
 CHADRON STATE COLLEGE	<p style="text-align: center;">BusinessACADEMY</p> <p style="text-align: center;">We Mean Business @ Chadron State College</p> <div style="background-color: #800000; height: 20px; width: 100%;"></div> <p style="text-align: center;">MGMT 630-79A3, Organizational Behavior Fall 2014, 1st 8 Weeks August 18, 2014 – October 10, 2014</p>
Course Information	<p>Dr. Jamie Hamaker Office: Burkhiser 134 Office Phone: 308.432.6497 E-mail: jhamaker@csc.edu Sakai Address: https://csc.anisakai.com OR www.csc.edu Campus/Online Office Hours: Please send an e-mail/Sakai message to schedule an appointment when needed.</p>
Course Description	<p>Credit Hours: 3</p> <p>Organizational Behavior (OB) is an interesting and exciting aspect of management that applies to any business or organization that wishes to maximize people based outcomes.</p> <p>This course will cover the determinants and organizational consequences of both individual and group behavior within formal organizations, with emphasis on theories, concepts, and empirical findings from the behavioral sciences that will help managers to understand, predict, and influence the behavior of members of an organization. Emphasis will be given to the transfer of theory to support the application of OB techniques that may be used to produce results in the real-world. You will have the opportunity to focus your assignments within your particular area of study in support of your career plans.</p>
Required Text	<p>Organizational Behavior, 12th Edition</p> <div style="display: flex; align-items: flex-start;">  <div> <p>Fred Luthans, UNIV OF NEBRASKA-LINCOLN Softcover, 592 pages ©2011, ISBN-13 9780073530352 MHID 0073530352</p> </div> </div> <p>eBook Information</p> <p>Purchase Premium Content (Optional)</p>
Student Learning Outcomes	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand current management related research and theory concerning how and why people behave the way they do in the context of work organizations. The focus is on individual, group, organizations and leadership behaviors. • Know how to understand, predict and influence behaviors of individuals and others for the improvement of organizational effectiveness at the personal and group level. • Apply organizational behavior skills in the real-world business enterprise. • Appreciate the importance of organizational behavior and its role in creating and supporting successful organizations.

Method(s) of Instruction	Online discussion of readings, PowerPoint presentations, interactive on-line response, testing, article reviews, project, term paper and other assignments and methods needed to ensure understanding and application of content.																																								
Course Requirements	Students are expected to read the appropriate chapters and be prepared for online class discussion; additionally, projects and other assignments to facilitate learning will be required throughout the course. Students will be required to satisfactorily complete all assignments including weekly participation in on-line discussions. All assignments are due on the date specified. Note that the “Accept Until” date is for Sakai functionality purposes only and all assignments must be completed by the due date.																																								
Grading Procedures	<p>Grading Procedures: Students will be graded on a total points earned basis. Total points earned divided by the total points as weighted available for the course. Current grades will normally be available online.</p> <p>Grading Scale</p> <table><tr><th>Approximate Weighting</th><th></th><th>Overall Grading Scale</th><th></th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>Assignments</td><td>30%</td><td>A = 100 - 90</td><td>A</td></tr><tr><td>Discussion</td><td>15%</td><td>B = 89 - 80</td><td>B</td></tr><tr><td>Project</td><td>15%</td><td>C = 79 - 70</td><td>C</td></tr><tr><td>Term Paper</td><td>20%</td><td>D = 69 - 60</td><td>D</td></tr><tr><td>Tests & Quizzes</td><td>20%</td><td>F = 59 & below</td><td>F</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>Total</td><td>100%</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Approximate Weighting		Overall Grading Scale						Assignments	30%	A = 100 - 90	A	Discussion	15%	B = 89 - 80	B	Project	15%	C = 79 - 70	C	Term Paper	20%	D = 69 - 60	D	Tests & Quizzes	20%	F = 59 & below	F					Total	100%						
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Student Behavior	<p>Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. Please request a copy of the student handbook from the Vice President for Enrollment Management and Student Services (Crites, Rm. 336, 432-6231).</p> <p>Attendance Policy – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students.</p> <p>Civility – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.</p> <p>Groups –Group learning activities: A "down vote" by the Team for a member's “social loafing” will result in a one letter grade reduction for the first assignment, -2LG, -3LG for any subsequent occurrences; any no shows or egregious non-contributors will not be eligible for full credit up to and including a zero for the Group assignment/s; Team input is invited, however, all credit earned and posted grades are totally at Instructor discretion.</p>																																								

Nondiscrimination Policy/ Equal Educational Opportunities Policy	Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. <i>Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (Crites, Rm. 108, 432-6461).</i>																														
Disclaimer	This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within the instructor's professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.																														
Expected Contact Hours	<p>In accordance with the Nebraska State College System Policy 4141 the following represents the expected contact hours needed to ensure that the time involved in student learning is equivalent to that needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities. It is expected that students will spend the following Hours per Week participating in each of the listed course activities.</p> <table><tr><th>Learning Activity</th><th>Hours Per Week</th><th>Total for Course</th></tr><tr><td>Direct Instruction</td><td>0.00</td><td>0</td></tr><tr><td>Reading & Interactive Multimedia</td><td>4.75</td><td>38</td></tr><tr><td>Homework</td><td>3.25</td><td>26</td></tr><tr><td>Discussions</td><td>2.75</td><td>22</td></tr><tr><td>Project-Based Learning</td><td>0.00</td><td>0</td></tr><tr><td>Research-Based Learning</td><td>2.875</td><td>23</td></tr><tr><td>Group Work</td><td>1.00</td><td>8</td></tr><tr><td>Assessments</td><td>2.25</td><td>18</td></tr><tr><td>Total</td><td></td><td>135</td></tr></table> <p>**Disclaimer: <i>The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated. The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.</i></p>	Learning Activity	Hours Per Week	Total for Course	Direct Instruction	0.00	0	Reading & Interactive Multimedia	4.75	38	Homework	3.25	26	Discussions	2.75	22	Project-Based Learning	0.00	0	Research-Based Learning	2.875	23	Group Work	1.00	8	Assessments	2.25	18	Total		135
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**Summary of
Common
Professional
Component
Topics Covered
in Course**

Topics	Contact Hours*
Marketing	0
Finance	0
Accounting	0
Management	40
Law	2
Economics	0
Ethics	4
Global	8
Information Systems	0
Statistics	0
Policy/Comprehensive	8
Total Hours	62

**Accreditation Council
for Business Schools
and Programs**



*Note: The CPC contact hours shown in this summary add to more than 45 because certain topical areas of the CPC are covered along with the primary subject (**list subject here**). For example, a lecture on (**list lecture topic here**) could include contact hours under CPC headings of both “(**list heading here**)” and “(**list heading here**).”

Course Schedule/ Outline	Dates	Content Covered and Assignments
	Week One	Introduction and welcome to course Chapter 1 – Introduction to Organization Behavior: An Evidence-Based Approach Chapter 2 – Environmental Context: Globalization, Diversity, and Ethics
	Week Two	Chapter 3 – Organizational Context: Design and Culture Chapter 4 – Organizational Context: Reward Systems
	Week Three	Chapter 5 – Personality, Perception, and Employee Attitudes
	Week Four	Chapter 6 – Motivational Needs, Processes, and Applications Chapter 7 – Positive Organizational Behavior and Psychological Capital
	Week Five	Chapter 8 - Communication and Decision Making Chapter 9 – Stress and Conflict Chapter 10 – Power and Politics
	Week Six	Chapter 10 – Power and Politics Chapter 11 – Groups and Teams
	Week Seven	Chapter 11 – Groups and Teams Chapter 12 – Behavioral Performance Management
	Week Eight	Chapter 13 – Effective Leadership Processes Chapter 14 – Great Leaders: An Evidence-Based Approach Arranged Comprehensive Final Exam (TBA)

**The Ghost of
Christmas Future**

Nothing ever stays the same and you are changing as well. You are now in business for yourself—the business of your future. In many ways whether you get a “lump of coal” or a coveted present will be determined by the work you do now.

Woody Allen once said “80% of success in life is just showing up.”

In other words, do not expect to be successful in your academic endeavors if you do not physically show up for class—or virtually show up in the case of an online class. You will almost certainly find this to be true—and perhaps you already have.

During your class work we will discuss many things; two of the most important will be theory versus application, as the two are complementary but do not always agree. You will also be exposed to a variety of critical thinking methods and managerial techniques including what I call horizontally and vertically integrated thinking [looking at multiple stakeholder viewpoints within the organization]. Just because a business person asked for something to happen doesn’t mean it did happen—thus, the need for feedback and verification loops. We will cover these and many other topics [including the Gretzky] during our time in class; all will be geared for your benefit.

My efforts in any of your courses with me will be to educate you in both the content of the course and how the real-world of business practice works, with a goal of grafting transferable skills that will support your getting hired by an employer—yes, if you are not already working it will seem like tomorrow that you are on the pavement with your resume’ in hand.

Many students waste a lot of time and effort trying to figure out what they should apply themselves to and learn; my advice to you all is to save the energy and learn everything you can. Quite simply put you will never know what you need to be prepared for in the future. You are in the process of creating human intellectual capital--your own. Research has shown that investing in yourself and earning a baccalaureate or graduate degree is one of the best possible investments you could make—don’t waste this opportunity! Most people now change careers approximately five times in their working lifetime, and this business course or degree will be of great benefit to you as “business” is the core of many professional endeavors.

"We should be taught not to wait for inspiration to start a thing. Action always generates inspiration. Inspiration seldom generates action."
Frank Tibolt

So what are you waiting for?