



**Managing Organizational Behavior, MANA 3318-008**  
**Fall 2015**

**Professor:** Dr. Faye K. Cocchiara  
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**Office Hours:** By appointment; Email to schedule  
**Office Location:** TBA

**Class Days/Time:** Friday, 9:00 – 11:50 a.m.  
**Class Location:** COBA 154

Course Materials available on Blackboard, <https://elearn.uta.edu/webapps/login/>

**COURSE DESCRIPTION**

The study of Organizational Behavior (OB) aims to help students predict, explain and manage individual and team behavior in the workplace to achieve organizational objectives. The field of OB was built from decades of research in a variety of disciplines, namely psychology, sociology, anthropology, engineering, medicine, and management. As a result, you will be introduced to a broad range of topics at the individual, team, and organizational level of analysis. Some of the topics we will discuss include understanding individual differences and diversity, motivating and leading individuals and teams, rewarding and improving work performance, and coping with the new realities of work life. Our aim in this class is to bring together all of these ideas to determine how they affect two major organizational outcomes: Job satisfaction – the degree to which employees have a favorable view of aspects of their job and the work context, and organizational commitment – the degree to which employees are loyal to the place where they work.

**COURSE OBJECTIVES**

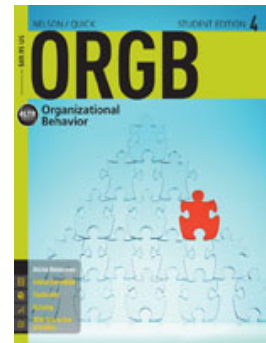
After completing this course, you should, at a minimum, be able to:

- Demonstrate an understanding of key terminology and theories in OB
- Apply OB concepts to managerial and workplace situations
- Evaluate ethical dilemmas and justify decisions using ethical decision-making models
- Demonstrate the ability to formulate and present ideas effectively in written form using multimedia or other forms of technology
- Determine how OB concepts affect job satisfaction and organizational commitment

To accomplish these objectives, we will use the textbook below, exercises, additional readings, and film. The general class format will consist of lecture and discussion. Your questions, comments, and ideas are important to the learning process, so please don't hesitate to speak up. I encourage you to bring in relevant articles from the business and/or popular press and share them with the class.

**REQUIRED TEXT:**

Nelson, D.L., & Quick, J.C. (2015). *ORGB4*. Mason, OH: South-Western Cengage Learning. ISBN 9781285423265



**Please do not attempt to take this class without the text.**

Supplemental readings will be provided in class or will be posted on BlackBoard. I will announce new postings during class periods. Please access BlackBoard before each class period for any additional information that will help you prepare for class. There is a lot of material in the textbook, and we will not cover it all. However, you will be responsible for and will be tested on its content, especially for the assigned chapters. Please keep up with the material and ask questions if any of the information in the textbook is unclear. We will spend a lot of time in class talking about the course content rather than strictly going over PowerPoints. I encourage you to contribute to these discussions by offering examples from your personal experience, asking questions, and expressing opinions in class during the lectures, exercises, and discussions. I expect you to read the assigned portions of the text and/or additional readings *before* class meets so that we can use class time to expand upon and apply the concepts.

**Standards of Classroom Behavior and Interactions**

Though it may sound cliché, there is really no “dumb” question. It is very likely that one or more of your classmates will have the same (or similar) question that you have. It is equally important that students enter the classroom with the intent of creating and maintaining a climate of mutual respect. This involves exploring one’s own potential biases and assumptions as well as learning to constructively listen to other perspectives shared by other students in the course. Everyone benefits when as many students as possible feel comfortable participating. Therefore, you are expected to refrain from any behaviors (e.g., talking on or playing with cell phones, consistently arriving late to class, checking Facebook, surfing the web, engaging in side conversations) which might detract from your classmates’ ability to learn or from my ability to focus on the lecture and help you have the best possible classroom experience. Most importantly, we will be respectful of each other. Texting or recording of classes is not allowed.

**COURSE REQUIREMENTS AND GRADING**

A grade of A (90%), B (80%), C (70%), D (60%), or F (<60%) will be earned based on on-time and quality completion of deliverables, including exams, assignments, and class participation and attendance.

Semester Exams	50%
Assignments/Exercises	40%
Participation and Attendance	<u>10%</u>
<b>Total</b>	<b>100%</b>

## SEMESTER EXAMS

There will be four (4) exams during the semester. I will drop your lowest-scoring exam before calculating your exam average at the end of the semester. If you miss an exam, that will count as your “dropped” exam. If, prior to the final exam, you have taken the prior three exams and you are satisfied with your exam average, you may choose to omit the final. Exams will take place during normal class time. Please bring a #2 pencil and a scantron. Exams will consist of multiple choice and short answer questions about the material covered in the course including all readings, videos, and exercises. Exams will count for 50% of your final grade.

## ASSIGNMENTS/ EXERCISES

You will be required to complete an unspecified number of assignments and/or exercises during the semester. Assignments/exercises will be related to class discussions, films, and material covered during the lectures. They may be individual, small group, in-class, or homework. Details will be provided in class and posted on Blackboard. If you happen to miss class when an assignment is made, please check Blackboard for the details and due date. Assignment/exercises are worth 40% of your grade.

## ATTENDANCE AND PARTICIPATION

Your success in this class requires that you attend class regularly and actively participate while you are there. Excessive absences will not only negatively affect your final grade; it will lead to reduced learning. I will use quizzes to measure your attendance. These quizzes may be announced or unannounced, so please make sure that you come to class prepared, having read the assigned chapters or other material. If you have to miss class, please get one of your classmates to give you notes and/or update you on what you missed. Please do not ask me what we covered or if you missed “anything important” while you were out. There is no need to bring documentation (e.g., a doctor’s note). **There are no makeups for quizzes.**

No one remains anonymous in my class. I want to know who you are. On the first day of class, I will ask you a few questions about your academic background, your current career goals, and how you believe taking this course will help you achieve those goals. I will use name cards to not only help me get to know you but to help you get to know your classmates.

Attendance and participation is worth 10% of your final grade.

## UNIVERSITY POLICIES AND PROCEDURES

### 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. Refer to the University Academic Calendar (<http://www.uta.edu/uta/acadcal.php?session=20151>) for specific dates. 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://wweb.uta.edu/ses/fao>).

**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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**Disability Accommodations:** UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

#### **Academic Integrity:**

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Academic 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).

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.*

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.

### **Electronic Communication Policy:**

UT Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. There is no additional charge to students for using this account.

### Suggestions for E-mail correspondence:

The following are quick tips for writing effective e-mails (These focus on e-mails to your professors, but they provide good information for e-mails with people whom you've asked for references, prospective employers, and others outside your close network of friends.)

1. Use appropriate salutations and titles. Begin your message with "Hello Dr. Smith" or "Hi Dr. Smith" but avoid the kinds of casual greetings you would use with friends (e.g., "Hey" "Hi") or no greeting at all.
2. Identify yourself including the class you're taking or how you know the professor. Sign the e-mail and include your student ID number (but not your SSN).
3. Avoid text acronyms, period.
4. Beware of your tone. "Please" and "Thank you" are helpful.
5. Make sure there are no errors in spelling, grammar, or word-usage in the e-mail.

Resources: Bauer, J. & Jerz, D. (2000, December 12). Email tips: Top 10 strategies for writing effective email. Retrieved August 19, 2015 from <http://jerz.setonhill.edu/writing/e-text/email/>; E. Toth (2009, April 28). Don't e-mail me this way. The Chronicle of Higher Education. Retrieved August 19, 2015 from <http://chronicle.com/article/Dont-E-Mail-Me-This-Way/44818/>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online 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 towards the south exit of the College of Business. 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 individuals with disabilities.

<p><b>Emergency Phone Numbers:</b> In case of an on-campus emergency, call the UT Arlington Police Department at <b>817-272-3003</b> (non-campus phone), <b>2-3003</b> (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>
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**\*COURSE SCHEDULE**

<b>Week 1</b>	<b>August 28</b>	<b>Introduction to Managing Organizational Behavior</b>
<b>Week 2</b>	<b>September 4</b>	<b>The Organizational Behavior Context</b>  <u><b>Assigned Readings</b></u>  Chapter 1 – Organizational Behavior and Opportunity Chapter 2 – Challenges for Managers
<b>Week 3</b>	<b>September 11</b>	<b>Individual Processes and Behavior</b>  <u><b>Assigned Readings</b></u>  Chapter 3 – Personality, Perception, and Attribution  Chapter 4 – Attitudes, Emotions, and Ethics  <u><b>Due</b></u> <ul style="list-style-type: none"> <li>• Assignment: Details TBA on Blackboard</li> </ul>
<b>Week 4</b>	<b>September 18</b>	<b>Semester Exam (Chapters 1 – 4)</b>  Bring #2 pencil and scantron to class
<b>Week 5</b>	<b>September 25</b>	<b>Individual Processes and Behavior (Cont'd)</b>  <u><b>Assigned Readings</b></u>  Chapter 5 – Motivation at Work  Chapter 6 – Learning and Performance Management  <u><b>Due</b></u> <ul style="list-style-type: none"> <li>• Assignment: Details TBA on Blackboard</li> </ul>
<b>Week 6</b>	<b>October 2</b>	<b>Individual Processes and Behavior (Cont'd)</b>  <u><b>Assigned Reading</b></u>  Chapter 7 – Stress and Well-Being

<b>Week 7</b>	<b>October 9</b>	<b>Semester Exam (Chapters 5 – 7)</b>  Bring #2 pencil and scantron to class
<b>Week 8</b>	<b>October 16</b>	<b>Interpersonal Processes and Behavior</b>  <u><b>Assigned Readings</b></u>  Chapter 8 – Communication  <u><b>Due</b></u> <ul style="list-style-type: none"> <li>• Assignment: Details TBA on Blackboard</li> </ul>
<b>Week 9</b>	<b>October 23</b>	<b>Interpersonal Processes and Behavior (Cont'd)</b>  <u><b>Assigned Readings</b></u>  Chapter 9 – Work Teams and Groups  Chapter 10 – Decision Making by Individuals and Groups
<b>Week 10</b>	<b>October 30</b>	<b>Semester Exam (Chapters 8 – 10)</b>  Bring a #2 pencil and scantron to class
<b>Week 11</b>	<b>November 6</b>	<b>Interpersonal Processes and Behavior (Cont'd)</b>  <u><b>Assigned Reading</b></u>  Chapter 11 – Power and Political Behavior  <u><b>Due</b></u> <ul style="list-style-type: none"> <li>• Assignment: Details TBA on Blackboard</li> </ul>
<b>Week 12</b>	<b>November 13</b>	Interpersonal Processes and Behavior (Cont'd)  <u><b>Assigned Reading</b></u>  Chapter 12 – Leadership and Followership



<b>Week 13</b>	<b>November 20</b>	<b>Interpersonal Processes and Behavior (Cont'd)</b>  <u><b>Assigned Readings</b></u> Chapter 13 – Conflict and Negotiation  <u><b>Due</b></u> <ul style="list-style-type: none"> <li>• Assignment: Details TBA on Blackboard</li> </ul>
<b>Week 14</b>	<b>November 27</b>	<b>Thanksgiving Holiday</b>
<b>Week 15</b>	<b>December 4</b>	<u><b>Assigned Readings</b></u>  Chapter 14 – Jobs and Work Design  <u><b>Due</b></u> <ul style="list-style-type: none"> <li>• Assignment: Details TBA on Blackboard</li> </ul>
<b>Week 16</b>	<b>December 18</b>	<b>Final Exam (Chapters 11 – 14)</b> <b>8:00 – 10:30 a.m.</b>

\* As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should adjustments need to be made, I will advise you in class and via Blackboard. – Faye K. Cocchiara

# Research Participation Memorandum

**TO:** Students Enrolled in MANA 2302, and MANA 3318, and MANA 3319

**FROM:** Jim Lavelle, Subject Pool Coordinator, Department of Management

**SUBJECT:** RESEARCH participation *possibilities* for extra-credit

Faculty and graduate students in the Department of Management frequently conduct research using on-line surveys, paper and pencil surveys, or experimental methods.

During the semester opportunities to participate in IRB approved research may arise during the semester for extra-credit. These opportunities are not guaranteed and if they do arise, your participation is voluntary. Your instructor will notify you in class or via email when any opportunities become available. The amount and form of extra-credit offered is up to each instructor. If a student misses the deadline for completion, then no extra-credit is earned.

If an opportunity becomes available and a student does not wish to participate in the study, he/she may instead write a review of two articles in a management-type journal (see bottom of page for listing). The topic should be pertinent to topics covered in your class, should be typed, and be approximately four pages in length. **THE HARD-COPY REPORT IS DUE NO LATER THAN THE LAST DAY OFFERED FOR the relevant EXTRA-CREDIT opportunity.** For example, if there is a survey opportunity that closes on March 1<sup>st</sup>, then your report must be turned in to your instructor by MARCH 1<sup>st</sup>. Your instructor will then forward the paper on to the researcher to record the completion of the paper to receive the same amount of extra-credit offered for those participating in the study. If research participation or paper-completion is not completed by the relevant due date, then no extra-credit will be earned.

If you are enrolled in two different courses that are part of this subject pool (say MANA 3318 and 3319) and the same research opportunity is made available to both classes during the same semester, you cannot participate in the same study twice. Thus, you must pick the specific class you want to earn the extra-credit in – either MANA 3318 or 3319. If you are in this situation and would like the opportunity to earn extra-credit in both classes by participating in research, please let the researcher know ASAP and we will find you a different study to participate in to earn extra-credit for the other class. You do have the option of completing the research paper described above to earn extra-credit for that second class instead.

**IF YOU HAVE ANY QUESTIONS OR PROBLEMS CONCERNING RESEARCH PARTICIPATION, PLEASE email DR. LAVELLE AT: Lavelle@uta.edu.**

## ACCEPTABLE JOURNALS FOR THE ARTICLE REVIEW\*

California Management Review  
Academy of Management Executive

Harvard Business Review  
Business Horizons

\*Other journals may be acceptable with approval of your instructor.