Organizational Behavior HRM3013 (Online) – CRN 1143 – Fall 2007

| COURSE TITLE BLACKBOARD SITE | HRM 3013 Organizational Behavior  
Fall 2007 – [http://my.ltu.edu](http://my.ltu.edu) and select 1143 Section 01 |
| INSTRUCTOR | Jenell Senter  
Adjunct Faculty, Undergraduate Management Program, College of Arts and Sciences  
Cell: 440-724-1427 (please only use in emergencies)  
Email: jsenter@ltu.edu (24 response time, unless notified otherwise).  
Office hours:  
Online: Mondays 10 -12 (unless notified otherwise). We can set up an appointment to chat online, talk over the phone, or meet on campus at any point. Please don't hesitate to email me for an appointment. |
| SCHEDULE | On-line modules and exam period (College of Arts and Sciences schedule):  
August 29th, 2007 through December 22, 2007  
See [http://www.ltu.edu/registartors_office/calendar_final_exam.index.asp](http://www.ltu.edu/registartors_office/calendar_final_exam.index.asp) for LTU academic calendar information. |
| LEVEL / HOURS PREREQUISITE | 3 semester credit hours  
Advanced Standing |
| ADDENDA | LTU Online student resources [http://www.ltu.edu/ltuonline/currentonline.asp](http://www.ltu.edu/ltuonline/currentonline.asp)  
Course-specific information is provided in the “Course Information” area |
| TECHNICAL SUPPORT | Technical support for using Blackboard is provided by the LTU Help Desk, 248-204-2330 or vitrc@ltu.edu |
Educational Goals

This course will introduce the student to theories, methods, and practices of organizational behavior, which includes interactions between individuals, small groups, and organizations. Organizational Behavior (OB) helps to prepare up and coming managers to become a leader of change. You will learn to assume leadership roles essential to meeting the challenges and uncertainty that confront today’s organizations. Globalization, cultural diversity, technology advancement, keen competition, constrained resources, seemingly instant communication and a profusion of information are some of the factors that influence the effectiveness of organizations. The field of OB is structured to equip managers with the skills, knowledge, attitudes, values and tools that will allow them to facilitate the success of an organization.

Objectives

This course will introduce the student to theories, methods, and practices of organizational behavior, which includes interactions between individuals, small groups, and organizations. Organizational Behavior (OB) helps to prepare up and coming managers to become a leader of change. You will learn to assume leadership roles essential to meeting the challenges and uncertainty that confront today’s organizations. Globalization, cultural diversity, technology advancement, keen competition, constrained resources, seemingly instant communication and a profusion of information are some of the factors that influence the effectiveness of organizations. The field of OB is structured to equip managers with the skills, knowledge, attitudes, values and tools that will allow them to facilitate the success of an organization.

These objectives will be evaluated via assignments, quizzes, examinations, and other methods throughout the course.

Instructional Methods and Course Organization

A variety of instructional methodologies are used in this course. Blackboard learning environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated Powerpoint lectures, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

- **Student/Instructor Conversations** – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.
- **Self-assessments** – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.
- **Required readings** – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.
- **Assignments** – List and briefly describe assignments here.

Class Policies and Expectations

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:
Each student has a LTU e-mail account. If you wish to use a different e-mail address for this course, please change your e-mail address in Blackboard under “Student Tools” and send an e-mail to me so I can store your address in my e-mail directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please clear these dates with me in advance.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge of business and IT.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office-compatible software. If you need to submit an assignment via e-mail, contact the instructor in advance. Late work will be reduced in value.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus and on the LTU Online web site.

Be prepared to log into Blackboard at least once each day. Please focus your on-line correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.
Student Evaluation  

Grading Scale

The instructor uses several items to measure student performance. Grades are kept in the Blackboard grading system. Each student will be able to view their up-to-date grades for all completed assignments. Students should notify the instructors promptly if they have any questions regarding their grade.

Late Assignments and Make-up Assignments

Late work will receive an automatic 50 percent grade penalty up to one week. After that, a grade of zero (0) will be recorded for the assignment. Make-up assignments will be given only with the pre-approval from the instructor. Emergency documentation will have to be given to the instructor in order to be given a make-up assignment in the event that pre-approval was not obtained.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Class Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Quizzes (14 total @ 20 points each)</td>
<td>280</td>
<td>96 and above</td>
<td>A</td>
</tr>
<tr>
<td>Blackboard Participation (14 Modules @ 30 points possible each week). Plus 10 for Module 0: “introducing yourself”</td>
<td>430</td>
<td>90 – 95</td>
<td>A-</td>
</tr>
<tr>
<td>Self Assessment Portfolio</td>
<td>100</td>
<td>87 – 89</td>
<td>B+</td>
</tr>
<tr>
<td>Integrated Case Analyses (3 @ 30 points each)</td>
<td>90</td>
<td>83 – 86</td>
<td>B</td>
</tr>
<tr>
<td>Total Points</td>
<td>900</td>
<td>80 – 82</td>
<td>B-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>77 – 79</td>
<td>C+</td>
</tr>
<tr>
<td></td>
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<td>73 – 76</td>
<td>C</td>
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<td></td>
<td></td>
<td>70 – 72</td>
<td>C-</td>
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<td></td>
<td></td>
<td>61 – 70</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 and below</td>
<td>E</td>
</tr>
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Note: Grades lower than “B” fall below the LTU graduate standard

Midterm/Final

The weekly quizzes replace the midterm exam. The integrated case analyses will replace the traditional final exam.

Integrated Cases Analyses

At the end of the semester, you will be assigned 3 integrated cases analyses to complete (within one week) that involve applying what you have learned within the chapters to a realistic work situation. Each case will be found in your textbook and will involve you applying the information from multiple chapters and topics to one real-life situation. You are to summarize the case in a couple of paragraphs and then answer the questions at the end. The questions should be answered in essay format (meaning that you should take more than three or four sentences to answer them). These are to be typed (double spaced, 12pt font, 1 inch margins). See the schedule for specific case analyses to be completed.

Module Quizzes

All quizzes are open book and will be a mix of short essay; short answer; multiple choice and true/false. All material covered in the chapter will be fair game on the quiz. Quizzes will be delivered via the universities Blackboard course management shell for this course.

Students are given only one opportunity to take the quiz. Once the quiz has begun, it must be completed in its entirety. Students are strongly urged to read thoroughly the text before sitting for the quiz. If you do not, the allotted time will not be enough time for successful completion.

Each weekly quiz will be available from Monday morning (9:00 a.m.) until Sunday 11:59 p.m. E.T. You must complete the quiz in the allocated time. Failure to do so will result in “0” points for that quiz.

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Blackboard Participation
Blackboard participation will be extremely important in this class. Participation points will be broken down as follows:

- **Blackboard participation:**
  - **Required Number of Weekly Posts each Assigned Module:**
    - Each Student is required to respond at least once to ALL instructor posted forums weekly.
    - In addition, each student is required to respond to a minimum of five posts from their peers weekly.
    - For example, there are two forums in Module 2. Therefore, you are required to make a minimum of 7 posts for the week of Module 2.
  - **Required Participation Days per Week:**
    - Each student is required to participate at a minimum at least three days each week to receive the maximum points. “Three days/week” is defined as three different dates and times that are at least four hours apart. Blackboard “timestamps” each post. For example, a post at 11:50 p.m. on a Wednesday and another post at 12:30 a.m. on the next day (Thursday) would not constitute two different days for that week. These two posts are only 40 minutes apart. You would receive credit for two posts but they would be counted as one day.
    - Postings completed after 11:59 p.m. E.T. on Sunday will not be counted.

**Awarding of Points:**
Points will be awarded based upon number of posts and for quality. Therefore, simply making a post will not get you full credit. In order to receive full credit, your posts should be well thought out, make a valid contribution/argument, and be respectful.

<table>
<thead>
<tr>
<th>Posting Quality Rating</th>
<th>Examples</th>
</tr>
</thead>
</table>
| High                   | Original thoughts not already contained in the threaded discussion  
                         | Cited examples/ideas from the Internet – please list the URL that you have referenced  
                         | Agreement/Disagreement with other postings and including a strong reason why |
| Fair                   | Some original thoughts/some repeat of what has already been listed in the threaded discussion. |
| Weak                   | I agree/disagree with no reason/explanation/etc. |

**Self Assessment Portfolio**
At the end of the semester, you will be expected to turn in a portfolio that should include your scores on the self assessments you have completed throughout the semester and what those scores mean. For each self assessment you should write approximately two to three paragraphs about what you learned, how you can improve, and what the self assessment results mean for you in your current or future career. After you have completed all or most of the self assessments, you should write a conclusion about your skills and personality (what have you learned, what are our strengths/weaknesses, what can you do to improve, what is the importance of having these skills within the context of OB, and anything else you feel is interesting to you on this topic). This write up should be approximately five pages in length (but that is neither a minimum nor a maximum). You may want to seek outside resources (like what types of personalities or skills are needed for your career) for your conclusions or your write-ups. This is not required, but is recommended.

Organizational Behavior – Professor Senter
Self Assessments to be completed (these should be completed during the week we are covering the chapter it is located in):

Chapter 1: Self Competency – Foundation Competencies
Chapter 2: Assessing the Big Five
  What’s Your Emotional IQ?
Chapter 4: What is Your Self-Efficacy?
Chapter 7: Determining Your Stress Level
Chapter 8: Personal Power Inventory
Chapter 9: Transformational Leadership Inventory
Chapter 11: Conflict-Handling Styles
Chapter 12: Interpersonal Communication Practices
*Plus add one more assessment from any other chapter

Suggested Weekly Approach (Week runs from Monday a.m. – Sunday p.m.):
In a class with this structure, it is very easy to fall behind. With the weekly deliverables that are required, it is impossible to catch up if this happens! Please consider the following suggested weekly routine for this class.

- Monday – Pull down the PowerPoint presentation and any other supplemental presentations (like video clips) from Blackboard and review. Read the assigned chapter a couple of times. Make note of the concepts that you do not understand.
- Monday/Tuesday – Respond to instructor’s posts on Blackboard. Re-read the chapter and focus on the concepts that were highlighted in the previous step. Begin to respond to the instructor’s forums.
- Wednesday/Thursday – Read the chapter one more time and take the weekly quiz. Complete your responses to the instructor’s posts and begin to reply to postings from your peers.
- Friday/Saturday – If there is some “catch-up” to do, complete these tasks prior to class. Please remember that the quiz closes at 11:59 p.m. E.T. on Sunday. In addition, all posts will be considered final at the same time.
- Sunday – Take a break, you’ve earned it!

LTU Practical Guidelines for Class Load Expectations

A three-credit undergraduate course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:
1. A 14-week semester (the Summer “E” semester is compressed into 11 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
2. You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning
Course Schedule

This fully online course begins with a one-week online course orientation period to familiarize yourself with the online learning environment and to meet online or via phone with your instructor. Each week starts on a Monday and ends on a Sunday.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>Topics / Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Start of Semester and Week of Aug 29 – Sept 2</td>
<td>Module 0</td>
<td>Overview of textbook Online Learning Orientation Course Orientation and group formation</td>
<td>Course orientation Peer Introduction Instructor conversation</td>
</tr>
<tr>
<td>Week of Sept 3 – Sept 9</td>
<td>Module 1</td>
<td>Chapter 1</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Week of Sept 10 – Sept 16</td>
<td>Module 2</td>
<td>Chapter 2</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Week of Sept 17 – Sept 23</td>
<td>Module 3</td>
<td>Chapter 3</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Week of Sept 24 – Sept 30</td>
<td>Module 4</td>
<td>Chapter 4</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Week of Oct 1 – Oct 7</td>
<td>Module 5</td>
<td>Chapter 5</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Week of Oct 8 – Oct 14</td>
<td>Module 6</td>
<td>Chapter 6</td>
<td>Bb Forums Mid-Term Evaluation</td>
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<tr>
<td>Week of Oct 15 – Oct 21</td>
<td>Module 7</td>
<td>Chapter 7</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Week of Oct 22 – Oct 28</td>
<td>Module 8</td>
<td>Chapters 8 and 9</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Week of Oct 29 – Nov 4</td>
<td>Module 9</td>
<td>Chapter 10</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Week of Nov 5 – Nov 11</td>
<td>Module 10</td>
<td>Chapter 11</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Week of Nov 12 – Nov 18</td>
<td>Module 11</td>
<td>Chapter 12</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Week of Nov 19 – 25</td>
<td>Module 12</td>
<td>Chapter 13</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Week of Nov 26 – Dec 2</td>
<td>Module 13</td>
<td>Chapter 14</td>
<td>Bb Forums Final Course Evaluation</td>
</tr>
<tr>
<td>Week of Dec 3 – Dec 9</td>
<td>Module 14</td>
<td>Chapters 15 and 16</td>
<td>Bb Forums Self-Assessment Portfolio</td>
</tr>
<tr>
<td>Week of Dec 10 – Dec 16</td>
<td>Final</td>
<td></td>
<td>Integrated Case Analyses</td>
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Syllabus Addenda

Please see the LTU Online “Current Students” web site [http://www.ltu.edu/ltuonline/currentonline.asp](http://www.ltu.edu/ltuonline/currentonline.asp) for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The contents of this web site is explicitly included as syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssignment anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssignment product.