



**BUS 250 Organizational Behaviour
(3 credit hours)
Fall 2011**

Class Schedule

Time: Wednesdays & Fridays, 9:45 – 11:00 a.m.
Location: Room RE 132

Instructor Information

Instructor: Professor Randy Poon, MBA, PhD (Cand.)
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Office: Room #2055
Office hours: Wednesday and Fridays 11:15 a.m. - 12:30 p.m.; Monday and
Thursdays 1:15 - 2:30 p.m.; or by appointment

Course Description & Objectives

This course introduces students to the theory of organizational behaviour (the study of people at work in organizations). It examines the behaviours of individuals working alone or in teams, and how organizations' characteristics, management practices and other factors influence this behaviour, and ultimately organizational effectiveness. It also examines the process of organizational change.

Learning Outcomes:

- Achieve a sound understanding of the basic theories, principles and concepts that encompass Organizational Behaviour (OB)
- Have an opportunity to learn about yourself and others
- Critically analyze OB on the grounds of ethical standards and effectiveness
- Gain a realization that OB permeates every aspect of organizational life
- Practice skills for more effective communication and interaction with others
- Appreciate how a strong foundation in OB can give an advantage in the business world to both the individual and the organization
- Integration of faith and learning

Course Text & Materials

The textbook is available in the bookstore. Instructions will be provided in class on where and how to obtain the cases. In addition to readings, additional resources such as video clips and chapter summaries are available through the ORGB web site (www.icanorgb.com) and may also be used to supplement lectures.

Textbook:

Nelson, D. L., Quick, J. C., Armstrong, A., & Condie, J. (2012). *ORGB, Canadian edition*. Toronto: Nelson.

Business Case Studies:

1. Group report and presentation (individual processes and behaviours – to be assigned in class). Note: All case studies are available through the ORGB web site.
2. Individual report (interpersonal processes and behaviours – to be assigned in class).

Ethical Dilemmas:

To be assigned in class.

Simulation:

Leadership and Team Simulation: Everest

Course Requirements & Evaluation

Course grading and evaluation will be conducted according to the following:

Business Lecture Paper	5%*
Moodle Dialogue Posts (5% per posting period)	15%*
Business Case Studies:	
<u>Group Project</u>	
Written report	10%
In-class presentation	10%
<u>Individual Project</u>	
Written report	10%*
In-class presentation	10%*
Ethical Dilemmas	
In-class discussions (evaluated as part of class participation)	
Group written report	10%
Everest Simulation:	
Research paper and sharing of findings (done individually)	20%*
Class Participation: (Includes discussions on ethical dilemmas)	10%*

To pass the course, students must achieve an overall grade of at least 50%, AND must obtain at least 50% (35 of 70) on the individual student elements (marked by an asterisk). In other words, students must earn a combined passing grade on the non-group elements in order to pass the course.

Note: All assignments (with the exception of exams) are due in Moodle by the time indicated in the Weekly Reading and Assignment Schedule. Late assignments will lose 5% per day late. Assignments will not be accepted more than 7 days late.

Business Lecture Paper:

This fall, the Business Administration Department will be hosting a fall lecture series featuring three prominent Christian businessmen and thinkers to discuss the impact of faith and a Christian ethos on the marketplace. In line with our discussion in chapter 2 of the ORGB textbook and our class discussions on ethical dilemmas, students will write a 750-1000 word essay based on the first lecture in this series featuring Thomas Caldwell’s talk on Christianity and Capitalism. The lecture takes place on Tuesday, September 20th at 7.p.m. on the Ambrose University College campus.

Students will address the question, “Is Christianity’s interaction and impact on capitalism a reflection of a rule-based, virtue-based, rights-based, or justice-based theory of ethics?” Students may also draw upon external sources (in addition to Thomas Caldwell’s lecture and our class discussions). Be sure you also tackle the issue as to how the particular theory of ethics chosen for your essay might be reflected in the workplace. Provide some practical examples supporting your argument.

Please remember to properly cite your sources with footnotes (a bibliography is not required) using the APA or MLA writing style. The essay is due in Moodle by September 27 at 11:59 p.m.

Grading Rubric – Business Lecture Paper

Rubric Criteria (weight)	Excelling (4.5 or 5 pts.)	Accomplished (3.5 or 4 pts.)	Developing (2.5 or 3 pts.)	Beginning (1.5 or 2 pts.)
Purpose and Content (25%)	Presentation has a well-developed thesis and the introduction establishes all the issues at stake. The assignment demonstrates excellent development of subsequent ideas and	Presentation has a workable thesis and the introduction identifies many of the issues at stake. The assignment contains adequate evidence to support its claims,	Presentation has some elements of a thesis but it is largely undeveloped. There is too much or too little information presented. The arguments are	The presentation is lacking in elements required with many gaps in the information presented. The assignment needs more details on every level (main

	focuses on relevant details. Clearly explained examples support the claims and topic is thoroughly researched.	and would benefit from more research and development of relevant points.	somewhat developed but lack sufficient evidence or contain irrelevant details.	ideas, specific ideas, and examples).
Structure and Organization (20%)	Structure of the assignment is clear and easy to follow. Transitions are logical and maintain the flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions are present. Conclusion is logical.	Structure of the assignment is not easy to follow. Transitions need improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.
Critical Thinking (20%)	Identifies the most important arguments pro and con. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments pro and con. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
Mechanics (10%)	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, and punctuation. Language is clear and precise.	Paper displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, and spelling errors.	Paper lacks basic control over mechanics and contains excessive proof-reading errors.
Spiritual Formation (25%) <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ impacts the individual, interpersonal interaction, and the workplace.</i>	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes no reference to spiritual formation.

Dialogue Posts:

In order to facilitate the review and discussion of issues related to course material, students will participate in online dialogue discussions through Moodle posts.

The topic, pertinent chapters, and posting periods are as follows:

<u>Period</u>	<u>Topic</u>	<u>Chapters</u>	<u>Posting Period</u>
1	Individual Processes and Behaviors	1-7	Sep 19 – Oct 8
2	Group Processes and Behaviors	8-13	Oct 11 – Oct 29
3	Organizational Processes and Structures	15-18	Nov 14 – Dec 3

Post Length: 150 - 250 words

Each post should be between 150 and 250 words (not including references). Develop skill at posting complete thoughts succinctly. The word limits are purposeful. Speakers receive limited amounts of time to address their audiences, and editors expect writers to adhere to author's guidelines.

Posting Frequency: 4 posts

During 3 three-week periods (see below), each student will be required to submit one original post and three posts in response to other students or your professor. In writing your posts, it is important that you add threads and respond to others by adding to the base of what is known, not by reiterating what someone else wrote.

Posting Regularity: Evenly Distributed Posts

Posts must be evenly distributed throughout the posting period. This means students should aim at posting at least once every week the period is open. Those who participate during the whole time will receive higher grades than those who exit soon after the discussion begins or those who enter at the end of the posting period to add a few late comments. In addition, no messages posted after the closing date (11:59 p.m. of the last day of the posting period) will be considered in the grade for any reason. It is important to enter the dialogue early and engage with each other and your professor on an in-going basis. Fully support your statements. Remember that professionals are interested in supported conclusions, not personal opinions. Also, it is important to build on

what others post. Thus, part of the evaluation will be a measure of how well you tie your contribution to that of other students.

Writing Style & Quality: APA or MLA, Critical Thinking & Supported

All sources cited in a dialogue message apart from other participants must be listed in references at the end of the message utilizing the APA or MLA writing style. All references listed at the end of a message must be cited in the message. Credit your peers by name in the body of messages without formal citations.

Dialogue is a conversation between people who are learning together. Make sure you respond to all or part of the posed topic by citing concepts covered in the assigned course readings and related materials. Ask specific questions. Support a position based on the course concepts.

Demonstrate critical thinking and separate personal opinions from reasoned conclusions. Students are expected to contribute to dialogues in a critical and scholarly manner. This means that your posts (original thread or responses) need to be well supported by research or literature. Each post must include at least one authoritative quotation (with appropriate citation/reference). Simple statements of personal opinions and 'one-liners', such as "I agree with you", "This is cool", "Nice work" are NOT acceptable and do not reflect scholarly work. While such words of encouragement may be offered in response to a peer's post, don't end there! Go deeper and provide your supported arguments.

Comment with informative posts - questions, expansions, and exchanges - over assumptions and conclusions. Not all concepts are as useful or easy to understand and applied as others, and not everyone will see things as you do. Thus, everyone can benefit from your contributions. It is important to interrogate and probe the contributions of other participants. Seek clarification, and when appropriate challenge the point of another student without being confrontational. In addition to learning about the forum topics, note how others respond to the messages. Observe the extent to which posted thoughts succeed or fail to increase understanding. Examine your own posted messages to determine how to compose increasingly clear and succinct messages. Your writing and presentation should improve as your appreciation increases of how others perceive your contributions.

Grading Rubric – Dialogue Posts

Rubric Criteria (weight)	Excelling (4.5 or 5 pts.)	Accomplished (3.5 or 4 pts.)	Developing (2.5 or 3 pts.)	Beginning (1.5 or 2 pts.)
Content (25%)	Demonstrates command of readings and incorporates information from external sources.	Demonstrates understanding of core concepts from readings and makes limited reference to	Demonstrates basic understanding of material covered and makes no reference to	Demonstrates inadequate understanding of material covered. The post needs

	Utilizes clearly explained examples to support the claims.	information from external sources. The post contains adequate evidence to support its claims, and would benefit from a better developed argument.	external sources. The posts' argument is somewhat developed but lacks sufficient evidence or contains irrelevant details.	more details on every level (main argument and examples).
Critical Thinking (25%)	Identifies the most important arguments pro and con. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments pro and con. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
Participation (20%)	Actively participates by posting original post early and provides the required three well-spaced (time-wise) response posts.	Actively participates although original post occurs well into the posting period (after first week) or provides the required three (albeit unevenly spaced) response posts.	Participates modestly with original post and two response posts.	Does not actively participate, provides two or fewer posts.
Spiritual Formation (10%) <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ impacts individual, interpersonal, and organizational processes, behaviours, and structures.</i>	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes no reference to spiritual formation.

Business Case Studies and Ethical Dilemmas:

As mentioned above, each student will be assigned to a case group, which will prepare reports for two group-prepared cases (one each for both the business case and the ethical dilemma). In addition, students will also prepare an individual written case study report. In all cases (whether with respect to group- or individually-prepared reports), the written reports should be concise (5-6

pages in length: 12 point font, 1½ line spacing, 1-inch margins) and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear and free of grammatical mistakes. Please refer to the following documents in Moodle that provide guidance on how to develop business cases:

1. The Business Case Method Outline
2. Business Writing Guidelines
3. Making a Compelling Business Case (by Don Wagner)
4. Group Work in the Business Program (by Don Wagner)

With regard to the case studies (both as a group and as individuals), students will also deliver an in-class presentation, a maximum of 10 minutes in length, summarizing your analysis and recommendations for that project (business case study or ethical dilemma). When making presentations, groups and individuals should also allow another 5-10 minutes to field questions, comments or debate from the class. The presentation should be informative and interesting; try to make your presentation a learning experience for the class. Refer to Appendix D of “Making a Compelling Business Case” for suggestions on how to present.

Grading Rubric –Written Reports and Paper

Rubric Criteria (weight)	Excelling (4.5 or 5 pts.)	Accomplished (3.5 or 4 pts.)	Developing (2.5 or 3 pts.)	Beginning (1.5 or 2 pts.)
Purpose and Content (30%)	Presentation has a well-developed thesis and the introduction establishes all the issues at stake. The assignment demonstrates excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the claims and topic is thoroughly researched.	Presentation has a workable thesis and the introduction identifies many of the issues at stake. The assignment contains adequate evidence to support its claims, and would benefit from more research and development of relevant points.	Presentation has some elements of a thesis but it is largely undeveloped. There is too much or too little information presented. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	The presentation is lacking in elements required with many gaps in the information presented. The assignment needs more details on every level (main ideas, specific ideas, and examples).
Structure and Organization (20%)	Structure of the assignment is clear and easy to follow. Transitions are logical and maintain the flow throughout the assignment.	Structure is mostly clear and easy to follow. Transitions are present. Conclusion is logical.	Structure of the assignment is not easy to follow. Transitions need improvement. Conclusion is missing, or if provided, does	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of

	Conclusion is logical and flows from the rest of the argument.		not flow from the rest of the assignment.	thoughts. Ideas are not organized around a central idea.
Critical Thinking (25%)	Identifies the most important arguments pro and con. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments pro and con. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
Mechanics (15%)	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, and punctuation. Language is clear and precise.	Paper displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, and spelling errors.	Paper lacks basic control over mechanics and contains excessive proof-reading errors.
Spiritual Formation (10%) <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ impacts the individual, interpersonal interaction, and the workplace.</i>	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes no reference to spiritual formation.

Grading Rubric – Presentations

Rubric Criteria (weight)	Excelling (4.5 or 5 pts.)	Accomplished (3.5 or 4 pts.)	Developing (2.5 or 3 pts.)	Beginning (1.5 or 2 pts.)
Purpose and Content (30%)	Presentation has a well-developed thesis and the introduction establishes the issues at stake. The assignment demonstrates excellent	Presentation has a workable thesis and the introduction does not fully identify the issues at stake. The assignment contains adequate	Presentation has some elements of a thesis but it is largely undeveloped. There is too much or too little information presented. The	The presentation is lacking in elements required with many gaps in the information presented. The assignment

	development of subsequent ideas and focuses on relevant details. Clearly explained examples support the main ideas and topic is thoroughly researched.	evidence to support its claims, and would benefit from more research and development of relevant points.	arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	needs more details on every level (main ideas, specific ideas, and examples).
Structure and Organization (25%)	Structure of the assignment is clear and easy to follow. Transitions are logical and maintain the flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions are present. Conclusion is logical.	Structure of the assignment is not easy to follow. Transitions need improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.
Communication, Creativity, and Presentation (20%)	Presentation is made insightfully, creatively or skillfully. Awareness of audience demonstrated through form, language, and presence (e.g. eye contact). Innovatively or expertly delivered presentation augments the well-researched evidence and documentation. Generates enthusiasm about topic.	Main ideas are clearly outlined with a good attempt to provide insight or creativity to the presentation. Provides adequate transitions. Awareness of audience partially demonstrated through form, language, and presence. Shows enthusiasm for topic.	Vague or multiple purposes with inconsistent development of ideas. Some attempt is made to provide insight or creativity to the presentation. Sense of audience wavers (e.g. little eye contact). Shows some interest for topic.	Inadequate organization with no attempt to provide insight or creativity. Inappropriate or insufficient details to support ideas. Unfocused sense of audience (e.g. looks only at notes or away from audience). Lacks interest in topic.
Critical Thinking (15%)	Identifies the most important arguments pro and con. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments pro and con. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
Spiritual Formation	Individual	Individual	Individual makes	Individual

<p>(10%) <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ impacts individual, interpersonal, and organizational processes, behaviours, and structures.</i></p>	<p>consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.</p>	<p>occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.</p>	<p>some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.</p>	<p>makes no reference to spiritual formation.</p>
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Group Work Evaluations:

All group members are expected to make significant contributions to their group's effort (see "Group Work in the Business Program" posted in Moodle). To help ensure that grades accurately reflect the student's level of contribution, each student must submit a group evaluation form (available on the Moodle site) by 11:59 p.m. of the day of lecture immediately following the group presentation or group report submission that will assess the relative contribution of each group member for the business case and the ethical dilemma assignment. These evaluations will be taken into account when assigning individual grades for the group projects. Given the natural dynamic in group processes, greater weight will be given to the second of the two group work evaluations.

Based on this self and peer evaluation, when an individual student receives an average evaluation score lower than the average group evaluation score, the professor *has the discretion* to adjust grades for group work (both the written and presentation components) as follows

$$A - ((G - I)/G) * 50 = \text{Adjusted individual grade}$$

A = Group grade for a particular assignment (e.g., written report or presentation)

G = Average evaluation score for all group members

I = Average evaluation score for individual student

Example:

Following a successful group project, group members receive a group grade of 90% for the written report and 95% for the presentation. Following the evaluation, Student A gets an average group work evaluation score of 90% (based on the self and peer evaluation). Student B gets a score of 85% while Student C gets a score of 75%. The average group evaluation score $(90\% + 85\% + 75\%)/3 = 83.3\%$.

Since Student C's individual evaluation score is lower than the group average, his or her grades for the written report and the presentation could be adjusted as follows:

Written report: $90 - ([83.3 - 75]/83.3) * 50 = 85.0$

Presentation: $95 - ([83.3 - 75]/83.3) * 50 = 90.0$

Using another scenario, if Student C received an average evaluation score of 65% (assuming Student A and B received individual evaluation scores of 90% and 85%, respectively--the same as the previous example), then the new average group score would be 80% and Student C's adjusted scores *could* be adjusted as follows:

Written report: $90 - ([80 - 65]/83.3) * 50 = 80.6$

Presentation: $95 - ([80 - 65]/83.3) * 50 = 85.6$

Clearly, the goal is not to adjust downward fellow student's grades. However, the purpose of the group work is to encourage involvement by all team members. How team dynamics unfold will vary by group. Some team members may be gifted in the area of delivering presentations; others more gifted conducting analysis and research. Regardless of one's gifting, the emphasis is to creatively bring together the group members' unique gifts and abilities to fashion together a new whole. As noted, the grade adjustment is at the discretion of the professor. Minor differences in individual evaluation scores will likely not result in any adjustments to individual grades.

Note: Failure to submit the group work evaluation form (including the individual assessment) will result in a student not receiving a grade for the presentation portion of the case study or the ethical dilemma group report.

Grading Rubric – Group Work Evaluations

Rubric Criteria (weight)	Excelling (4.5 or 5 pts.)	Accomplished (3.5 or 4 pts.)	Developing (2.5 or 3 pts.)	Beginning (1.5 or 2 pts.)
Contribution Quality (30%) <i>Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous research, analyzes relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and</i>	Input (such as research, analysis, writing, leadership, and presentation preparation) is always of high quality.	Input is mostly of high quality.	Input is occasionally of high quality.	Input is seldom of high quality.

<i>perspectives, expands the group's/class' perspective.</i>				
Respecting (15%)	Always interacts with, encourages, listens to, and supports ideas of others.	Mostly interacts with, encourages, listens to, and supports ideas of others.	Occasionally interacts with, encourages, listens to, and supports ideas of others.	Seldom interacts with, encourages, listens to, and supports ideas of others.
Workload (15%)	Always shares tasks equally with group members; consistently does work when asked; works hard consistently.	Does almost as much as others; mostly does work when asked; mostly asks for help.	Does considerably less than others; occasionally does work when asked; occasionally asks for help.	Does very little; seldom works when asked; seldom asks for help.
Group Discussions (15%)	Contributes great effort to group discussions; shares thoughts and ideas.	Contributes good effort to group discussions; mostly shares thoughts and ideas.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas.	Seldom contributes to group discussions; seems disinterested.
Meeting Deadlines (15%)	Always completes assigned tasks on time.	Mostly completes assigned tasks on time; late input does not affect project quality.	Occasionally completes assigned tasks on time; late input somewhat affects project quality.	Seldom completes assigned tasks on time; late input impacts project quality.
Conflict Resolution (10%) <i>Conflict includes communication about disagreements. It is not inherently good or bad. However, destructive conflict emerges when team members turn from addressing the primary issues and focus more on getting even, retaliating or hurting the other person(s).</i>	Addresses destructive conflict directly and constructively, helps to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness, fosters group dialogue so as to prevent destructive conflict.	Generally acknowledges destructive conflict, occasionally encourages others to address the issues and to redirect focus toward task at hand and away from destructive conflict.	Passively accepts or ignores destructive conflict and the associated issues, neither resolves nor contributes to destructive conflict.	Actively fosters or engages in destructive conflict.

Everest Simulation: Leadership and Teams

A key, integrating element of this course will occur through the use of a simulation exercise. This multimedia multi-user simulation presents a series of problem-solving and decision-making challenges to teams. The story line involves a challenging expedition toward the summit of Mt. Everest, and explores the dynamics surrounding effective team decision-making processes. Teams of five to six will assume different roles as a member of the team. Each participant is given resources and information that his or her team must process effectively to make a series of critical decisions about the timing and execution of hiking along successive camps in its ascent to the summit.

Preparation for the simulation will occur in class on Friday, October 28. The simulation will involve an entire class session on Wednesday, November 2 beginning promptly from 9:45 – 11:15 a.m. Note: the simulation will require 90 minutes. As such, it is essential that the students arrive five minutes in advance of the class to prepare for the simulation. **The session also requires an additional 15 minutes beyond the regularly scheduled class time. Please make arrangements in advance to ensure your participation on this day.**

Discussion surrounding the simulation experience will take place on Friday, November 4. Based on this experience and on supplemental research, a research paper based on key themes stemming from the simulation will also be required. This paper, ranging from 6-8 pages (12 point font, 1½ line spacing, 1-inch margins), is to be completed on an individual basis. Please follow the APA or MLA writing style, as well as provide a full bibliography.

Students should also be prepared to share their paper through a 5-7 minute, in-class presentation of their findings. As with the case studies, individuals should also allow another 5-7 minutes to field questions, comments or debate from the class.

Note that the written report and presentation rubrics will also be used to assess the Everest simulation assignments.

Class Participation:

Another component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters ahead of time, and actively participate in group discussions (including the ethical dilemma discussions). The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the business world. The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as

repeated absences from class will negatively impact a student's individual participation grade.

Grading Rubric – Class Participation

Rubric Criteria (weight)	Excelling (4.5 or 5 pts.)	Accomplished (3.5 or 4 pts.)	Developing (2.5 or 3 pts.)	Beginning (1.5 or 2 pts.)
Preparation (25%)	Always completes homework assignments by due date that are required for in-class exercises, always reads the assigned chapters prior to class.	Mostly completes homework assignments by due date that are required for in-class exercises, mostly reads the assigned chapters prior to class.	Occasionally completes homework assignments by due date that are required for in-class exercises, occasionally reads the assigned chapters prior to class.	Seldom completes homework assignments by due date that are required for in-class exercises, seldom reads the assigned chapters prior to class.
Group Discussions (35%)	Attends all or most classes, contributes great effort to group discussions; shares thoughts and ideas.	Attends most classes, contributes good effort to group discussions; mostly shares thoughts and ideas.	Attends most classes, contributes occasionally to group discussions; occasionally shares thoughts and ideas.	Seldom attends classes, seldom contributes to group discussions; seems disinterested.
Contribution Quality (25%) <i>Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.</i>	Input is always of high quality.	Input is mostly of high quality.	Input is occasionally of high quality.	Input is not of high quality.
Respecting (15%)	Always interacts with, encourages, and listens to ideas of others.	Mostly interacts with, encourages, and listens to ideas of others.	Occasionally interacts with, encourages, and listens to ideas of others.	Seldom interacts with, encourages, and listens to ideas of others.

Grading

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	Excellent
90% to 94%	A	
85% to 89%	A-	
80% to 84%	B+	Good
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

To pass the course, students must achieve an overall grade of at least 50% and as noted earlier, must earn a combined passing grade on the non-group work elements of the course. Failure to submit an assignment on the assigned date without legitimate reason (i.e. evidenced illness) or prior approval of the instructor may result in a failed grade for the course. In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

All hand-in assignments and exams must include only the student's ID number.

Important Dates for Registration, Withdrawal, and Course Auditing

September 18, 2011, is the last day to enter a course without permission or to withdraw from a course without incurring a financial penalty in terms of tuition refund.

November 14, 2011, is the last day to voluntarily withdraw from a course or change to audit without academic penalty.

Course withdrawal forms are available from the Registrar. Students who do not follow the proper withdrawal procedures will be recorded as having failed the course.

In-class Use of Electronic Devices

The use of personal electronic devices by students in-class is purely at the discretion of the instructor. The use of music players, earphones, cell phones, PDAs, or any other personal entertainment devices will not be allowed in-class at any time. Typically, laptop or notebook computers may be utilized only for taking notes or reviewing course materials if necessary. However, if laptop use becomes a distraction for other students in the class, or is used for activities that are not class-related (i.e. Internet browsing, playing games, watching videos, emailing, chatting, etc.), the instructor will ask the student to stop using the laptop and put it away, and make a deduction to the student's

course participation grade – 20% deduction for first instances; additional 40% deduction and loss of laptop use for the remainder of the semester for any repeat instances.

Audio or video recording of class lectures is strictly prohibited without the prior expressed consent of the instructor.

Important Notes

Students are advised to retain this syllabus for their records. It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from Ambrose. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student’s registration. Students may change the designation of any class from credit to audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. Students intending to withdraw from some or all of their courses must submit a completed Registration form to the Registrar’s office. The dates by which students may voluntarily withdraw from a course without penalty are listed in the Calendar of Events. A grade of ‘W’ will be recorded on the student’s transcript for

any withdrawals from courses made after the end of the Registration Revision period and before the Withdrawal Deadline (also listed in the Calendar of Events). 'W' grades are not included in grade point average calculations. A limit on the number of courses from which Academic a student is permitted to withdraw may be imposed. Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

**BUS250 Introduction to Business
Weekly Reading and Assignment Schedule**

Date	Class Topic/Chapter Title	Text chapters
Sept 7 th	Introduction and course overview	
Sept 9 th	Organizational Behaviour and Opportunity	1
Sept 14 th	Challenges for Individuals Business case class (review)	2
Sept 16 th	Personality, Perception, and Attribution	3
Sept 19 th	<i>Dialogue Period 1 (Individual Processes and Behaviours) Begins</i>	
Sept 20 th	Business Lecture Series: Thomas Caldwell – Christianity and Capitalism <i>Note: the lecture takes place at 7 p.m. on campus.</i>	
Sept 21 st	Attitudes, Emotions, and Ethics	4
Sept 23 rd	Motivation at Work	5
Sept 27 th	Assignment: Business Lecture Series Paper – Christianity and Capitalism – due by 11:59 p.m.	
Sept 28 th	No class – Ambrose Community Day	
Sept 30 th	Learning and Performance Management	6
Oct 5 th	Stress and Well-Being at Work	7
Oct 7 th	Assignment: Business Case Group In-Class Presentations Assignment: Group case study written report due at start of class	
Oct 8 th	<i>Dialogue Period 1 Ends</i>	
Oct 11 th	<i>Dialogue Period 2 (Interpersonal Processes and Behaviours) Begins</i>	
Oct 12 th	Communication Assignment: Submit Group Work Evaluation Form by 11:59 p.m.	8
Oct 14 th	Work Teams and Groups	9
Oct 19 th	Decision Making by Individuals and Groups	10
Oct 21 st	Power and Political Behaviour	11

Oct 25 th	Assignment: Ethical dilemma written report (done in groups) due by 11:59 p.m.	
Oct 26 th	Leadership and Followership	12
Oct 28 th	Conflict and Negotiation Explanation of Everest Simulation Assignment: Submit Group Work Evaluation Form by 11:59 p.m.	13
Oct 29 th	<i>Dialogue Period 2 Ends</i>	
Nov 2 nd	Assignment: Everest Simulation: Leadership and Teams	
Nov 4 th	Class Discussion: Everest Simulation	
Nov 9 th	Organizational Design and Structure	15
Nov 11 th	No class – Remembrance Day	
Nov 14 th	<i>Dialogue Period 3 (Organizational Processes and Structure) Begins</i>	
Nov 15 th	Assignment: Individual case study written report due by 11:59 p.m. (for all students regardless of presentation date)	
Nov 16 th	Assignment: Business Case Individual Presentations Part 1 Organizational Culture – Part 1	16
Nov 18 th	Assignment: Business Case Individual Presentations Part 2 Organizational Culture – Part 2	16
Nov 23 rd	Assignment: Business Case Individual Presentations Part 3 Managing Change – Part 1	17
Nov 25 th	Assignment: Business Case Individual Presentations Part 4 Managing Change – Part 2	17
Nov 30 th	Career Management	18
Dec 1 st	Assignment: Everest Research Report due at 11:59 p.m.	
Dec 2 nd	Assignment: Everest Research Sharing of Findings/Discussion 1	
Dec 3 rd	<i>Dialogue Period 3 Ends</i>	
Dec 7 th	Assignment: Everest Research Sharing of Findings/Discussion 2	

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.