

MG 365 Organizational Behavior

John Jumara, Ph.D.

Mission Statement: The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

Vision Statement: Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

Course	MG 352 Principles of Management
Semester	Portfolio
Faculty	John Jumara
Degrees/Certificates	Ph.D.
Title	Associate Professor of Management
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Other Phone	NA
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Class Days	TBA
Class Time	TBA
Prerequisites	MG352 Principles of Management
Credit Hours	3

Textbook:

Robbins, Stephen P. & Judge, Timothy A. *Organizational Behavior*, 12th Edition. ISBN# 0-13-243156-4

Textbooks can be purchased through the [MBS bookstore](#)

Textbooks can be purchased through the [Parkville Bookstore](#)

Additional Resources:

There are no required supplemental resources for this course.

[McAfee Memorial Library](#) - Online information, links, electronic databases and the Online catalog. Contact the library for further assistance [via email](#) or at 800-270-4347.

[Career Counseling](#) - The Career Development Center (CDC) provides services for all stages of career development. The mission of the CDC is to provide the career planning tools to ensure a lifetime of career success.

[Park Helpdesk](#) - If you have forgotten your OPEN ID or Password, or need assistance with your PirateMail account, please email helpdesk@park.edu or call 800-927-3024

[Resources for Current Students](#) - A great place to look for all kinds of information <http://www.park.edu/Current/>.

Course Description:

MG365(PS374) Organizational Behavior: Examines theoretical and practical perspectives and experiences in the areas of motivation and human relations; individual behavior, small group behavior, intergroup behavior, organizational effectiveness, and organizational development. Lecture, discussion and cases are used. 3:0:3 Prerequisite: MG352

Educational Philosophy:

The instructor's educational philosophy is one of tell me and I'll forget, show me and I'll remember, involve me and I'll understand. The Portfolio is a tutorial based program requiring students to arrive at the class ready to discuss the material. This will require the student to prepare written responses. This provides the student with real world experience in problem solving, decision-making, public speaking, and written communications all of which are major challenges in the business arena.

Learning Outcomes:

Core Learning Outcomes

1. Illustrate what a manager can do to diagnose and improve motivation. (Application)
2. Differentiate between leadership and management and tell when each is appropriate in an organization. (Analysis)
3. Assess the impact of Situational Leadership methods on organizational performance (Evaluation)
4. Analyze the types of informal and formal communication in organizations (Analysis)
5. Examine how effective teams are part of a competitive strategy (Analysis)
6. Evaluate the skills necessary in conducting change processes within an organization (Evaluation)

Core Assessment:

All Park University courses must include a core assessment that measures the course's Core Learning Outcomes. The purpose of this assessment is to determine if expectations have been met concerning mastery of learning outcomes across all instructional modalities.

For this course, the core assessment is a Comprehensive Final Examination to be administered in all sections of MG 365. This exam is worth at least 30 percent of the student's final grade and will test students' mastery of the Core Learning Outcomes (as listed on this syllabus) through definitions, essay, and/or multiple choice questions.

This core assessment is a CLOSED BOOK, CLOSED NOTES comprehensive examination that must be administered and proctored in the classroom and may not be given as a take-home examination. Students should not have access to the exam or its questions before it is administered. The duration of the exam can be no longer than two hours.

No computers, or materials other than a writing instrument and a calculator without text functions and communication may be used for the exam; this applies to all students, regardless of whether the exam is for on-line or face-to-face students. Completion of the exam is strictly individual; students may not work in groups to complete the exam.

Class Assessment:

Comprehensive Core Assessment Final must be worth at least 30% of the final grade.

The final is CLOSED BOOK, CLOSED NOTE and is not a take home exam.

Grading:

Percentages

50% - Final Exam (50 Points)

20% - Comprehensive Case Presentation (20 Points)

20% - Comprehensive Research Paper (20 Points)

10% - Attendance/participation (10 Points)

GRADING SCALE:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	Below - 60%

The course grade for students will be based on the overall average of homework and tests taken during the course in accordance with the weighting of the various requirements as stated in the syllabus.

All final exams in all School of Business and Management courses will be comprehensive and will be closed book and closed notes. They will constitute 30% of the total course grade and will not be a take-home exam. They will be completed during the test week in the period designated by the registrar or by the Proctor in the case of online courses. If calculators are allowed, they will not be multifunctional electronic devices that include features such as: phones, cameras, instant messaging, pagers, and so forth. Electronic Computers will not be allowed on final exams unless an exception is made by the Dean of the School of Business and Management.

Classroom Rules of Conduct:

Although healthy debate is encouraged, students must respect others' opinions by allowing everyone to speak without interruption. Students are encouraged to ask questions and expected to participate in discussions and group exercises. Class breaks will be taken as directed by the instructor, however, students may excuse themselves at anytime between for legitimate purposes such as using the restroom.

Late Submission of Course Materials:

Late submission of course material will be handled on a case by case basis.

Course Topic/Dates/Assignments:

SESSION	SUBJECT & READING ASSIGNMENT
Week 1	Course Introduction & Chapter 1, 2, & 3
Week 2	Chapters 4, 5, 6, & 7
Week 3	Chapters 8, 9, 10, & 11
Week 4	Chapters 12, 13, 14, & 15
Week 5	Chapters 16, 17, 18, & 19
Week 6	Group A: Student Presentations
Week 7	Group C: Student Presentations Make-Up, Final Exam Review, & Term Paper due
Week 8	Final Exam Discussion of Final Exam Results, Final Grades, & Course Summary

Academic Honesty:

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life.

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Plagiarism:

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source,

the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing.

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Attendance Policy:

Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.

1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
3. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "F".
4. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
5. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.
6. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

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Disability Guidelines:

Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page:

<http://www.park.edu/disability>.

Rubric

Competency	Exceeds Expectation (3)	Meets Expectation (2)	Does Not Meet Expectation (1)	No Evidence (0)
Synthesis, Analysis, Evaluation, and Application Essay questions	Nearly all organizational behavior processes are perfectly identified and	Most organizational behavior processes are identified and	Most organizational behavior processes and not correctly identified nor are	Few organizational behavior processes are recognized and none are related

<p>requiring synthesis, analysis, evaluation and application with a maximum value of 40 points per question. Includes CLOs 1-6 Outcomes</p>	<p>related to outcomes. Average of 35 points or more per essay question.</p>	<p>related to outcomes. Average of 25 to 35 points per essay question.</p>	<p>they related to outcomes. Average of 15 to 25 points per essay question.</p>	<p>to outcomes. Average of less than 15 points per essay question.</p>
<p>Content, Technical Skill</p> <p>Essay question responses demonstrate content and technical skill in communicating. Includes CLOs 1-6 Outcomes</p>	<p>Nearly all definitions and behavioral models described relate to the problem stated and lead to organizational behavior outcomes.</p>	<p>Most definitions and behavioral models described relate to the problem stated and lead to organizational behavior outcomes.</p>	<p>Most definitions and behavioral models described are incorrect or do not relate to the problem stated or lead to organizational behavior outcomes.</p>	<p>Few definitions and behavioral models are correctly described and none relate to the problem stated or lead to organizational behavior outcomes.</p>
<p>Terminology, Concepts</p> <p>Outcomes that examine recognition and use of organizational behavior descriptions, definitions, and concepts using multiple choice questions with a maximum score of 100 points. Includes CLOs 1-6 Outcomes</p>	<p>Student demonstrates complete understanding of organizational behavior descriptions, definitions and concepts. Score is 90 points or more.</p>	<p>Student demonstrates understanding of organizational behavior descriptions, definitions and concepts. Score 70 to 89 points.</p>	<p>Student demonstrates little understanding of organizational behavior descriptions, definitions and concepts. Score is 50 to 69 points.</p>	<p>Student does not demonstrate an understanding of organizational behavior descriptions, definitions or concepts. Score is less than 49 points.</p>