



Course **BA 3361. 001 Organizational Behavior  
International Business**  
Professors Jane Salk  
Term Spring 2009  
Time Tuesdays and Thursday 10:00-11:15  
Room

DFT January 5, 2010

---

***Professor's Contact Information***

**Office Phone** (972) 883-6265  
**Office Location** SOM 4.408  
**Email Address** [jane.salk@utdallas.edu](mailto:jane.salk@utdallas.edu)  
**Office Hours** TBA and by appointment  
**Assistant Information** Chase Barber: [cdbarbe@gmail.com](mailto:cdbarbe@gmail.com)

---

**Course Description**

It is not easy to predict who will make the most successful managers and professionals. IQ and degrees account for surprisingly little variance in outcomes. Logically, personality and social skills should play an important role, but which ones, how do we assess them and are they inherited (tough luck) or something that students can develop and improve upon? The reason BA 4371 is part of the curriculum is to serve as an introduction to the environment of International Business and Multinational Corporations (MNC). Recent events should make it evident to all of us that we are touched in many ways by global interdependence, whether we are trying to finance a car, find a job, etc. Though there are broad “grand-standing” declarations such as “Capitalism is dead” and that “the American era is over” it is important to maintain a critical approach to such blanket pronouncements. At the same time it is clear that no textbook can tie together the basic conceptual and historical knowledge that is fundamental to these fast changing events. Hence, we shall supplement and clarify the textbook material via the following mechanisms: a) Use of documentaries and other recent media material, b) use of cases from the chapters in discussing and reviewing material; and c) Visitor/ practitioners to share their knowledge and experience.

---

**Student Learning Objectives/Outcomes**

The International business and economic environments affect many aspects of businesses and managerial careers. This course exposes you to fundamental issues and concepts in international business. In particular, I expect you to leave this course with a firm understanding of how the context and content of cultures affect International Business, and how to look at ethical behavior in the IB context (is it a tradeoff with “good business”?). We also cover political, basic economic, strategic and socio-cultural aspects of the international environment I hope to provide an introduction to International Business that can serve as a foundation for further study and potential career development.

---

**Required Textbook** (You MUST use this edition—buy it used or rent (more information on e-learning site for course):

**Robbins, S. P. and Judge, T.A (2009). Organizational Behavior, 13<sup>th</sup> Edition. Upper Saddle, NJ: Pearson Education.**

**Schedule**

BA.3361.001 - Tuesdays and Thursdays from 10:00a.m. to 11:15a.m.

Tuesday 1/12	First day of class-- Introduction	Bring Text and copy of syllabus
Thursday 1/14	Begin reading chapter 1, pp 1-35	In class ice-breaker
Tuesday 1/19	Ch.1 review questions, p.36	
Thursday 1/21	Ch 2 pp42-71	Lecture. Initial sorting for group projects
Tuesday 1/26	Chapter 2, Case 2: p.69	Fill out brief answers to questions. Be prepared to discuss and make a copy to turn in before class begins
Thursday 1/28	Chapter 3, Attitudes and Job Satisfaction pp72-97	Groups Finalized
Tuesday 2/2	Point-counterpoint p. 93	Discussion plus exercise (Group topic proposal to hand in)
Thursday 2.4	Quiz Chapters 1-3	
Tuesday 2/9	Chapter 4, Personality and Values, pp 102-129	
Thursday 2/11	Chapter 4 Point/Counterpoint Traits are powerful predictors of behavior? (p.128) Case: The rise of the nice CEO pp.130-131	You will be pre-assigned to one side or the other of the debate via Blackboard .
TBA	EXPERIENTIAL EXERCISE	(Optional/ Sign up in advance) a Friday or Saturday TBA)
Tuesday 2/16	Chapter 5, Perception pp. 136-147	Exercise TBD
Thurs 2/18	No Class Today—Reading Day	
Tuesday 2/23	Chapter 5, Decision-Making 147-166 Case incident 1 Natural Disasters and the decisions that follow	Hand in answers to case questions
Tuesday 2/23	Creativity in Decision-Making ? TDB Review	
Thursday 2/25	Quiz Chapters 4-5	
Tuesday 3/2	Chapter 6 Motivation 172-203 (Midterm grade due online 3/5)	Be Prepared to take a side for Point-Counterpoint, p. 204 "Failure Motivates"
Thursday 3/4	Chapter 7, Motivation pp212-	

	<b>227</b>	
Tuesday 3/9	Chapter 7, pp. 227-242	Be prepared to take sides for "Praise Motivates," page 240
Thursday 3/11	Meetings with Project Groups	
Tuesday 3/16	Spring Break – No Class	
Thursday 3/18	Spring Break - No Class	
Tuesday 3/23	Experiential exercise p. 341 to be done in class and handed in by groups	In class work handed in
Thursday 3/25	Chapter 8 Emotions and Moods pp. 248-266. Take Emotional Intelligence Quiz prior to class and be prepared to discuss strengths and weaknesses	
Tuesday 3/30	Chapter 8, pp. 267-275	
Thursday 4/1	Case p. 275 The Upside of Anger Review	Prepare answer to questions and hand in
Tuesday 4/6	Quiz Ch 6-8	
Thursday 4/8	Chapter 9 Groups: pp. 282-302	
Tuesday 4/13	Chapter 9: Group Decision Making pp. 302-315 Point Counterpoint Chapter 10, p.341 Sports teams are good models of workplace teams	
Thursday 4/15	Chapter 12 Leadership pp. 382-404 P. 404 Point Counterpoint: Leaders are born, not made.	
Tuesday 4/20	Presentations	
Thursday 4/22	Presentations	
Tuesday 4/27	Presentations	
Thursday 4/29	TBA	Written Group Projects Due
	Final exam week 5/6 – 5/12	Final Quiz Covering Chapters 9, 12 and 17

**Grading:**

<u>Quizzes (4) 15 point each</u>	<u>60 POINTS</u>
<u>Group Project (20 for presentation, 30 for written report)</u>	<u>50 POINTS</u>
<u>Participation: Handed in case questions/ in class work on 3/23(best 3 of 4) Attendance Checks  Quality of Participation</u>	<u>30 POINTS TOTAL 15 (5 points each)  After two absences/late entry possible deduction of 2 points per incident from these 30 points</u>

	<b>15 points</b>
<b><u>Total points</u></b>	<b><u>140 points</u></b>

**DESCRIPTION OF GRADING CRITERIA**

**A) Quizzes:**

The course will have 4 quizzes. I have chosen this format rather than the Midterm/ Final Format since there are so many topics to cover. The idea is to test your knowledge more often over shorter stretches of material. This also means that you need to keep up with the reading since more quizzes means that I can cover class material in more depth. I do not allow make-up exams with the exception of documented medical or family emergencies so please mark these dates immediately.

**B) Group Projects:**

Besides the general mandate that we teach you to work in groups (preferably of 4 students), managing a team project is particularly relevant for an OB course. Projects also serve to allow participants to delve more deeply into topics than in possible in the course. The following guide to topic ideas is meant to serve as suggestions:

- **Topical Presentations.** Your group can choose from any topic that is part of Organizational Behavior, whether we cover that portion of the text or not. Your group might want to study how to analyze who makes a good leader for someone and where and how such skills are developed. Other topics might include “ What is a good personality and how to measure it.” How to motivate and reward Emotional Labor,” How to use social networks . . . I expect you to look beyond textbooks to articles published in top research journals and by leading thinkers in the area. You will need to use library resources for this.
- **Company Based Projects:** The DFW area is full of fascinating companies, sometimes American and sometimes the HQ for a foreign company known for their leaders, their corporate cultures and their competitiveness. Your groups will want to do background reading on the company to read a theme. Here are a couple examples of what I mean by a theme: “ How does 7-11 manage to be a company operating in 36 countries with Japanese owners” Do successful service oriented companies require a strong culture? [Container Store, Southwest Airlines, Kimberley Clarke, Eriksson...”? Whatever company you choose there are several things to consider. The first is the availability of information. Privately held companies often can be skittish about outsiders and you have to judge whether enough accounts can be found in the press, industry studies and their own documents to make a credible case study. Second, if it has a significant presence in the DFW area, it can be very useful to consider setting up one or more interviews with key people and/or even involve them somehow in your presentation
- **Video Analysis Projects** involve selecting a movie that can help elaborate one or more themes and topics from the class> Some good and recent examples would include: Outsourced., My Big Fat Greek Wedding., The Namesake, .... And there are of course

older films such as Mr. Baseball. Twelve Angry Men (1950's version, the remake is awful) Naturally your group needs to watch the movie to determine the theme(s) addressed. From there you might want to focus on part rather than all of the film. Again, the theme selected (e.g. Culture, Ethics, etc) should be part of the course and You still need to develop a deep enough understanding of theme to use the film as a vehicle for teaching yourselves and classmates more about a topic. Other possibilities or propositions can be negotiated.

Grading consists of two parts. The first part is the presentation. Depending upon class size, we can allocate up to 20 minutes per group. The presentation should not mirror the whole paper but zero in upon interesting aspects most amenable to video clips, Power Point, etc.

The other part is a written report that should aim for 10 pages (including references). ALL SOURCES CONSULTED MUST BE LISTED IN THE BIBIOGRAPHY PLUS I EXPECT YOU TO ADHERE TO APA STYLE AND CLEARLY CREDIT SOURCES. FAILURE TO PAY ATTENTION TO THIS CAN MAKE YOUR PAPER SUBJECT TO PLAGERISM ENQUIRY IN ADDITION TO A LOWERING OF THE GRADE. You will be turning in file copies and these will be submitted to TURNITIN.com at the discretion of the professor.\

### **C) Participation:**

Class participation is critical in class. Quality of class contributions will be weighted more heavily than quantity. Frequent and valuable participants are those who attend all of the lectures, participate thoughtfully and regularly. To help me learn each student's name and grade "participation and contribution" as fairly as possible, you must prepare and bring a "nameplate" to each class. There will be "cold calls," some pop quizzes and absences and lack of preparation will be noted.

Two of the components entail turning in assignments on the schedule on time, which is prior or at the beginning of the class when due. I also take attendance (via logs or pop quizzes) and beyond two recorded absences, there may be some deductions taken.

Here are some general guidelines in participation grades. The instructor has *sole authority* in assigning participation grades. Here is a rough guide of how this is evaluated:

Excellent class participation is characterized by a student consistently attending class, and making an insightful contribution to discussions, being well-prepared by having prepared notes and demonstrating a superior understanding of the material.

Good class participation is characterized by students consistently attending class and contributing to discussions as well as being reasonably prepared with notes from the reading, while only occasionally demonstrating a superior understanding of the material.

Poor class participation is characterized by a student inconsistently attending class rarely contributing to class discussion (or contributing with banter), and having no notes prepared for the readings.

**D): Policy on late work:** Quizzes can not be made up or rescheduled without the advanced approval of the professor. Failure to be present and contribute to your groups' work can result in a zero. The case write-ups or other materials due turned in after the beginning of the class on the due date will be penalized 15% for the first 24 hours, 30% for up to 48 hours late and will not be accepted for grading after that point.

### **Extra Assignments and Guest Lectures**

I may periodically assign additional assignments not listed on the syllabus. We may have guest lecturers throughout the course with associative assignments. You are expected to complete these assignments on time.

### **Grading SCALE**

A standard grading scale is as follows:

Grading Scale:

98-100	A+
94-97	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
Below 60	F

### **Course & Instructor Policies**

#### **Class communication:**

**E-Learning:** Class notes, the syllabus, and other relevant course-related materials will be posted on WEBCT. You may download this material from the website. In addition, you are advised to check your messages on WEBCT prior to each class session. This will be the main way of disseminating any messages or instructions relating to the course.

#### **Contacting the Instructor: PLEASE USE MY UTD REGULAR EMAIL ACCOUNT**

**([jane.salk@utdallas.edu](mailto:jane.salk@utdallas.edu))**. Faculty has been requested to state in their syllabi that a new university policy to protect student privacy has been established. This policy states that faculty is not required to answer student emails unless they come from a UTD email account. Therefore, **you are advised to contact me via my UTD email account from your own UTD account.** Note that although I do check WebCT a few times during the week, you should use my regular email if you want a timely response.

## **Dishonesty**

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarizing, colluding, submitting for credit any work or materials that are attributable in part or fully to another party, taking an exam for another person, and engaging in or attempting to engage in any act designed to give unfair advantage to a student. The University of Texas at Dallas has several procedures to deal with students who commit acts of scholastic dishonesty, ranging from flunking the course to being expelled from the university. Visit <http://www.utdallas.edu/student/sliffe/TitleV.html> for further information on this topic. Also, please be aware that UTD subscribes to turnitin.com, which I may use at my discretion to spot check for plagiarism on group case write-ups.

## **Library Research**

Take advantage of the paid search engines in the library homepage. It contains the following search engines. Should you have further questions, contact liaison librarians in the library (Loreen Phillips, [Loreen.Phillips@utdallas.edu](mailto:Loreen.Phillips@utdallas.edu) or visit <http://www.utdallas.edu/library/reference/somliaison.html>).

- **Business and Company Resource Center**
- **Business Source Premier**
- **Business & Management Practices**
- **CCH Internet Tax Research Network (tax service)**
- **Wall Street Journal (1984-current)**
- **Academic Universe Lexis Nexis (then under Business)**
- **Disclosure Data from Academic Universe Click on Business, then Company Financial (company financial info)**
- **Mergent Online (formerly Moody's FIS Online) (company financial information)**
- **National Trade Data Bank (NTDB)**
- **EconLit (economics)**
- **ECONbase**
- **PAIS (public affairs)**
- **Business Dateline (index to regional business publications)**

- **Business Organizations**
  - **Regional Business News** (from TexShare)
  - **EDGAR Financial Reports** (company financial information)
  - **Social Sciences Abstracts**
  - **Social Sciences Citation Index** (Web of Science/Web of Knowledge)
  - **Essay & General Literature Index**
  - **Web of Science** (Web of Knowledge) (citation indexes)
  - **WorldCat** (OCLC)
  - **General Databases** (multidisciplinary)
  - For psychology in the workplace: **Psychology and Human Development Databases**
- 

### **Off-campus Instruction and Course Activities**

*Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.*

### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the

Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

### **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper

paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

### **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

*The contact information for the Office of Disability Services is:*

The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes that have enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

***\*These descriptions and timelines are subject to change at the discretion of the Professor.***