

PA 3380-001

ORGANIZATIONS: THEORY AND BEHAVIOR

FALL 2016

COURSE SYLLABUS

Class Meetings: Mondays and Wednesdays: 10:00 -11:15 AM, CB2 1.204

Instructor: Rashmi Chordiya

Office Location: GR 2.512

E-mail: rvc140130@utdallas.edu

Office Hours: by appointment only

COURSE DESCRIPTION AND OBJECTIVES

This course is focused on the inquiry about individuals, groups, and organizations, with attention to their interrelationships and relations with society generally. Organizational theory and behavior draws on several disciplines: management, philosophy, psychology, sociology, political science, history and anthropology. The topics covered in this course will take into account the distinctive contexts of public and non-profit organizations. The course is designed to help students develop a useful appreciation of human behavior- its limits and opportunities, in the contexts of organizations. The pedagogical method utilized in this course include reading of relevant literature, evaluative instruments, student-led class presentations, in-class group exercises, and case-study analysis, all aimed at facilitating student learning both cognitively and experientially. The overall goal of this course is to introduce students to the rich and inter-disciplinary literature in the area of organizational theory and behavior, and to develop an understanding of the complexities that surround the human behavior in public and non-profit organizations.

Key Learning Objectives

- Develop a conception of what it means to organize, lead, and manage well.
- Develop knowledge of the important components or dimensions of organization, leadership, and behavior, such as change, culture, motivation, and strategic decision-making, and develop a sense of how one leads and organizes in relation to those topics – leading change, developing organizational culture, motivating people, designing organizations, leading strategic decisions.
- Learn the state of knowledge and managerial thinking on these topics and others covered in the course. Consider the application of these topics in the public and nonprofit sectors, and learn the state of knowledge on the implications of location in those sectors.
- Learn many important concepts and ideas that these topics include, both classical and contemporary. Engage in discussions and exercises to develop a sense of how to apply in practice the topics and ideas covered in the course.

Expectations

In order to maximize participation, each student is expected to:

- Attend all classes and be on time. If you cannot attend class or are going to be late, please let me know by e-mail or phone in advance. Please read the attendance policy below.
- Complete all assignments on time.
- Make an active contribution to the class discussion.

TEACHING PHILOSOPHY

My teaching philosophy is that a class in organizational theory and behavior should equip students with relevant theories in the discipline, and also provide them with an environment to reflect on and practice their applications. I want students to utilize this class as an opportunity to develop themselves, and to learn how to effectively manage relationships with others in a work setting. I also would like students to leverage in-class presentations, and group-exercises to hone their presentation skills, communication skills as well as the skills to work effectively within in a team. The course design will enable students to provide constructive feedback to each other and learn from each other. This course is structured to encourage maximum class participation. Weekly quizzes and examinations will provide students with an opportunity to refresh their knowledge regularly and reflect on the topics covered in class.

COURSE REQUIREMENTS

Required Texts

Denhardt, Robert B., Janet V. Denhardt, and Maria P. Aristigueta. 2012. *Managing Human Behavior in Public and Nonprofit Organizations*. Third Edition. Los Angeles: SAGE Publications, Inc.

ISBN: 978-1-4833-5929-8 (Referred as DDA)

In addition to the texts, short articles, book chapters or reports and videos may be assigned at the instructor's discretion.

Class Participation and Attendance (50 Points)

Each week, the instructor will introduce the subject scheduled for discussion, connect it to broader themes and additional topics to be covered in the course, briefly present some material, and often pose some questions for discussion. However, a significant portion of class meetings is devoted to a broader discussion, analysis, and critique of the topics, approaches, and readings under review. Students have the responsibility to contribute to the scholarly interchange during this activity. Accordingly, it is expected that all participants will complete readings on schedule and be prepared regularly to comment on and assist in the analysis of the literature and issues under discussion. Later sections of this syllabus identify the readings for each class meeting. Thus, attendance and participation is expected and integral for the full learning experience.

If a student must miss class, he or she is responsible for ALL material presented in class. There will be material presented in the classroom that cannot be found in the textbooks or course readings. It is your responsibility to get notes from students after an absence. The instructor will not provide class notes to

students. The class PowerPoint presentations, handouts, and course syllabus are available through eLearning.

If you know you will not be able to attend, please let me know in advance via e-mail or telephone. More than two absences may affect your final grade. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Students are expected to schedule their personal and professional obligations so as to maintain continuous participation in the course. Rare circumstances, however, may present difficulties. For a pre-planned absence (which should be kept to a minimum), make arrangements in advance for participation and submission of assignments. For an emergency absence (severe health or weather problems), notify the instructor as soon as possible to make appropriate arrangements.

Course Objectives and Expectations (50 Points)

Students are expected to submit a brief description of their expectations and aspirations for this course (about 150-200 words). At the beginning of the last class students will submit a reflection paper comparing initial objectives with actual accomplishments (or lack thereof) with specific references to what aspects of the course, both in terms of substance and the use of particular teaching materials, (e.g., presentation, class notes, class discussions, interactions with classmates, readings, video clips, etc.) proved instrumental in enhancing their learning. This paper is not to exceed 2 to 3 pages.

This assignment is aimed at providing the student with an opportunity to reflect on their expectations from the course, right at the beginning, and share that with the instructor.

Student Presentations (100 Points)

Students will sign-up for student presentations at the end of the first class. These presentations (about 15 mins) will focus on the work of a specific organizational behavior scholar. Students are expected to briefly describe the life and work of the scholar, their contribution to the field of organizational behavior and theory and most importantly provide perspective on how the theory can be applied to improve the management of public and non-profit organizations. Students are expected to use resources other than the class textbook in preparing the material and the sources should be appropriately cited.

Students can be creative and innovative in their presentations. They can make use of multi-media, power-points, games, etc. Students are free to use their work organization as a case study to discuss the application of the particular theory or work of the scholar that they are presenting. The purpose of this assignment is to closely introduce students to the scholars who have contributed to the field of organizational theory and behavior, develop students' interest in the massive body of work that has happened in this field, understand its roots, and to identify and reflect on various theories in terms of their practical applications in administration of public and non-profit organizations. This assignment is also aimed at enhancing class participation, to hone their communication and presentation skills.

Students will be evaluated by both fellow students and the Instructor. Final grades for this assignment will be based on Instructor's discretion.

Weekly Quizzes (250 Points)

We will have a multiple choice type weekly quiz on topics discussed. Students are expected to prepare from class presentations, class discussions as well as assigned readings. The dates for the quizzes are stated below. There will be a total of 14 weekly, 10-15 minutes, closed book and closed note quizzes. The best results on 12 quizzes will be considered for the final grade. Practice quizzes will be provided. The purpose of weekly quizzes is to refresh students' learning and demonstrate the understanding on the topics covered in the previous class.

Case Study: Group Analysis (150 Points)

Each week students will be expected to analyse one or more case studies. These case studies will be based on practical challenges faced by organizational leaders with respect to managing and influencing behaviors and decision making. This will be in-class group assignment. Students will be expected to read the case studies and develop group-responses to specific questions asked based on the case-study. Class discussions will follow.

Examinations (400 Points)

There will be two examinations (multiple-choice, short answer and essay type questions) covering selected topics. The mid-term examination will be assigned in class and are due by the end of the class period. The mid-term examination is on October 12, 2016 and is weighted at approximately 20 percent of the total grade. The final examination will be a take home examination and is weighted at approximately 20 percent of the total grade (please see the course schedule below for details). Specific instructions will be provided in the class. The examinations are expected to help students review and reflect on the topics covered in class. Examinations are also aimed at providing students the opportunity to demonstrate their knowledge of the subject matter.

Late or Missed Work and Exams

Assignments are due at the start of the class session on their due date. Assignments may be submitted via email (attached file) by prior arrangement with the instructor if the student will not be able to attend class.

Late assignments will not be accepted except under exceptional documented circumstances at the sole discretion of the instructor. Students who miss class are responsible for all announcements, class discussions, and changes made to the course outline during class meetings.

Make-up exams will not be given except under exceptional documented circumstances at the sole discretion of the instructor.

Extra credit assignments will not be available in this course. Your final grade is based on the number of points you earn throughout the semester. See the Grading Structure section for an explanation of how points accumulate.

Grading

Grading for this course shall be structured as follows: 97-100=A+, 93-96=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 70-77=C, below 70=F. Course requirements and weighting is described below:

Course requirements	Points	% of Total
Class Attendance and Participation	50	5%
Course Objectives and Expectations (25 points each)	50	5%
Student Presentation	100	10%
Weekly Quizzes	250	25%
Leading and Participating in Group Case- Analysis	150	15%
Two Examinations (200 points each)	400	40%
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Note: The course syllabus may be amended at any time by the instructor. If necessary, the updated syllabus will be posted on eLearning and its changes discussed in class.

UTD Policy on Cheating

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 in 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.

A very useful statement on plagiarism (with good definitions, etc.) is available at <http://www.rbs2.com/plag.html>

Classroom Behavior

All students are expected to conduct themselves in a manner that reflects the highest behavioral standards. Students are expected to arrive on time for class.

Electronic devices during the class meeting should be turned off. In the event that a student legitimately needs to carry cell phone to class, prior notice and approval of the instructor is required.

You are allowed to use a laptop solely for note taking purposes. If I find you browsing the internet or using the computer for non-class related work, I will ask you to leave my classroom. The use of laptops, mobile phones and other electronic gadgets will not be allowed during weekly quizzes and exams.

Discussion, inquiry, and expression are encouraged in this class.

Classroom behavior that interferes with either (a) the instructor's ability to conduct class or (b) the ability of students to benefit from the instruction is unacceptable. Examples include routinely leaving the classroom early, using cellular phones, reading non-class related material, repeated talking in class

without being recognized, talking while others are speaking, or arguing in any way that is perceived as “crossing the civility line.” If the instructor feels that a behavior is disruptive, the student will be asked to leave the classroom for the day. If classroom behavior is determined to be inappropriate and cannot be resolved between the instructor and the student, the behavior may be referred for academic or disciplinary review.

ADDITIONAL UNIVERSITY DISCLAIMERS

<http://provost.utdallas.edu/syllabus-policies/>

DETAILED COURSE SCHEDULE

August 22

Class Introductions and Syllabus

Student Sign-up

August 24 and 29, 2016

Organizational Theory and Behavior: An Introduction and Historical Review

Readings and Resources:

Chapter 1 DDA

Practice Quiz-1: <https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch1&folder=denhardt4e>

Quiz-1 (August 29, 2016)

Course Objectives and Expectations (Due August 29, 2016)

August 31

Knowing and Managing Yourself

Readings and Resources:

Chapter 2 DDA

Student Presentation: _____

Practice Quiz-2: <https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch2&folder=denhardt4e>

September 5, 2016: Labor Day Holiday

September 7 and 12, 2016

Fostering Creativity and Innovation

Readings and Resources:

Chapter 3 DDA

Student Presentation: _____

Practice Quiz 3 - <https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch3&folder=denhardt4e>

Quizzes 2 and 3 and Case Study Group Analysis (September 12, 2016)

September 14 and 19, 2016

Managing Stress

Readings and Resources:

Chapter 4 DDA

Student Presentation: _____

Practice Quiz 4 - <https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch4&folder=denhardt4e>

Quiz 4 and Case Study Group Analysis (September 19, 2016)

September 21 and 26, 2016

Decision Making

Readings and Resources:

Chapter 5 DDA

Student Presentation: _____

Practice Quiz 5 - <https://study.sagepub.com/node/29119/student-resources/chapter-5/quiz>

Quiz 5 and Case Study Group Analysis (September 26, 2016)

September 28 and October 3, 2016

Motivation and Engagement

Readings and Resources:

Chapter 6 DDA

Student Presentation: _____

Practice Quiz 6 - <https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch6&folder=denhardt4e>

Quiz 6 and Case Study Group Analysis (October 3, 2016)

October 5 and 10, 2016

Leadership in Public Organizations

Readings and Resources:

Chapter 7 DDA

Student Presentation: _____

Practice Quiz 7 - <https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch7&folder=denhardt4e>

Quiz 7 and Case Study Group Analysis (Oct 10, 2016)

October 12

Mid-Term Exam

October 17 and 19, 2016

Power and Organizational Politics

Readings and Resources:

Chapter 8 DDA

Student Presentation: _____

Practice Quiz 8 - <https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch8&folder=denhardt4e>

Quiz 8 and Case Study Group Analysis (October 19, 2016)

October 24 and 26, 2016

Communicating Effectively with Others

Readings and Resources:

Chapter 9 DDA

Student Presentation: _____

Practice Quiz 9 - <https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch9&folder=denhardt4e>

Quiz-9 and Case Study Group Analysis (October 26, 2016)

October 31 and November 2, 2016

Working Groups and Teams

Readings and Resources:

Chapter 10 DDA

Student Presentation: _____

Practice Quiz 10

<https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch10&folder=denhardt4e>

Quiz 10 and Case Study Group Analysis (November 2, 2016)

November 7 and 9, 2016

Managing Conflict

Readings and Resources:

Chapter 11 DDA

Student Presentation: _____

Practice Quiz 11-

<https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch11&folder=denhardt4e>

Quiz 11 and Case Study Group Analysis (Nov 9, 2016)

November 14 and 16, 2016

Organizational Change

Readings and Resources:

Chapter 12 DDA

Student Presentation: _____

Practice Quiz 12-

<https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch12&folder=denhardt4e>

Quiz 12 and Case Study Group Analysis (November 16, 2016)

November 21 and 23, 2016 (No Class, Fall Break/Thanksgiving Holidays)

November 28 and 30, 2016 (FINAL EXAMS DISTRIBUTED ON NOVEMBER 30, 2016)

Representing the Organization “On the Outside”

Readings and Resources:

Chapter 13 DDA

Student Presentation: _____

Practice Quiz 13

<https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch13&folder=denhardt4e>

Quiz 13 and Case Study Group Analysis (November 30, 2016)

December 5 and 7, 2016 (FINAL EXAMS DUE ON DECEMBER 7, 2016)

Managing Behavior in the Public Interest

Readings and Resources:

Chapter 14 DDA

Student Presentation: _____

Practice Quiz 14

<https://studysites.sagepub.com/quiz/index.htm?type=Quiz&file=ch14&folder=denhardt4e>

Quiz 14 and Case Study Group Analysis (December 7, 2016)

REFLECTION ON COURSE OBJECTIVES AND EXPECTATIONS DUE (DECEMBER 7, 2016)