

# Course Syllabus

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## Course Information

<i>Course Number/Section</i>	OBHR 3310.004 OBHR 3310.005
<i>Course Title</i>	<b>Organizational Behavior</b>
<i>Term</i>	Fall 2013
<i>Days, Times &amp; Location</i>	Section 004: Tuesdays and Thursdays 8:30 – 9:45, JSOM 2.714 Section 005: Tuesdays and Thursdays 10:00-11:15, JSOM 1.110

## Professor Contact Information

<i>Professor</i>	Maria Hasenhüttl, PhD
<i>Office Phone</i>	972-883-5898 (during office hours)
<i>Email Address</i>	Please use eLearning - expect an answer within one business day
<i>Office Location</i>	SOM 4.411
<i>Office Hours</i>	Tuesdays, 11:30-1:00 and by appointment

## Course Pre-requisites, Co-requisites, and/or Other Restrictions

Pre/Corequisite: [BA 3311](#).

## Course Description

This course is an introduction to the field of Organizational Behavior. Research demonstrates that, time and again, understanding people, groups and organizations is a more critical determinant of success than technical skills. We will be discussing your role in the organization as an organizational citizen – covering a wide range of topics including how to motivate and reward people, what makes work groups function effectively, the impact of leadership styles and communication, how to access and accumulate power and influence, how to diagnose and manage change. The class will be conducted using a variety of methods including but not limited to lectures, exercises, cases, class discussions, and videos.

The goal of this course is to provide you with an overview of the many critical concepts and skills offered by the discipline of organizational studies. The expected benefits include a chance to analyze your personal dispositions and skills so that you can make better choices and be effective in your work and careers.

Your active engagement and sharing of experiences will be key factors in making this course a success. Respect for the opinions of others is an essential characteristic for a learning community. Although it is likely you may not agree with everything that is discussed or said in this course, you are expected to express your viewpoints in a manner that is courteous and respectful.

## Learning Objectives/Outcomes

After taking this class, students should be able to:

- 1) Explain and apply major scholarly approaches and empirical findings in Organizational Behavior at the individual, group, and organizational level.
- 2) Describe team processes and explain the characteristics associated with effective team performance.
- 3) Develop an understanding of ethics as they are related to human values, behavior and approaches to making judgments based upon ethical and environmental considerations.
- 4) Demonstrate an understanding of the sources and consequences of multi-ethnic and multi-cultural diversity and develop strategies to bridge differences and capitalize on the benefits of diversity in all its forms in organizations.
- 5) Analyze and explain the connection between OB concepts and personal work experiences.

## Required Textbook and Materials

### *Required Text*

**Book Title:** Organizational Behavior V1.1

**Author(s):** Talya Bauer, Berrin Erdogan

**ISBN:** 978-1-4533-0084-8

**Publisher:** [www.flatworldknowledge.com](http://www.flatworldknowledge.com)

Various ordering options range from \$35 to \$150.

Go to [www.students.flatworldknowledge.com](http://www.students.flatworldknowledge.com) and find your class using my name.

### *Required Materials*

- Additional readings for various chapters will be announced in eLearning. All of these readings can be accessed for free through the library website.
- 3 Scantron Forms.

## E-Learning and Communication

You will need to have access to eLearning. Class slides and other relevant materials will be posted on eLearning. In addition, you are advised to check your messages on eLearning frequently, and prior to each class session. This will be the main way to disseminate any messages or instructions relating to the course. A university policy to protect student privacy directs that faculty are not required to answer student e-mails unless they are from a UTD account. This means that I will not respond to e-mails unless they come from a UTD account.

## Course Schedule (TBA)

To ensure a high quality learning experience, it is critical that you prepare thoroughly before each class meeting. **Readings and assignments are to be completed before class.** You will get the most from each class by participating actively in class discussions each day. Contributions from everyone are critical to the success of the course and to the shared learning experience.

This course outline provides a general plan for the course. I reserve the right to make changes to content, requirements, and schedule. All changes will be announced in class.

## Grading Policy

Team Projects	
1. Ideal Organization, Paper and Presentation	25%
2. OB in the News, Paper and Presentation	8%
Individual Assignments	
3. 2 Individual Short Papers (each 7.5%)	15%
4. Participation	22%
5. 3 Exams (each 10%)	30%
	100%

## Grading Scale

A+: 97 and up	A: 94-96	A-: 90-93
B+: 87-89	B: 84-86	B-: 80-83
C+: 77-79	C: 74-76	C-: 70-73
D+: 67-69	D: 64-66	D-: 60-63
F: 59 and below		

## Descriptions of Course Assignments

### Plagiarism Tutorial & Quiz:

Use the website

[http://www.umuc.edu/prog/ugp/ewp\\_writingcenter/modules/plagiarism/start.html](http://www.umuc.edu/prog/ugp/ewp_writingcenter/modules/plagiarism/start.html) to complete your plagiarism tutorial and quiz. Review the tutorial and retake the quiz as many times as is necessary to earn a grade of 100% correct on the quiz. Print your quiz results and submit your print-out on the assigned date.

You must complete the tutorial and quiz successfully in order to be allowed to submit any papers.

## **1. Ideal Organization, Paper and Presentation (25 points, or 25%)**

Your team will address the following question:

“Design the ideal organization. Use course concepts to defend your answer.” Your team will submit this project in 3 parts on the dates indicated in the syllabus.

The main objective is to put together concepts related to major topics in this course (such as personality, motivation and rewards, team dynamics, interpersonal influence, leadership, power and politics, organizational change, organizational culture, etc.) and translate these concepts into concrete actions (what companies can actually do) to implement the knowledge in these areas.

This project needs to be completed in 3 phases during the semester in a group WIKI.

### **Project Part 1: Individual Level.**

This part will focus on applying OB frameworks from the individual level of analysis.

### **Project Part 2: Group Level.**

This part will focus on applying OB frameworks from the group level of analysis.

### **Project Part 3: Organizational Level.**

This part will focus on applying OB frameworks from the organizational level of analysis.

Assume you are starting your own company. It will make it easier to discuss the various issues you are planning to address if you make this specific. It can be a company like a CPA firm or you can be creative and apply OB concepts to other settings. One of the teams in the past wrote this project for managing a Pirate Ship. There are no limits to your imagination. The sole goal is for you to connect OB knowledge with specific, concrete actions organizations can take to implement effective OB practices. Try to think of this project as creating a proposal that tells potential employees and investors about your approach to managing people in your organization. You want to convince them that you know how to apply Organizational Behavior knowledge to effectively manage your employees.

The best way to get you started to think about what you might want to include in the paper is to think (after each chapter), so what? How can the concepts in this chapter be applied and implemented in an organization? Think about concrete action steps: what specific advice would you give your boss? How can applying this knowledge help achieve a better outcome (increase productivity, increase job satisfaction, reduce turnover, reduce absenteeism, increase OCB, etc.)?

**Note:** Include a discussion of what you will do to ensure ethical conduct of your employees. In addition, discuss how you plan to manage diversity and multicultural issues in your organization

### **Guidelines for group dynamics and policies for any non-participating group members:**

All groups have hiring and firing capabilities. Individuals have the ability to resign a group. However,

every student must belong to a group. If you have conflicts with your group, you may resign – but you interview and find a position with another group. Conversely, groups may discharge members, but the students fired from a group must find another group. I have found this method greatly reduces social loafing. You will be evaluated by your peers! At the end of the semester, each student will rate the performance of their fellow team members. This rating will be used to adjust your individual grade for the group assignment.

You will form your own groups (no more than 5) by using the group sign-up sheet within the first week of class. A private discussion area is set up on the discussion board for internal group communications. A group chat room can also be created for each group to use.

Your team will work on this project in a group Wiki. Your group Wiki will be private for the first several weeks. After that, everyone will be able to see the Wikis for the other groups. However, you can only edit your own group Wiki.

At the end of the semester there will be a vote for “The Best Company to Work for” based on all the Wikis.

A Rubric for the Ideal Organization WIKI is posted in eLearning.

## **2. OB in the News, Paper and Presentation (8 points, or 8%)**

Teams will be responsible for using current events to facilitate the discussion of OB concepts over the course of the semester. Each team will choose a specific day on the syllabus schedule and then use current events (movie clips, newspaper/magazine articles, TV shows, etc.) to **creatively** illustrate OB concepts from that day’s topic to the class.

Details and specific requirements will be posted in eLearning.

## **3. Individual Short Papers (7.5 points, or 7.5% each)**

Each student will complete 2 short papers of at least 3 pages in length. The topics and details will be posted in eLearning. Each paper is worth 7.5% of the grade for a total of 15%.

## **4. Participation (22 points, or 22%)**

I will periodically collect information on your participation. This may include your participation in group activities as well as short in-class writing assignments etc. You can earn 2 points each time for your active participation in these activities.

Participation will count for 25% of your grade. The grade will be calculated according to the number of points you accumulate over the course of the semester. There is a maximum of 25 points. There is ample opportunity to receive the full 25 points, even if you have to miss a class. If you come to class regularly and you read the material ahead of time, it should not be difficult for you to earn the maximum 25 points. However, if you choose not to attend class, then your grade will suffer.

The success and value of this course depend on class discussion. We all have experiences that will enrich the topics and direction of discussion in this course. This means that you need to be fully acquainted with the readings for a given session. It is my expectation that you will have read the assigned material and **be prepared to participate in class discussions and activities.**

1. You are expected to come prepared to ask questions that add to your understanding of the course materials as well as that of your fellow students. You will be asked to complete some assignments that are not graded. If they are completed, you will be one step further along on your personal journey toward enlightenment. What an incentive system!
2. Readings: You are expected to read all assigned readings and while doing so, you should continually ask yourself the following questions:
  - a) Do I **understand** the theory and/or principles of this material?
  - b) So what? What are its implications? How would I **apply** this as a manager?
3. You are asked to actively participate by raising these questions as well as others during our class time.

Class discussions provide the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. High-quality participation involves knowing when to speak and when to listen or allow others to speak. Avoid comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation.

The best class comments:

- make or raise issues that are relevant to the current focus of the class;
- show curiosity and a willingness to experiment;
- use facts and data to support arguments and conclusions;
- take into consideration the ideas already offered by others;
- help to build a positive learning environment for everyone;
- help others feel safe about participating.

Attendance is a very important part of the grade equation. If you miss more than a few classes, it will impact your grade in several ways. You might miss participation points. You may also miss important information that will be on the exam. The participation grade is designed so that it is possible for you to miss one or two without consequence (provided you do well on the others). However, repeated missed in-class activities will hurt your grade. The bottom line is, if you do not plan to come to class on a regular basis, it is unlikely that you will pass.

## **5. Exams (10 points, or 10% each)**

There will be three exams. All exams will be weighted the same. The exams will be in-class, closed notes and closed book, and will last for the entire class period. Exam questions will consist of true/false, fill-in-the-blank, multiple choice and/or short essay questions. Each exam counts for 10% of your grade. Exam questions will test your ability to recall as well as your ability to apply and demonstrate understanding of OB concepts.

You may substitute your highest exam score for your lowest exam score. This means that your lowest grade will be dropped and your highest grade will be doubled. There are no make-up exams. If you miss an exam, that zero is the grade that will be dropped. If you miss more than one exam, you will receive a zero for the second one you do not take.

**These descriptions, assignments and timelines are subject to change at the discretion of the Professor**

## **Course & Instructor Policies**

### *Assignments:*

- All assignments are due at the beginning of the class period for which they are assigned. All written work is to be typewritten, double spaced, font size 12, stapled, and follow expected standards of clarity, organization and grammar. No folders please.
- Visit the Business Communication Center BEFORE you hand in any papers if you feel you need help – they are extremely helpful: <http://bcc.utdallas.edu/>  
The Business Communication Center web site also has a lot of online writing tips and reference materials. Take advantage of this resource!
- Late assignments will not be accepted.
- Notice that there may be times when you have more than one assignment due on a particular day. You will need to plan ahead so that you do not fall behind.

### *Class attendance:*

Class attendance and participation are an important indication of your commitment and professionalism, and are critical to your success in this course.

This course is your course – your input will determine your outcomes. There will be a sign-in sheet at each class period. You are allowed 2 excused absences. After that, each absence results in a reduction of 2% of your total grade. Please let me know in advance if you need to miss a class. Keep in mind that assignments must still be handed in on the due date.

### *Missed Classes:*

It is the individual student's responsibility to acquire missed lecture notes, assignments, handouts and announcements from a class member – not the Instructor. Each student is responsible for all information given in class. This includes any changes to the syllabus, content and format of exams, and details given regarding assignments.

### *Team Rules:*

All teams have hiring and firing capabilities. Individuals have the ability to resign a team. However, every student must belong to a team. If you have conflicts with your team you may resign – but you must interview and find a position with another group. Conversely, teams may discharge members, but the students fired from a team must find another team. I have found this method greatly reduces social

loafing.

Peer Evaluation: You will be evaluated by your peers. At the end of the semester, each student will be required to complete a peer evaluation of his or her team members regarding their contributions to the two team projects. These peer evaluations will be used to adjust each team member's team project grades accordingly. For example, if a team received all 33 points available for the two team assignments and a student's team members indicated that he/she contributed 80% to the team, then that team member would receive 80% of the 33 points, or 26.4 points.

#### *Classroom citizenship:*

Students are expected to behave professionally as college learners, and not distract others or interfere with their learning. Remember:

- Arrive on time, and don't leave early
- Take good notes
- Silence all cell phones
- Mobile devices are NOT permitted during class time, unless used for note taking, slide viewing and book chapter viewing.

#### *Etc.*

- Please note: I will be highlighting info from the text. I will NOT repeat everything in all chapters. If you do not understand something in your textbook, please ask questions!
- No folders and cover pages! Keep a copy of every paper and assignment you submit for a grade.
- It is your responsibility to READ THE SYLLABUS thoroughly and to keep track of all the important dates and requirements.

## **UT Dallas Syllabus Policies and Procedures for Students**

The University of Texas at Dallas provides a number of policies and procedures designed to provide students with a safe and supportive learning environment. Brief summaries of the policies and procedures are provided for you at <http://go.utdallas.edu/syllabus-policies> and include information about technical support, field trip policies, off-campus activities, student conduct and discipline, academic integrity, copyright infringement, email use, withdrawal from class, student grievance procedures, incomplete grades, access to Disability Services, and religious holy days.

### **Academic Integrity**

The faculty and administration of the Jindal School of Management expect from our 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. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your



individual reputation and the school's reputation matter to your success.

The Judicial Affairs website lists examples of academic dishonesty. Dishonesty includes, but is not limited to cheating, plagiarism, collusion, facilitating academic dishonesty, fabrication, failure to contribute to a collaborative project and sabotage. Some of the ways students may engage in academic dishonesty are:

- Coughing and/or using visual or auditory signals in a test;
- Concealing notes on hands, caps, shoes, in pockets or the back of beverage bottle labels;
- Writing in blue books prior to an examination;
- Writing information on blackboards, desks, or keeping notes on the floor;
- Obtaining copies of an exam in advance;
- Passing information from an earlier class to a later class;
- Leaving information in the bathroom;
- Exchanging exams so that neighbors have identical test forms;
- Having a substitute take a test and providing falsified identification for the substitute;
- Fabricating data for lab assignments;
- Changing a graded paper and requesting that it be regraded;
- Failing to turn in a test or assignment and later suggesting the faculty member lost the item;
- Stealing another student's graded test and affixing one's own name on it;
- Recording two answers, one on the test form, one on the answer sheet;
- Marking an answer sheet to enable another to see the answer;
- Encircling two adjacent answers and claiming to have had the correct answer;
- Stealing an exam for someone in another section or for placement in a test file;
- Using an electronic device to store test information, or to send or receive answers for a test;
- Destroying or removing library materials to gain an academic advantage;
- Consulting assignment solutions posted on websites of previous course offerings;
- Transferring a computer file from one person's account to another;
- Transmitting posted answers for an exam to a student in a testing area via electronic device;
- Downloading text from the Internet or other sources without proper attribution;
- Citing to false references or findings in research or other academic exercises;
- Unauthorized collaborating with another person in preparing academic exercises.
- Submitting a substantial portion of the same academic work more than once without written authorization from the instructor.

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>

Updated: August, 2011

**Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. On written assignments, this course will use the resources of turnitin.com, which searches the web for plagiarized content and is over 90% effective.**

**During tests and quizzes, students in this section are not allowed to have with them any food or drinks, scratch paper, course materials, textbooks, notes, invisible ink pens, or electronic devices, including iPads, iPhones, iPods, MP3 Players, earphones, radios, smart phones, cameras, calculators, multi-function timepieces, or computers. When possible, students should sit in alternating seats, face forward at all times, and remove any clothing which might conceal eye movements, reflect images of another's work, or hide course material for copying. Exam proctors will monitor any communication or signaling between students by talking, whispering, or making**

**sounds, or by using your hands, feet, other body movements, the test paper itself or your writing implement.**

**Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be applied:**

- 1. Homework – Zero for the Assignment**
- 2. Case Write-ups – Zero for the Assignment**
- 3. Quizzes – Zero for the Quiz**
- 4. Presentations – Zero for the Assignment**
- 5. Group Work – Zero for the Assignment for all group members**
- 6. Tests – F for the course**

These sanctions will be administered only after a student has been found officially responsible for academic dishonesty, either through waiving their right for a disciplinary hearing, or being declared responsible after a hearing administered by Judicial Affairs and the Dean of Student's Office .

In the event that the student receives a failing grade for the course for academic dishonesty, the student is not allowed to withdraw as a way of preventing the grade from being entered on their record. Where a student receives an F in a course and chooses to take the course over to improve their grade, the original grade of F remains on their transcript, but does not count towards calculation of their GPA.

The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

## **Judicial Affairs Procedures**

Under authority delegated by the Dean of Students, a faculty member who has reason to suspect that a student has engaged in academic dishonesty may conduct a conference with the student in compliance with the following procedures:

- (i) the student will be informed that he/she is believed to have committed an act or acts of academic dishonesty in violation of University rules;
- (ii) the student will be presented with any information in the knowledge or possession of the instructor which tends to support the allegation(s) of academic dishonesty;
- (iii) the student will be given an opportunity to present information on his/her behalf;
- (iv) after meeting with the student, the faculty member may choose not to refer the allegation if he/she determines that the allegations are not supported by the evidence; or
- (v) after meeting with the student, the faculty member may refer the allegations to the dean of students along with a referral form and all supporting documentation of the alleged violation. Under separate cover, the faculty member should forward the appropriate grade to be assessed if a student is found to be responsible for academic dishonesty;
- (vi) the faculty member may consult with the dean of students in determining the recommended grade;

- (vii) the faculty member must not impose any independent sanctions upon the student in lieu of a referral to Judicial Affairs;
- (viii) the faculty member may not impose a sanction of suspension or expulsion, but may make this *recommendation* in the referral documentation

If the faculty member chooses not to meet with the student and instead forwards the appropriate documentation directly to the dean of students, they should attempt to inform the student of the allegation and notify the student that the information has been forwarded to the Office of Dean of Students for investigation.

The student, pending a hearing, remains responsible for all academic exercises and syllabus requirements. The student may remain in class if the student's presence in the class does not interfere with the professor's ability to teach the class or the ability of other class members to learn. (See Section 49.07, page V-49-4 for information regarding the removal of a student from class).

Upon receipt of the referral form, class syllabus, and the supporting material/documentation from the faculty member, the dean shall proceed under the guidelines in the *Handbook of Operating Procedures*, Chapter 49, Subchapter C. If the respondent disputes the facts upon which the allegations are based, a fair and impartial disciplinary committee comprised of UTD faculty and students, shall hold a hearing and determine the responsibility of the student. If they find the student in violation of the code of conduct, the dean will then affirm the minimum sanction as provided in the syllabus, and share this information with the student. The dean will review the student's prior disciplinary record and assess additional sanctions where appropriate to the circumstances. The dean will inform the student and the faculty member of their decision.