



Syllabus

SCHOOL OF BUSINESS AND MANAGEMENT

BUS 304: Organizational Behavior and Leadership

5 Credits

Effective: Spring 2020/2021

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name:

Contact Information:

Instructor's Professional and Academic Background:

COURSE DESCRIPTION

In this course, leadership is operationalized as the art of facilitating the emergence of ideal collective behaviors that align strongly with organizational objectives. This particular description sheds light on the strong synergy between a leader's understanding of the concept of organizational behavior and her/his leadership skills. An emphasis is placed on examining the formation and emergence of behavior at individual, team, and organizational level in parallel with the interrelationship among these three categories. Primary topics include mental models, decision making, collective behavior, organizational design, ethics, and selecting proper leadership styles.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Demonstrate a strong commitment to ethical practice and service in professions and communities.

COURSE OUTCOMES

In this course, learners:

- Evaluate the benefits and challenges of alternatives to achieve high performance at the individual, team, and organizational levels.
- Evaluate organizational decisions using fundamental ethical theories including consequentialism and deontology.
- Utilize organizational behavior (OB) theories, frameworks, principles, and tactics to prevent OB problems and, when problems are identified, create alternatives to address them.
- Create a customized organizational behavior framework/paradigm to enhance personal decision making and leadership skills.
- Make recommendations to improve individual, team, or organization performance.

- Identify principles and challenges related to forming and guiding the evolution of organizational behaviors.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Organizational leadership and behavior
- Perception, decision making, and problem solving
- Power and politics
- Organizational culture
- Motivation
- Group dynamics
- Personality
- Organizational development strategies

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Instructor Determined Assignments and Activities	30%
Mini-Case Studies	45%
Team Case Study	25%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Instructor Determined Assignments and Activities

Whether in class, online, or in a mixed mode setting, you will be graded on your participation in classroom discussions; your ability to present, explain, or defend alternative viewpoints; and the degree to which you have mastered the concepts and principles inherent in the study of business management. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form, APA style, and professional presentation. Your instructor may also choose to create additional activities to support learning in the classroom or online.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	40%
Quantity of Responses	40%
Timeliness	20%
TOTAL	100%

Mini-Case Studies

The instructor will provide three (3) mini-cases to students throughout the quarter. The cases are designed to help students keep up with the reading and to encourage them to practice applying key concepts related to organizational behavior and leadership. Students are required to answer the questions at the end of each case and add additional issues they think are pertinent. The responses for each case should not exceed 3 pages; APA writing conventions should be followed with a minimum of two (2) sources referenced and cited.

<i>Components</i>	<i>% of Grade</i>
The Problem Statement	5%
Alternatives	15%
Analysis	20%
Decision	20%
Action Plan	20%
Style including Structure, Flow, Grammar, and Spelling	10%
APA	10%
TOTAL	100%

Team Case Study

The success of a managerial leader depends on her/his ability to generate energy and commitment among people within the firm, and to channel that energy and commitment toward organizational goals. Doing so requires a thorough understanding of the root causes of human attitudes and behavior, as well as how collective behaviors are formed, evolved, and influenced by leadership and the surrounding organizational and global context.

For this group assignment, the instructor will provide a case that grants students the opportunity to apply concepts from the course to analyze real organizational problems and develop appropriate solutions. An emphasis will be placed on challenging students' practical knowledge related to evolving and guiding the behaviors of stakeholders towards specific organizational objectives. Each team must submit a written case paper (4-6 pages). APA writing conventions should be followed with a minimum of five (5) sources referenced and cited. If any member fails to actively contribute to this assignment, her/his individual grade will be lowered at the discretion of the instructor.

Teams should structure and organize their case paper using the following outline:

A Cohesive Body of Knowledge/Framework

In this class, students learn about a wide range of concepts, tools, and techniques related to organizational behavior and leadership. Informed by the course materials, throughout the quarter, students are expected to gradually create a customized organizational behavior framework/paradigm to enhance their personal decision making and leadership skills. For this group assignment, students should initially share and discuss their individual OB frameworks in an attempt to establish a cohesive body of knowledge for analyzing and solving the case. A summary of this collective exchange of information must be attached as an appendix to the case paper. This component should help audience develop a general understanding of the framework that resulted from integrating each member's customized decision making and leadership paradigm.

The Problem Statement

The problem statement should be a succinct statement of the main issue in the case. The team must separate the main issue (or “root cause,” as W. Edwards Deming would label it) from symptoms of the problem. It is important to make the statement in one sentence and clearly label it in the case analysis.

Alternatives

The alternatives should directly relate to the problem statement. They can be creative, yet the team is encouraged to conduct a feasibility assessment of each alternative. Members should pay attention to various factors with possible negative consequences. If the team has a lengthy list of alternatives, it should prune them to their best 4 or 5. The group might also combine alternatives to produce a feasible set for analysis. In brainstorming alternatives, it is critical to integrate materials from the course (readings, lectures, and other material).

Analysis

The analysis of the case should relate directly to the alternatives. The team is encouraged to scrutinize each alternative in terms of its pros and cons. In behavioral situations, it is rare that an alternative will have no negative consequences. The group should evaluate each alternative in terms of strengths and weaknesses. It is highly important to integrate materials from the course (readings, lectures, and other material) to inform the analysis.

Decision

The decision should flow directly from the analysis above. It should be clear that one or sometimes more alternatives are preferable because they have more strengths and fewer weaknesses. If the team has conducted an honest assessment, one course of action should emerge as optimal, even in very difficult case situations where there seems to be no way out of difficult circumstances. The decision should be stated clearly; it should flow from the analysis; and it should be the most feasible of the set evaluated in the analysis section. In justifying the decision, the group must integrate materials from the course (readings, lectures, and other material).

Action Plan

The action plan should be the implementation of the decision above. How will the decision be put into action? These recommendations should be clear; they should be practical; and they should take into account the team’s earlier assessments of critical factors. Contingency plans (at least one) should be presented and ready in the event that the first course of action fails. These plans should also take into account internal and external dynamics of the firm. The Action Plan is also an excellent place to integrate materials from the course (readings, lectures, and other material).

<i>Components</i>	<i>% of Grade</i>
A Cohesive Body of Knowledge/Framework	15%
The Problem Statement	5%
Alternatives	15%
Analysis	15%
Decision	15%
Action Plan	15%
Style including Structure, Flow, Grammar, and Spelling	10%
APA	10%
TOTAL	100%

COURSE POLICIES

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor PRIOR TO the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to team projects.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's

policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.