



## Bus 160 Fall 2018 Syllabus

42706 (09) T/R 4:30-5:45pm BBC 102

**Instructor:** Rolanda P. Farrington Pollard, Ph.D

**Office Hours:** BT664 M-R 1:45-2:45pm

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**Canvas:** see faculty website for login instructions

### **Course Description:**

Changes in the environment, combined with breakthroughs in information and communications technologies, have led to revolutionary changes in way organizations function. Organizational management occurs within the context of individual, structural and cultural dynamics that are affected by global and revolutionary change. This course focuses on helping students develop skills in recognizing and managing such dynamics in organizations, so is a theoretical application course; it is a broad overview of the field of professional management as needed by a non-management major and will cover the functions of organizational management: individual personality, ethics, stress, CSR, change, globalization, large and small group/team dynamics, motivation, structure, culture, strategy, communication, HR, and leadership. Students will complete self-assessment and team activities, and apply course theory to case scenarios and simulations.

**Course Learning Objectives:** By the end of this course, students will be expected to *Understand the theories and apply the tools of organizational behavior*

- Gain a better understanding of yourself and others
  - Understand cultures and their impact on organizations
- Develop an understanding of organizational processes and associated human behavior
  - Understand and identify management theory/practice from a historical perspective
  - Recognize managerial roles and principles
  - Control processes and performance standards
- Learn to apply management and organizational behavior theories and concepts
  - Apply goal setting, planning, and understand fundamental strategic issues
- Develop your ability to think critically about organizational issues
  - Apply knowledge of organizational structure and change
  - Use managerial decision making skills
- Enhance your ability to work effectively within a team
  - Utilize effective methods for working in teams
  - Use effective interpersonal communication skills
  - Create motivational environments
- Provide you with tools that will help you succeed in the workplace and in society, at large
  - Understand what makes effective leaders

**Assumptions:** The design of this course was based on several assumptions

■ Communication skills are essential in every aspect of business. This course is writing-intensive and I will grade and assess your ability to articulate your thoughts and knowledge.

■ Every individual has the ability to design and implement organizational change -- we will utilize current leadership theory.

■ Time restraints and unique issues are the norm in organizational change, however, managing change utilizes many common sense skills and many change demands can be anticipated.

### **Mission**

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Effective change designers are attentive to both practical and theoretical facets of organizational situations.

Students learn best when the topic is **practical**, and the learning environment is **engaging, challenging and fun**.

**Textbook ~ Required:**

Vandeveer, R.C. & Menefee, M. L. (2010) Human Behavior in Organization, 2<sup>nd</sup> ed. New Jersey: Prentice Hall. ISBN 13: 978-0-13-503811-6.

**Assignments:**

Assignments are **due at the beginning of class** – *Late & email assignments will not be accepted.*

Assignment	Points possible
ICE [5 @ 5 points each]	25 points
ICW [5 @ 5 points each]	25 points
GW [6 @ 5 points each]	30 points
Take-home Test Essay [2 @ 10 points each]	20 points
Team Project ~ Presentation	50 points
Exams [two @ 50 points each] <i>cumulative</i>	100 points
Final Review Team Competition [ranked up to 5points]	Extra credit
Final – <i>cumulative</i>	100
<b>Total points available</b>	<b>350 points</b>

**Coursework Guidelines:**

**Make-up Exams and Assignments:** Make-ups will be dealt with on a case-by-case basis, and will require documentation. **Expectations:** Your homework will include reading every chapter in the textbook, and completing homework as assigned IN-CLASS. The syllabus is tentative; changes may be made to assignments. For all assignments, *you will be graded on the clarity of your articulation and on your critical thinking skills, evidenced by your ability to analyze and evaluate theory and then to apply it.*

**In-class exercises (ICE):** Exercises will be used to help students understand material in a practical way. Participation in these exercises is important and you must be present in class to earn the points.

**In-class writing (ICW):** Individual writing reflections will occasionally be used to gauge your understanding of course material. You must be present in class to earn the points.

**Group writing (GW):** Groups will be provided several opportunities to assess their progress and performance in conjunction with course material; you will have class time to updates me on status, plans and problems in these class assignments. Generally, you must be present in class to earn the points.

**Team Project:** The semester-long, team project is to be delivered orally by your group. Your team will create a comprehensive model to show how (cumulative) course theory can be used in the development of a successful manager (as referenced in Chapter 23). **Please note:** these assignments are a cumulative assessment of your understanding of course theory and your ability to apply it in a practical setting; projects need to properly utilize course terms and theories and demonstrate a semester's worth of thought and preparation. *You will be graded on the effectiveness of your communication and the comprehensiveness and practicality of your analysis and strategy, in addition to the professional appearance of your presentation materials.*

**Exams and Final:** All exams are cumulative.

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## *Reading & Activity Schedule*

Session	Corresponding Activity	Reading & Assignments
<b>Session 1</b> T Aug 21	<b>Introduction</b>	<b>Administration</b> ICW: Expectations of this class?
<b>Session 2</b> R Aug 23	<b>Chapter 1</b>	ICE: Assumptions HW: Take MBTI
<b>Session 3</b> T Aug 28	<b>Chapter 2</b>	<b>Due:</b> MBTI ( <i>bring profile</i> )
<b>Session 4</b> R Aug 30	<b>Chapter 5</b>	ICW: Personality & Motivation analysis HW: Case Analysis Exercise ( <i>see handout</i> )
<b>Monday, Sep 3</b>	<b>No classes ~ Enjoy!</b>	<b>Labor Day Holiday</b>
<b>Session 5</b> T Sep 4	<b>Chapter 6</b>	<b>Essay HW:</b> Ch 6 Discussion questions (p88)
<b>Session 6</b> R Sep 6	<b>Chapter 3</b>	ICE: Perception (intro exercises)
<b>Session 7</b> T Sep 11	<b>Chapter 4</b>	ICW: Attitude Adjustment Scale (p52) ICE: <b>Create Teams</b>
<b>Session 8</b> R Sep 13	<b>Exam 1 ~ Chapters 1-6</b>	<b>Due:</b> Ch 6 Essay ( <i>take-home exam question</i> )
<b>Session 9</b> T Sep 18	<b>Chapter 7</b>	ICE: Create Teams
<b>Session 10</b> R Sep 20	<b>Chapter 8</b>	ICE: Create team protocols (p101) HW: Ch 8 Discussion questions (p117)
<b>Session 11</b> T Sep 25	<b>Chapter 11</b>	ICE: Impromptu Presentations
<b>Session 12</b> R Sep 27	<b>Chapter 12</b>	<b>GW:</b> Conflict & Negotiation Agenda
<b>Session 13</b> T Oct 2	<b>Chapter 13</b>	<b>GW:</b> Team Poem ( <i>vision</i> )
<b>Session 14</b> R Oct 4	<b>Chapter 9</b>	ICE: Poem Presentations
<b>Session 15</b> T Oct 9	<b>Chapter 10</b>	ICE: Leadership–decision-making discussion
<b>Session 16</b> R Oct 11	<b>Exam 2 ~ Cumulative Chapters 7-13</b>	<b>Due:</b> Ch 8 Discussion questions (p117)
<b>Session 17</b> T Oct 16	<b>Chapter 19 &amp; 20</b>	<b>GW:</b> Group Goals Proposal <b>HW:</b> Change & Innovation Strategy
<b>Session 18</b> R Oct 18	<b>Chapter 14</b>	<b>GW:</b> Team job descriptions
<b>Session 19</b> T Oct 23	<b>Chapter 15</b>	<b>GW:</b> Team progress report
<b>Session 20</b> R Oct 25	<b>Chapter 16</b>	<b>GW:</b> performance & training evaluations
<b>Session 21</b> T Oct 30	<b>Chapter 17</b>	<b>ICA:</b> Team synergy activity
<b>Session 22</b> R Nov 1	<b>Chapter 18</b>	<b>ICW:</b> Personal v. group values assessment

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<b>Session 23</b> T Nov 6	<b>Chapters 21 &amp; 22</b>	<b>ICE:</b> Ethics Case
<b>Session 24</b> R Nov 8	<b>Innovation Reading(s)</b>	<b>GW:</b> Creativity Assessment
<b>Session 25</b> T Nov 13	<b>Chapter 23</b>	<b>GW:</b> Group Evaluations
<b>Session 26</b> R Nov 15	<b>Exam 3 ~ Cumulative Chapters 14-23</b>	<b>Due:</b> Group Presentation Abstract
<b>Session 27</b> T Nov 20		
<i>Wednesday, Nov 21</i>	<i>No Classes ~ Thanksgiving Holiday</i>	<i>Enjoy!</i>
<i>Thursday, Nov 22</i>	<i>Enjoy Thanksgiving Holiday!</i>	<i>No Class</i>
<b>Session 28</b> T Nov 27	<b>Group Presentations</b>	<b>ICW:</b> Presentation evaluation
<b>Session 29</b> R Nov 29	<b>Group Presentations</b>	<b>ICW:</b> Presentation evaluation
<b>Session 29</b> T Dec 4	<b>Group Presentations</b>	<b>ICW:</b> Presentation evaluation
<b>Session 30</b> R Dec 6	<b>Group Presentations</b>	<b>ICW:</b> Presentation evaluation
<i>Tuesday, Dec 11</i>	<i>Dead Day</i>	<i>No Classes ~ Enjoy!</i>
<b>FINAL EXAM</b>	<b>Group Presentations</b>	<b>ICW:</b> Presentation evaluation

## Grading Scale

**My expectations and grading standards are high so please plan your class schedule accordingly.**

To succeed in my class you need to complete readings and assignments and "ATTEND" CLASS REGULARLY (which means review lecture materials and complete practice exams).

I use the textbook as a basis for discussion; the core issues and level of analysis necessary to do well on the assignments will be identified and modeled in class lectures and examples. Extra credit may be offered, but will never be enough to make up for poor effort during the semester. I do not grade on a curve.

Excellent	Above Average	Satisfactory	Below Average	Unsatisfactory
above 100% A+	89-87% B+	79-77% C+	69-67% D+	
100-95% A	86-83% B	76-73% C	66-63% D	59-0% F
94-90% A-	82-80% B-	72-70% C-	62-60% D-	

## Academic Integrity Policy

"Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs." The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>. "As appropriate to your particular class, a definition of plagiarism, such as that found on Judicial Affairs website at <http://www2.sjsu.edu/senate/plagiarismpolicies.htm>." "If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by instructors."

## Accommodations for Disability

"If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability." Further information about the Disability Resource Center can be found at <http://www.drc.sjsu.edu>

## College of Business Policies & Procedures

To ensure that every student, current and future, who takes courses in the **Boccardo Business Center**, has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies [http://www.cob.sjsu.edu/cob/5\\_STUDENT%20SERVICES/cobpolicy.htm](http://www.cob.sjsu.edu/cob/5_STUDENT%20SERVICES/cobpolicy.htm):

**Eating:** Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

**Cell Phones:** Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

**Computer Use:** In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

**Academic Honesty:** Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by [Academic Senate Policy S04-12](#).

**Additional Student Responsibilities:** "You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://www2.sjsu.edu/senate/S04-12.pdf>. Expectations about classroom behavior; see [Academic Senate Policy S90-5](#) on Student Rights and Responsibilities.

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