

Course Information

OBHR 3310-0U1

Organizational Behavior

Summer 2016

Professor Contact Information

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

Prerequisites: RHET 1302 and (MATH 1325 or MATH 2413 or MATH 2417) or equivalent.

Course Description

An integrated social science approach is taken to enable students to better understand their work environments and the issues that arise from the complex interplay among organizational members. This course explores theories and concepts derived from diverse fields such as psychology, sociology, economics, and anthropology. The topics include: motivation, attitudes, ethics, communication, leadership, teamwork, power, negotiation, and culture.

Student Learning Objectives/Outcomes

Purposes of the course- By the time you leave this class, you should be able to:

- 1) develop insight and sensitivity in regards to people in organizations,
- 2) develop an understanding of Organizational Behavior as a behavioral science that impacts individuals, specifically through decision making, values, motivation, leadership, perception, and job satisfaction,
- 3) develop an understanding of how groups function and how groups and individuals interact through group dynamics, conflict resolution, and team work,
- 4) apply associated theories to individual, group, and organization level behavior,
- 5) respond in a profitable manner to the impact that diversity and ethics have on organizations,
- 6) transfer the research, concepts, and theories in the study of organizational behavior to real-life settings.

Program Learning Objectives

- 1) Students will be able to explain and apply major theoretical and scholarly approaches, empirical findings, and historical trends in a social/behavioral science
 - 2) Students will be able to be able to explain and apply basic research methods in a social/behavioral science.
 - 3) Students will be able to identify, explain, and apply modes of critical thinking used in a social/behavioral science.
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Required Textbooks and Materials

Required Texts:

- 1) *The 7 Hidden Reasons Employees Leave* (second edition, 2012), by Leigh Branham
- 2) *Primal Leadership* by Daniel Goleman

Suggested Course Materials

Two (2) scantrons: 882-E (half page green scantron)

Assignments & Academic Calendar

Course Schedule

<u>Tuesdays</u>	<u>Topics Covered</u>	<u>Thursdays</u>	<u>Topics Covered</u>
5/24/16	Intro to OB, start reading Branham	5/26/16	Past Perspective
5/31/16	Context of OB	6/2/16	Context of OB
6/7/16	Values, Perception,	6/19/16	Attitudes, Learning Theory
6/14/16	Emotions, Motivation	6/16/16	Motivation, assign book quiz 1
6/21/16	Decisions, Groups, book quiz due	6/23/16	Personality
6/28/16	talk about Branham, paper 1 due	6/30/16	Test #1
7/5/16	test results, introduce Goleman	7/7/16	Leadership
7/12/16	Leadership	7/14/16	Communication
7/19/16	Power, Politics, Conflict	7/21/16	Structure, Work Design, assign book quiz 2
7/26/16	Org. Culture, book quiz due	7/28/16	talk about Goleman
8/2/16	Org. Change, paper 2 due	8/4/16	test #2

I reserve the right to alter any portion of the schedule or syllabus according to my best judgment.

Written Assignments

You will complete two papers. The topics are presented below.

Basics:

- Each paper will be **at least** three pages in length
- double spaced, 12 point *Times New Roman* or *Arial* font, standard margins; in black or dark blue ink; no cover pages or folders
- name, date, and topic in a heading at the top of the first page, staple the pages together
- each paper will be **due in class on the date indicated**
- each paper is worth 5% of the grade evaluation mix for a total of 10%
- **late papers will be worth a maximum of only three percent of the grade evaluation mix**

Due 6/28/16

Do you agree with the idea presented in Branham that “people join companies, but they leave managers.”? Elaborate and give examples from your life, or the experiences of your parents and/or friends. Do you believe that ethical and cross cultural issues impact this dynamic? Please explain the potential ethical and cross cultural issues involved in this dynamic. Use the ideas presented in Branham to frame your analysis.

Due 8/2/16

Write about an example in your life of a resonant leader. Don't have one- then pick the opposite. Compare the skills and abilities this person either does or doesn't possess with your own skills. Do you think that diversity impacts the decisions and behavior of leaders? Why or why not? The most difficult part of this assignment will be the self-

examination required to understand yourself. Use the ideas presented in Goleman to frame your analysis. Explicitly describe what a resonant and a dissonant leader are.

Print them at home and staple the pages together before coming to class on those days. Avoid the lab dilemma.

Grading Policy

Final Grade Calculation will be as follows (percent of total points):

97 and above	A+	Grade evaluation mix	
93 – 96.99	A		
90 – 92.99	A-		
87 – 89.99	B+		Test # 1 32%
83 – 86.99	B		Test # 2 32%
80 – 82.99	B-		Papers 10%
77 – 79.99	C+		Attendance (ten random days) 20%
73 – 76.99	C		2 book quizzes (3% each) 6%
70 – 72.99	C-		
67 – 69.99	D+		
63 – 66.99	D		
60 – 62.99	D-		
anything below 60%, is a grade of F			

There will not be a make-up exam if you miss the mid-term exam. If you miss the mid-term exam, you will take a cumulative final exam. If you score poorly on the mid-term exam, you do not have the option of taking a cumulative final exam.

Course & Instructor Policies

If you wish to do well in this class:

- attend class regularly, this should be taken for granted
- take good notes (I don't supply copies if you are not here), do well on exams
- arrive on time, don't suggest a time to leave
- try to not get up in the middle of a lecture and walk out, be courteous to everyone
- do your own work, no side conversations, turn off all electronics
- On scantron graded exams, the machine will count any answer wrong if it perceives that two or more answers were given. Therefore, completely erase answers that you change.
- It is important that you attend class regularly. You are responsible for all material presented in class and all material present in the assigned readings from the textbooks. You will not do well in the class if your attendance is poor. I encourage everyone to exchange contact information with at least two other classmates so that you are able to obtain lecture notes and other course information should you miss a class. It is your responsibility to stay current with the class.

Excused absences include and are limited to: absences for deaths in one's immediate family, medical problems, formal UTD athletic and scholastic events, religious holidays, and jury duty. You will receive an excused absence if you supply **proof of the excuse** and **if I am advised by e-mail no later than the day of class**. I reserve the right to decide if an absence is excused in all other cases. I do not consider studying for an exam, working on a project, attending a club meeting, attending a review session for another class, picking up people at the airport, resting because you are tired, or attending a party among other reasons to be excused absences. The roster will be checked on random days by passing around a sign in sheet.

- If you do not sign in, you will not be counted as present in class. I will not honor appeals that are submitted after the fact.

- If you choose to show up for class, sign in, and then leave before class finishes: it will be noted and the attendance grade will be adjusted accordingly.
- If you choose to show up late in the class period (after the sign in sheet has finished circulating); you will not receive credit for the attendance.

Regarding the use of grades for attendance: Due to the difficulty regulating a University wide attendance policy, the University gives professors the authority to set their own attendance rules. There is a positive correlation between attendance and course performance in this class. I therefore choose to enforce an attendance policy by choosing 10 random days to check the roster. By the time you have reached junior and senior level courses at UTD, my assumption is that you have acquired the skills and habits that you will need for your post-undergraduate career; whether it be work, grad school, medical school, or anything else. Responsibility, punctuality, and attendance are part of that required skill set. I understand that at lower levels, teachers often feel the need to lower expectations assuming that students will acquire the necessary skills at some later point in their academic careers. I don't personally believe in such a policy of "social promotion" nor do I wish to assume that you will acquire skills and knowledge at a later date or somewhere else. I therefore choose to enforce the attendance policy as stated in the syllabus.

Regarding the "curving" or "rounding up" of grades: It is my practice as I will state many times in class that I do not round or curve grades before transitioning a numeric grade to a letter grade. For example as presented in the syllabus, I use greater than or equal to a grade of 93 as the transition from a grade of A- to a grade of A. I can understand the disappointment inherent in missing a grade transition by what seems to the person earning the grade to be a small amount. However, if I round up every grade of 92.5 to a grade of A; then the grade transition point becomes 92.5 instead of the 93 that I announced. Students with a 92.4 (and much lower as evidenced by the emails I receive) would then wish to have their grade curved. I prefer to keep things straightforward and fair by announcing a grade boundary and then following it. The process is then more objective and does not allow space for subjective grade adjustments which are almost always unfair to someone. Not everyone earns a grade of "A". Everyone that does earn one, will receive one. Everyone receives the grade they earn. That is the essence of fairness. If at any point during or after the semester you should feel inclined to ask about further grade "rounding" or "curving"; you will be referred to the syllabus.

We will respect all opinions and cultures in class: Students will be expected to be open minded and respectful of the opinions and customs of others. By the same token, this class will not be a forum for any student to personally attempt to advance any cultural, religious, or political viewpoint beyond the scope of the material considered pertinent to the course.

UT-Dallas Policy on Cheating: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, all policies on scholastic dishonesty will be strictly enforced. You may be asked to verify your identification during examinations. Failure to do so will result in a grade of zero for the examination. It is required that you bring a picture ID to class to verify your identification.

Off-campus Instruction and Course Activities

None

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.