Organizational Behavior 6301-501
Fall, 2015
Syllabus

Professor:	Dr. Orlando Richard
Office:	SOM 4.413
Office Hours:	By Appointment
Class Hours:	Thursday, 7:00-9:45PM in JSOM 2.112
Office Phone:	972-883-4073
Electronic mail:	orlando.richard@utdallas.edu

Graduate Assistant:	Soo Jung Kim: E-mail, Soojung.Kim@utdallas.edu
Research Librarian:	Loreen Henry: E-mail, loreen@utdallas.edu

Required Textbooks

Ritti and Levy, The Ropes to Skip and The Ropes to Know, 8th ed.
Robbins and Judge, Essentials in Organizational Behavior, 13th ed.
OPTIONAL BONUS: Robbins and Judge Self-Assessment CD

Course Objectives

This course will provide a broad overview of the organization behavior (OB) field. The goals of this class are: to understand the various content areas (e.g., attitudes, personality, leadership) in the OB field, to advance oral competencies through professional presentations and intra-class discussion/debate, and to strengthen written competencies by offering feedback and revision opportunities on written assignments. While understanding OB content is important for a class of this nature, the improvement of oral and written competencies can be employed in a variety of arenas. Students will apply theories of motivation and assess the efficacy of motivational programs as well as recognize decision making problems and opportunities necessary to deal with ethical dilemmas. Also, students will learn to assess organizational cultures, recognize the value in workplace diversity, and develop strategies for transforming cultures to improve organizational performance.

Course Policies

1. Please arrive on time for class. If you think that you will be tardy frequently, consider registering for another section of OB 6301. **Turn cellular telephones off.**

2. EXAMS will include (1) lecture materials and (2) textbook information as well as (3) definitions provided from interactive group presentations. Makeup exams will be given only for legitimate absences as defined in the student handbook. Please bring adequate documentation. Makeup exams must be scheduled within one week of the original date. Notify me well in advance if you will need to miss an exam on original scheduled date.

3. INDIVIDUAL PARTICIPATION: All students must be individually prepared to discuss case exercises and ROPES TO SKIP AND ROPES TO KNOW mini-ropes.

Case exercises do not require a written assignment, unless announced, but you should be prepared for the in-class discussion. SEE PAGE 6

We will have three class periods designated for mini-ropes in the Ropes to Skip and Ropes to Know text. Please read the Prologue before starting any of the mini-ropes. In addition, I recommend that you browse the introduction before each section of the assigned mini-ropes. On those days, you should prepare a conceptual analysis for the Rope to Skip and the Ropes to Know mini-ropes readings *(select four of the ropes assigned for a total of 4 full pages to turn in for participation grade)*. SEE PAGE 6

Please **bold** or *italicize* all OB related terms in concepts in which you apply to mini-ropes. [IN SUMMARY, THE NUMBER OF PAGES FOR DOUBLE-SPACED TYPED ANALYSIS TO BE TURNED IN TO ME IS 0 FOR CASE EXERCISES (unless requested) AND 4 FULL PAGES FOR MINI-ROPES].

4. GROUP FACILITATION EXPERTS: Each of you must join a group to facilitate a case exercise or set of mini-ropes. This must do done only **once** during the semester and on that day your group will moderate the discussion to make sure all pertinent information is covered. Facilitation grade is based on group outcomes. Experts that facilitate a case exercise do not have to prepare an analysis based on the case exercise unless I specifically request one. Each mini-ropes reading also requires a 1-page analysis resulting in 4-full pages from the team. [IN SUMMARY, THE NUMBER OF PAGES FOR TYPED ANALYSIS TO BE TURNED IN TO ME IS 0 FOR EXERCISES (unless requested) AND 4 FULL PAGES FOR MINI-ROPES summary]. It is often helpful to obtain research outside the lecture notes and textbooks to bolster your recommendations.

5. CHAPTER ASSESSORS: Several times over the course of the semester there will be a short chapter assessor. They will be brief (including several questions testing your reading of class materials) and related only to the assigned class readings for that day from the Essentials of Organizational Behavior. The format varies (e.g., true/false, short answer).

6. INTERACTIVE TEAM PROJECT: The project will consist of two components: oral and written. The oral component, depending on your topic, can range from 30 to 40 minutes and is intended to be **not only informative but also interactive**. This requires substantive content and full coverage of the topic (what should the class know?) and literature should be delivered professionally (e.g., power-point, transparencies, note cards, business attire). *I strongly encourage rehearsal of your presentation.* The oral component may be inclusive of a short video clip, a class exercise, a role-play, etc. *Because of the interactive nature of the oral component, straight lecture is penalized. All*

team members are not required to participate in the oral component as long as overall project workload is equally distributed. Please notify me promptly if you have a free-rider in your team. The written component should follow a format similar to articles published in refereed or peer reviewed journals (see the appended Team Project Outline). SEE PAGE 9. You must decide whether to emphasize depth, breath, or a balance.

7. Several times during the semester I will give you an opportunity to gain bonus points for attending business or OB related lectures and providing a summary of the discussion along with your personal reactions. In addition, you can obtain points for writing a 2-page essay describing yourself based on what you learned from the Robbins & Judge Self-Assessment CD (any version). Please turn in both the 2-page essay and your score tabulation.

8. Students needing testing or classroom accommodations based on disability are encouraged to discuss the need with me as soon as possible.

Exams and Grading

Component	***Points***	***Percentage***	***Grade***	***Total Points***
Exam #1	200	90-100	A	900-1000
Exam #2	250	80-89	B	800-899
Exam #3	100	70-79	C	700-799
Individual Participation	100	<70	F	<700
Group Facilitation Expert	50			
Chapter Assessors	50			
Interactive Team Project	250			
---	---			
Total	**1000**			

Tentative Schedule for Organizational Behavior

Date		Subjects	Chapter Readings
Aug	27	Introductory Lecture: Course Coverage	1, 2
Sept	3	Guest Speaker and Interactive Project Research Discussion Facilitation & Interactive Project Assignments *Ice Breaker Exercise (45 min.)*	3, 4
	10	Lecture: Perception & Attribution, Personality & Attitudes *Case Exercise: Larry Ross* ***(40 minutes)***	5, 6
	17	Lecture on Learning and Reinforcement: Problem Solving	
	24	Ropes Day 1: *Section II (mini-rope 8, 9, 10, 11): Socialization (70 minutes)* *Section VII (mini-rope 47, 48, 50, 51): Mobility (70 minutes)*	
Oct	1	**Exam #1**	
	8	Lecture on Motivation, Intra-group Dynamics Interactive Team Project Presentation 1 (30 minutes each) Interactive Team Project Presentation 2 (30 minutes each)	7, 8
	15	Ropes Day 2: *Section III (mini-ropes 15, 16, 17, 18) and* *Section V (mini-ropes 32, 33, 34, 35) (70 min. each section)*	
	22	Lecture on Inter-group Dynamics Interactive Team Project Presentation 3, (35 minutes) Interactive Team Project Presentation 4, (35 minutes) *Debate Exercise:Does Money Motivate? (35 minutes)*	9, 10
	29	Interactive Team Project Presentation 5, (35 minutes) Interactive Team Project Presentation 6, (35 minutes) *Exercise on Conflict Negotiation (35 minutes)* *Exercise on Valuing Diversity (30 minutes)*	
Nov	5	Interactive Team Project Presentation 7, (35 minutes) Interactive Team Project Presentation 8, (35 minutes) Ropes Day 3: *(mini-ropes 39, 40, 59, 60) (70 minutes)*	
	12	**Exam #2** **(Also Distribute OPTIONAL Comprehensive Take-Home Final Exam)**	

	19	Final Exam Discussion Interactive Team Presentation 9, (35 minutes) Interactive Team Presentation 10, (35 minutes) Interactive Team Presentation 11, (35 minutes) *Exercise on Leaders versus Bosses (40 minutes)*	11, 12, 13
	26	**Thanksgiving Holidays**	
Dec	3	**Final Exam: OPTION A: NON-comprehensive In Class**	

Bring ALL REMAINING Extra Credit Assignments

11	**Final Exam: OPTION B: Comprehensive Take-Home Due**	

Group Facilitation Experts List

Facilitator/s 1 Ice Breaker Exercise (45 minutes)

Names _____

Facilitator/s 2 *Case on Larry Ross (40 minutes)*

Names _____

Facilitator/s 3 **Ropes Day 1: Section II (ropes 8, 9, 10, 11): Socialization ... (70 min)**

Names _____

Facilitator/s 4 **Ropes Day 1: Section VII (ropes 47, 48, 49, 50): Mobility... (70 min).**

Names _____

Facilitator/s 5 **Ropes Day 2: Section III (ropes 15, 16, 17, 18): Motivation...(70 min)**

Names _____

Facilitator/s 6 **Ropes Day 2: Section V (ropes 32, 33, 34, 35): Motivation... (70 min)**

Names _____

Facilitator/s 7 Debate Exercise: Does Money Motivate? (30 minutes)

Names _____

Facilitator/s 8 Exercise 21 on Conflict Negotiation (35 minutes)

Names _____

Facilitator/s 9 Exercise on Valuing Diversity (30 minutes)

Names _____

Facilitator/s 10 **Ropes Day 3: (mini-ropes 39, 40, 59, 60)**

Names _____

Facilitator/s 11 Exercise on Leaders versus Bosses (40 minutes)

Names _____

ABOVE: Bold requires 4-page analysis *Italic requires 1-page analysis*

INTERACTIVE TEAM PROJECT PRESENTATION LIST

(30 minutes each)

Presentation 1 Topic and Name/s _____

Presentation 2 Topic and Name/s _____

(35 minutes each)

Presentation 3 Topic and Name/s _____

Presentation 4 Topic and Name/s _____

(35 minutes each)

Presentation 5 Topic and Name/s _____

Presentation 6 Topic and Name/s _____

(35 minutes each)

Presentation 7 Topic and Name/s _____

Presentation 8 Topic and Name/s _____

(35 minutes each)

Presentation 9 Topic and Name/s _____

Presentation 10 Topic and Name/s _____

Presentation 11 Topic and Name/s _____

Topics for interactive team project (other acceptable if approved)

- ***Workplace Humor***
- ***Conflict Resolution***
- ***Stress: Antecedents and Outcomes***
- ***Cross-Cultural Teams***
- ***Virtual Work: Current Trends and Assessments***
- ***Workplace Mentoring***
- ***Emotional Intelligence***
- ***Cultural Intelligence***
- ***Organizational Justice and Fairness***
- ***Workplace Romance***
- ***Business Ethics and Morality***
- ***Organizational Socialization***
- ***International Human Resource Management***
- ***Political Behavior***
- ***Deviance/Counterproductive Behaviors***
- ***Impression Management***
- ***Trust and Benevolence***
- ***Power and Influence***
- ***Organizational Development and Change***
- ***Organizational Culture and Climate***
- ***Organization Citizenship Behavior***
- ***Work-Family Interface***
- ***Management Spirituality and Religion***
- ***Managing Strategic Alliances***
- ***Violence at Work***
- ***Workplace Creativity***
- ***Feminist Theory***
- ***Social Networking Effects***
- ***Top Management Teams***
- ***Whistleblowing: Antecedents and Consequences***
- ***Psychological Safety***
- ***Leadership and/or Followership Development***
- ***Job Engagement***
- ***Work Ethics***
- ***Glass Ceiling Effects: Past, Present, and Future***

SAMPLE ONLY: Outline for Interactive Team Project Paper

TOPIC and MEMBER NAMES _____

INTRODUCTION

- Mentoring (def.) and its relevance (1/2 page)

BODY

- Two types of mentoring (1/2 page)
  -formal versus informal

- This review will focus exclusively on formal mentoring (4 pages)
  - Supervisor to Subordinate
  - Peer Mentoring
  - Outside the workplace mentoring
  - The mentoring social network
  - Organizational Behavior theories used to understand mentoring

- How are companies using corporate mentoring to reap positive benefits? (2 pages)
  --Company examples

CONCLUSION AND IMPLICATIONS FOR PRACTICE

- What are the managerial implications for what we know? (1/2 page)

- What do we need to know? What research is needed? (1/2 page)

FORMATTING ISSUES

- ***An outline (similar to above) should precede the manuscript and a reference page (see American Psychological Association style guide) should follow the written report. (approximately 10 to 12 pages total)***
- ***Use double spacing and 12 point font.***
- ***Use only refereed journal material for the body of your report.***
- ***Plagiarism will result in a failing grade***

KEY: Provide me and the class with a 1-page summary of (1) list of definitions and (2) key findings.