: Power and Influence <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Conflict, Negotiation, Power, and Influence interactive lesson <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 5 McGraw-Hill assignments
6	Leadership, Followership, and Teams	<ol style="list-style-type: none"> 1. Explain what leadership is and why it matters. 2. Understand the relationship between leadership and followership. 3. Identify the transitions that help to develop leadership skills. 4. Describe the potential of teams to exceed the performance of individuals. 5. Identify the characteristics of effective teams. 6. Understand practical strategies and interventions for building high-performance teams. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 11: Leadership • E-Text Chapter 12: Teams <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Leadership, Followership, and Teams interactive lesson <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 6 McGraw-Hill assignments
7	Organizational Structure, Culture, and Diversity	<ol style="list-style-type: none"> 1. Understand the elements of culture and the way culture differs across organizations. 2. Identify ways to work effectively with people across different cultures. 3. Describe ways to work productively with diverse employees and teams. 4. Understand the forces reshaping organizations. 5. Describe the advantages and disadvantages of the most common forms of organizational designs. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 13: Culture and Diversity • E-Text Chapter 14: Organizational Structure and Design <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Organizational Structure, Culture, and Diversity interactive lesson <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 7 McGraw-Hill assignments • Complete and submit Week 7 Signature assignment

Week	Topic	Objectives	Activities & Assignments
8	Making Change and Succession Planning	<ol style="list-style-type: none"> 1. Describe the challenge of making change within an organization. 2. Describe the types of change experienced in the workplace. 3. Compare different change models used by successful organizations. 4. Apply an actionable framework with strategies for making change. 5. Determine how to implement an organizational succession plan. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 15: Making Change <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Making Change and Succession Planning interactive lesson <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 8 McGraw-Hill assignments

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.