

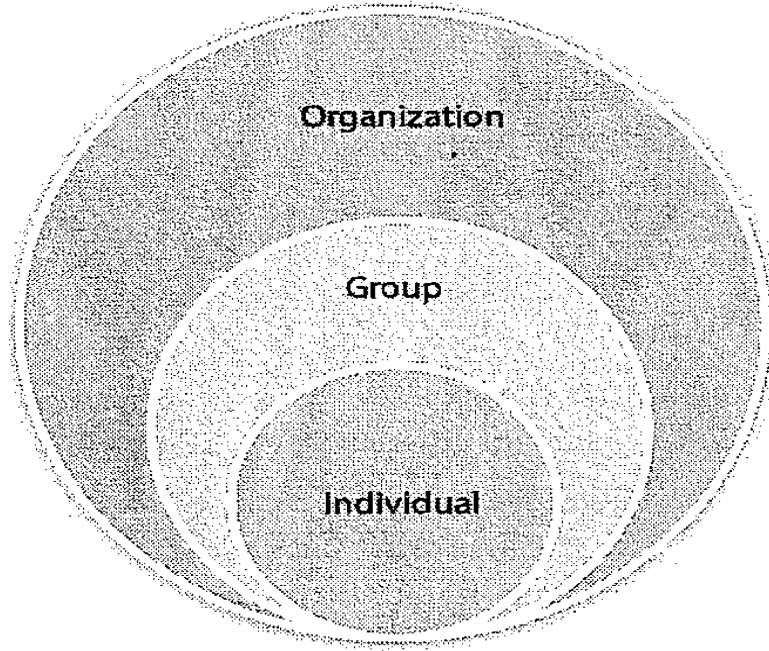


Course OBHR 3310 – 007: Organizational Behavior
Professor Dr. David L. Ford, Jr.
Term Fall Semester 2016
Meetings Monday & Wednesday 2:30pm – 3:45pm, JSOM 2.801

Professor's Contact Information

Office Phone 972/883-2015
Other Phone 972/883-5003 (Secretary)
Office Location SOM 4.201
Email Address mzad@utdallas.edu
Office Hours Wed: 4:00 – 6:00 pm; Other times by appointment
Other Information

General Course Information

Pre-requisites, Co-requisites, & other restrictions	RHET 1302 and MATH 1325
Course Description	<p>Organizational behavior is a field of study that seeks to understand, explain, and improve human behavior in organizations. Most organizations focus their efforts on improving different aspects of human behavior such as: job performance and attendance behavior; attitudes such as job satisfaction; team performance; and organizational culture, power and politics. This course will guide you through a model that seeks to explain these areas of organizational behavior from a levels-of-analysis perspective. That model is shown below, and will serve as an organizing framework for the course.</p> 

	<p>This course is an overview course, designed to touch on a variety of concepts and topics relevant to the effective utilization of human resources in organizations. As such, the coverage of these topics will not be in great depth. Advanced elective course work in these areas is available for the interested student.</p>
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand the nature of groups and teams, particularly with regards to formation, decision making, and conflict management. 2. Develop an understanding of ethics as they are related to human values, behavior and approaches to making judgments based upon ethical and environmental considerations. 3. Explain and apply major theoretical and scholarly approaches, empirical findings, and historical trends in Organizational Behavior in order to analyze and present an original case analysis. 4. Demonstrate an understanding of the sources and consequences of multi-ethnic and multi-cultural diversity and implications for human interaction within and across levels that include intra-personal, interpersonal, group and organizational and inter-organizational interactions. 5. Understand the role of management within the organization. 6. Understand the individual within the organizational setting, including cognitions, behavior, and attitudes. 7. Understand how to assess individual behavior in order to more effectively manage employee performance. 8. Understand key sociopolitical aspects of organizations, including power, politics, and leadership.
Required Texts & Materials	<p>Talya Bauer and Berrin Erdogan (2015). <u>Organizational Behavior (Version 2.0)</u>. Washington, DC: Flat World Knowledge, Inc. (BE)</p> <p>Flat World Knowledge Companion Website: (http://catalog.flatworldknowledge.com).</p> <p>Life Languages Institute, <u>Kendall Life Languages Profile</u>, (purchase and take online at www.lifelanguages.com) . Instructor will provide instructions for completing profile (cost = \$35).</p>

Assignments & Academic Calendar

[Topics, Reading Assignments, Due Dates, Exam Dates]

DATE/DAY	TOPIC	ASSIGNMENTS
August 22 (Mon)	Introduction to the Course; Housekeeping	Syllabus; Text: Handouts
24 (Wed)	Introduction continued;	Video: "Power of Vision"
29 (Mon)	Social Context – Managing Groups & Teams	TEXT: Chapter 9;
31 (Wed)	Social Context – Managing Groups & Teams	Video: "Collaborating with Wikis; EXERCISE: TBD
Sept. 5 (Mon)	NO CLASS – UNIVERSITY HOLIDAY	
7 (Wed)	Being Effective Group Members; Formation of Class Groups	TEXT: Chapters 1, 9; Handouts
12 (Mon)	People: Individual Differences, Perceptions, & Attitudes	TEXT: Chapters 3 & 4
14 (Wed)	People: Individual Differences, Perceptions, & Attitudes	EXERCISE: TBD; Video: "Personality Tests"; KLLP Personal Insight Summary (turn in today)
19 (Mon)	NO CLASS – GROUP PROJECT WORK	
21 (Wed)	Preliminary Group Progress Reports (Issues)	Prior Handouts
26 (Mon)	Work Stress and Emotions	TEXT: Chapter 7
28 (Wed)	Work Stress and Emotions	EXERCISE: P. 152 (OB Toolbox); Video: TBD
October 3 (Mon)	Applying Motivation Theories at Work	TEXT: Chapters 5 & 6
5 (Wed)	Applying Motivation Theories at Work	EXERCISE: TBD; Video: "Setting SMART Goals;" Video: "Motivating Employees"
10 (Mon)	Exam Review	TEXT: All previous assignments
12 (Wed)	FIRST EXAM	TEXT: All Previous assignments
17 (Mon)	Conflict and Negotiation; Decision Making	TEXT: Chapters 10 & 11
19 (Wed)	Conflict and Negotiation; Decision Making	Exercise: Conflict Handling Styles; Video: "Brainstorming"
24 (Mon)	Communication in Organizations	TEXT: Chapter 8
26 (Wed)	Communication in Organizations	EXERCISE: " KLLP debrief " (bring report to class); Video: "Nonverbal Communication"
31 (Mon)	Leadership and Influence	TEXT: Chapter 12
Nov. 2 (Wed)	Leadership and Influence; Group SYMLOG Ratings	TEXT: Class Handouts; Video: "Jack Welch on Leadership"
7 (Mon)	Power and Politics	TEXT: Chapter 13

9 (Wed)	Power and Politics	SYMLOG Reports Handback
14 (Mon)	Organizational Structure and Change	TEXT: Chapters 14
16 (Wed)	Organizational Structure and Change	EXERCISE: TBD; Video: "Change Masters"
21 (Mon)	NO CLASS – FALL BREAK	
23 (Wed)	NO CLASS – FALL BREAK	
28 (Mon)	Organizational Culture & Workplace Diversity	TEXT: Chapters 2 & 15; Video: "A Peacock in the Land of Penguins"; Video: "Corporate Culture"
30 (Wed)	SECOND EXAM	All assignments since first Exam;
Dec. 5 (Mon)	Group Oral Presentations	Group Reports Due Today
7 (Wed)	Group Oral Presentations	Own Group Report
12 (Mon)	Group Oral Presentations/Wrap-up (if needed)	Own Group Report

Exam Dates and Times	October 12, 2016 1:00 pm November 30, 2016 1:00 pm
-----------------------------	---

Course Policies

Grading (credit) Criteria	Course Points Allocation:	
	First Exam	100 pts
	Second Exam	100 pts
	Group Project Written Report	100 pts
	Group Project Oral Report	40 pts
	Quizzes	40 pts
	Case Analysis	10 pts
	Class Participation Ratings	10 pts
	<hr/>	
	Total Course Points	400 pts
<p>Final Grades will be determined based on total course points attained and will be based on the following grading scale:</p>		
384 pts and up (96 – 100%)	A+	
360 – 383 pts (90.0 – 95.9%)	A	
344 – 359 pts (86.0 – 89.9%)	B+	
320 – 343 pts (80.0 – 85.9%)	B	
304 – 319 pts (76.0 – 79.9%)	C+	
280 – 303 pts (70.0 – 75.9%)	C	
264 – 279 pts (66.0 – 69.9%)	D+	
240 – 263 pts (60.0 – 65.9%)	D	
239 – 0 pts (59.9 – 0%)	F	

Make-up Exams	There will be <u>NO</u> makeup exams given. A student missing an exam with a valid and acceptable excuse will have the remaining exam count double the score. However, students taking the first exam and scoring well <u>do not</u> have the option of skipping the second exam unexcused. Persons who miss exams unexcused will receive a zero for the exam. If necessary, arrangements can be made to take an exam <u>before</u> the scheduled date. If you must miss the exam, please call my secretary, at 972/883-2703, or call me at 972/883-2015 <u>prior</u> to the start of the exam indicating you will be absent.
Extra Credit	Extra Credit opportunities may or may not be presented during the semester and would involve completing an exercise or survey related to the course material assigned during one of the weeks of the semester. The instructor will advise you of these opportunities approximately two weeks prior to their availability, and students may take advantage of these on a voluntary basis.
Late Work	N/A
Special Assignments	<p>The use of the Internet and E-mail are integrated in this class so as to enhance communication and access to information. Students are required to utilize email and Internet technology. All students are eligible to use the computer labs in the new School of Management building or on the 4th floor of Jonsson and in McDermott Library, where each computer has a high speed connection to the Internet. All students are eligible for e-mail accounts through the University. For further information, contact the computer center.</p> <p>The use of the Internet for research purposes greatly enhances the effectiveness and efficiency of the research process. The course makes use of cases and requires students to gain access to current information on the company featured in each case.</p> <p>The textbook used in this course has a companion website developed by Flat World Knowledge Publishing and this website is an integral component of the course. Please visit the site at: http://www.flatworldknowledge.com and get familiar with the site at your earliest convenience. Additionally, a course website will be available on the elearning server: elearning.utdallas.edu.</p> <p><u>Group Project Paper</u></p> <p>The group project report involves developing a paper from the perspective of a self-analytic group that focuses on its developmental processes and growth during the semester. The developmental processes are to be the main focus of the paper because more intimate knowledge of each other will be required to complete the project paper from this perspective. The group needs to generate its own data around which it will build its paper. These data will result from a sociometric analysis which the group is to complete with respect to two roles -- that of <u>task leader</u> and <u>lunch partner</u>. The project report should focus on answering the following questions: <i>To what level of development has the group progressed? What is the prognosis in the near term for the group if it were to continue its life beyond the end of the</i></p>

	<p><i>semester and this class? What factors have facilitated or hindered the participation of group members in helping the group to coalesce and/or gel? How do you explain the group's perception of its overall performance as well as performance in specific areas based on the mean scores assigned by each member? In what ways does <u>the Kendall Life Languages Profile</u> help explain your group's developmental process?</i> All of this discussion should essentially explain why the sociometric diagrams look the way they do. This analysis is to be accomplished by using the templates found on the course WebCT website. These templates include: (1) conceptual framework, (2) sociometric rating instrument, (3) relationship chart, (4) relationship ratings, totals, reciprocal relationships, and group cohesion index, (5) diagnosing team effectiveness rating form, and (6) ratings of satisfaction and task effectiveness. Templates #3 & #4 are to be developed for each role of task leader and lunch partner.</p> <p>The Project Report should be <u>at least</u> 12 - 15 pages, excluding exhibits and appendices, with the focus on the team as a whole and not the individuals comprising the team, although some discussion about specific individuals' feelings about the way the sociometric diagrams turned out, as well as other matters such as members' primary life language, their background information, etc. is permitted.</p> <p>The Report itself should meet certain minimum standards of excellence, including:</p> <ol style="list-style-type: none"> 1. Written as if you are writing to a stranger who knows nothing about the topic, the templates, or the KLLP, 2. Contains a Table of Contents, footnotes, and references where appropriate, 3. Subheadings such as, Introduction, Conclusions, and other appropriate subheadings, 4. Explains clearly and completely any and all graphs and charts for each tool used, and provides sufficient data in tabular form to support the discussion in the body of the paper, and 5. Evidence that the paper was proofread and vetted by <u>all</u> members of the group before being turned in. <p>GOOD LUCK. The Project Report is due <u>December 5, 2016</u>.</p>
Course Conduct	<p>What to Expect in Class: Strong emphasis on thinking and applying material to real-world situations; quite a lot of interaction with the instructor and other students; a good deal of debate and discussion; challenges; exposure to new ideas; self-reflection; being stretched intellectually and behaviorally; small-group interaction and decision-making; attention to process (<i>how</i> things are done) as well as attention to practice (<i>what</i> is done). Thus, this is <i>not</i> a strictly lecture class. Rather, it is a discussion class that runs on student participation and active engagement. You should come to class fully prepared to ask clarifying questions, summarize the topics, debate the issues, make connections to other readings, and relate the material to personal experiences, outside reading, and current events.</p>

	<p>Most class sessions will be a mixture of discussion, lectures, experiential exercises, class discussion, review of managerial problems, issues, and questions, reflection, analysis, and evaluation. This is an experiential course; therefore, we shall spend a good portion of our class time in structured learning activities. Most of these will be interactive and group-based.</p> <p>LISTEN in class. ASK questions if you are unclear. PAY ATTENTION to my answers. FOLLOW instructions. Get all of your preparations done BEFORE class starts. If you want to know something – ASK me directly. If not, have someone else in the class speak on your behalf. I can't help you if I don't know what you need.</p>
Class Attendance	<p>Students are expected to attend each and every class.. It is expected that the reading and exercises assigned for each class will be thought provoking tools to generate discussion. Class sessions assume you have read the material and completed the exercises. Consequently, you will only be able to participate if you have read and completed the assignments <u>before class</u>. Class participation will be evaluated based on how often you come to class and how much you participate while in class. All students will begin the semester with 10 out of 15 points, which can go up or down depending on your level of participation. I may also collect peer ratings of your group project performance at the end of the semester. These ratings will also affect your participation score. Where possible, students should schedule their business-related travel around scheduled class dates and should alert their team members if they will be absent from class.</p>
Classroom Citizenship	<p>You will be assigned to a class team which will serve as the primary vehicle for class discussion of the lectures and exercises as well as the self assessments. You will be allocated class time most weeks to meet with your teammates to share information about the week's assignments. The team should arrive at a consensus, if possible, concerning the issues in the exercises, assessments, or cases. Teams will be called on at random to present to the rest of the class their conclusions from their discussions. Therefore, your full involvement and participation in these team discussions is important.</p> <p>Cell phones, pagers, IM, PDAs, IPODS, MP3s, Newspapers and other classroom distractions should all be turned off and/or stowed away before class starts. Courtesy is expected. Extended private conversations are disruptive, and reading and sending messages are rude behaviors.</p>
Field Trip Policies	N/A
Student Conduct and Discipline	<p>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</p>

	<p>about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, <i>A to Z Guide</i>, which is provided to all registered students each academic year.</p> <p>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 <i>Rules and Regulations, Board of Regents, The University of Texas System, Part I, Chapter VI, Section 3</i>, and in Title V, Rules on Student Services and Activities of the university's <i>Handbook of Operating Procedures</i>. 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).</p> <p>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.</p>
<p>Academic Integrity</p>	<p>The faculty and administration of the 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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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; <ul style="list-style-type: none"> • 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.

	<p>Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be applied:</p> <ol style="list-style-type: none"> 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 <p>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 .</p> <p>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.</p> <p>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.</p>
Email Use	<p>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.</p>
Withdrawal from Class	<p>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.</p>
	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's <i>Handbook of Operating Procedures</i>.</p>

Student Grievance Procedures	<p>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.</p> <p>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.</p>
Incomplete Grades	<p>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.</p>
Disability Services	<p>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.</p> <p style="padding-left: 40px;">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)</p> <p>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 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.</p> <p>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.</p>
Religious Holy Days	<p>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</p>

	<p>places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.</p> <p>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.</p> <p>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.</p>
Off-Campus Instruction and Course Activities	<p>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 http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.</p>

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