

Organizational Behavior (OB)

MANA 3318: 003 – Fall 2015

Professor: James Campbell (Jim) Quick, Distinguished Research & Teaching Professor
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Class: 11:00-12:20pm, T-Th, Room 253 Business

COURSE OBJECTIVES:

Organizational behavior (OB) is the study of human behavior in organizational settings. The course is based on an interdisciplinary approach, with major contributions from psychology, administrative science, engineering, medicine, sociology, and philosophy. The course draws on behavioral analysis, metaphysical concepts, as well as organizational processes and structures. The five specific learning outcomes are:

1. The students will be able to describe individual processes and behaviors, such as personality, motivation, performance management, and preventive stress management.
2. The students will be able to describe interpersonal processes and behavior, such as communication, group dynamics, decision making, conflict, leadership and followership.
3. The students will be able to identify and explore select organizational processes and structures, such as organizational culture and career management.
4. The students will be able to write and speak more clearly using communication skills and learn from constructive and critical assessment feedback.
5. The students will be able to advance her or his career and life development through a systematic process using imagination and planning.

COURSE REQUIREMENTS:

2 article briefs @ 50 points each	100 points (17%)
2 classroom exams @ 100 points each*	200 points (33%)
11 experiential exercises	Bonus/Pass/Reduced/Fail
1 career/life planning paper	150 points (25%)
1 final examination*	150 points (25%)
Total Possible Points	600 points (100%)

*you will need to purchase scan sheets for exams

ESTIMATED GRADING SCALE

A = 90% +	Outstanding Work	540-600
B = 80% +	Very Good Work	480-539
C = 70% +	Acceptable Work	420-479
D = 60% +	Needs Improvement	360-419
F = 59% --	Below Par Work	359 and below

REQUIRED MATERIALS:

Text (T): Debra L. Nelson and James Campbell Quick. (2015). *ORGB*⁴.
Mason, OH: Cengage Learning. www.cengagebrain.com

DETAILED EXPLANATION OF COURSE REQUIREMENTS:

Article Briefs

The student must complete two (2) briefs of one (1) article each from one of the following five selected sources. The article must appear in the last five years (2010 or later) and be related to a topic covered class. **You may not use newspapers, magazines, or the popular press media sources for the business case.**

<u>Academy of Management Perspectives</u>	<u>Harvard Business Review</u>
<u>Business Ethics Quarterly</u>	<u>Organizational Dynamics</u>
	<u>Sloan Management Review</u>

This assignment is designed for the student to (1) become familiar with current OB literature and (2) develop skill in concise, tight communication about a specific topic. The student must prepare a **ONE-PAGE, SINGLE SPACED** brief which covers two items.

1. One or two paragraph summary of the key points in the article along with any conclusions, implications, or recommendations from the author(s).
2. One or two paragraph analysis of the article from the student's perspective **OR** that relates the article to her or his personal experience.

At the top of the page include your name along with a complete article reference. For example,

Kari Schember Lu
John L. Goolsby, David A. Mack, and James Campbell Quick. (2010). Winning by staying in bounds: Good outcomes from positive ethics. *Organizational Dynamics*, Vol. 39, No 3, pp. 248-257.

Classroom Exams

The two in-class exams consist of multiple choice questions covering the readings in the text and lecture notes delivered by the professor. These semester exams are not comprehensive and cover material up to the date of the exam. Exam #1 covers Chapters 1 through 5. Exam #2 covers Chapters 6 through 10. **THERE ARE NO MAKE-UP EXAMS. IF YOU HAVE A PROBLEM, CONTACT THE PROFESSOR !!BEFORE!! THE EXAM TO RESCHEDULE UNDER LEGITIMATE CONDITIONS.**

Experimental Exercises

The purpose of the experiential exercises is to have the student come to understand the material in the course on a personal level. Therefore, the learning that comes from the experiential exercises will be highly individualistic. The important point here is for the student to actively participate in each exercise. There are 11 experiential in-class exercises throughout the semester. Each student must actively participate in at least 9 of these exercises for a pass. Groups will be formed in the class during the second week of the semester. Participating in 7 or 8 exercises will result in a one letter grade reduction on the final course grade. **The student who participates in 6 or less exercises fails the course.** A **35 point bonus** will be awarded to any student who attends all exercises and is never tardy.

Career/Life Planning Paper

The purpose of this paper is to enhance the student's own career and life development through a rigorous process of self-examination, environmental exploration, and consideration of available courses of action. Most of us spend a major portion of our adult lives in vocational careers and all of us spend a lot of time in our own lives. Success in our careers and in our lives depends upon imaginative fantasizing, careful planning, and disciplined effort. The actual paper should be a 10 to 15 page, typed, double-spaced presentation which includes:

- (1) a **brief** self-assessment which considers both your strengths, weaknesses, and career/ life interests. Identify who you are. Include results from a current **Strong Interest Inventory**.
- (2) a statement of your career and life objectives for the next five years. Include here a brief description of the industry, and company(s), in which you have an interest.
- (3) a brief profile of **two contemporary or historical figures whom you particularly admire**. Include here the characteristics which you particularly admire in these figures. (References expected)
- (4) the results of one interview with a manager in the company or industry in which you are interested. Include **identifying information for this person** and a description of how they got to their current position.

[Chapter 17 (*Career Management*) may serve as a background reference for you in this paper.]

Final Exam

The final is a required part of the course and **will be comprehensive in nature**. The format of the final will be similar to that of the classroom exams. It is anticipated that the student will achieve mastery of the body of material which constitutes organizational behavior, a specialty in the area of management, by this time in the class.

UT Arlington and CoB Policies

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional ## hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Academic integrity and personal honor are at the very heart of the Goolsby motto and Academy. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building; students should exit the room and move toward the nearest exit, **which is located to the right and then immediate left out the main entrance door of the Business Building**. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

TOPICAL COURSE OUTLINE

Topic	Class Day	Reading Assignment	Guests/Exercises/Instruments	Assignment For Evaluation
INTRODUCTION TO ORGANIZATIONAL BEHAVIOR				
Academic Integrity!	Aug. 27	n/a	Are you ethical? Do you have integrity? Academic Integrity!	
Opportunity...	Sep. 1	Chapter 1 (T)		
...and Challenges	Sep. 3	Chapter 2 (T)	Ethical Dilemmas	
Career Management	Sep. 8	Chapter 17 (T)		
	Sep. 10		Dual Careers	
INDIVIDUAL BEHAVIOR				
Personality	Sep. 15	Chapter 3 (T)		
	Sep. 17		Identifying Cognitive Styles	Article Brief #1
Attitudes and Behavior	Sep. 22	Chapter 4 (T)		
	Sep. 24		Is This Behavior Ethical?	
Motivation	Sep. 29	Chapter 5 (T)		
	Oct. 1			Exam #1
Performance Management	Oct. 6	Chapter 6 (T)		
	Oct. 8		Positive and Negative Reinforcement	
Stress & Well-Being	Oct. 13	Chapter 7 (T)		
	Oct. 15		Workplace Stress Diagnosis	Article Brief #2

TOPICAL COURSE OUTLINE (Continued)

Topic	Class Day	Reading Assignment	Guests/Exercises/Instruments	Assignment for Evaluation
INTERPERSONAL BEHAVIOR				
Communication	Oct. 20	Chapter 8 (T)		Strong Interest Inventory
	Oct. 22		Preparing for an Employment-Selection Interview	
Teamwork and Teams	Oct. 27	Chapter 9 (T)		
	Oct. 29		Tina L. Quick, a global perspective	
Decision Making	Nov. 3	Chapter 10 (T)	Strong Interest Inventory	Exam #2
	Nov. 5			
Power & Politics	Nov. 10	Chapter 11 (T)		
	Nov. 12		Social Power Role Plays	
Leadership & Followership	Nov. 17	Chapter 12 (T)	7:00p.m. - Goolsby Cohort Event (Bonus) National Culture and Leadership	
	Nov. 19			
Conflict...	Nov. 24	Chapter 13 (T)	Thanksgiving Day	Give thanks!
	Nov. 26			
ORGANIZATIONAL PROCESSES				
Organizational Culture Career Management...again	Dec. 1	Chapter 16 (T)	Contrasting Organizational Cultures	
	Dec. 3	Chapter 17 (T)		
Review	Dec. 8	Comprehensive		Career/Life Planning Paper
CONCLUSION				
Final Exam	Dec. 15	Comprehensive	11:00 a.m. - 1:30 p.m.	