MGMT 4534

Syllabus

Troy A. Voelker, Ph.D.

Fall, 2013

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Organizational Behavior – MGMT 4534
Course Syllabus, Fall 2013
Section 05 MW 10:00 to 11:20 AM (Pearland, Room 105)

Professor	Dr. T.A. Voelker		
Contact Information	**Office**: Bayou 3321, Office 18 **Phone**: (281) 283-3134 **Email**: Voelker@uhcl.edu	**UHCL EMAIL RECOMMENDED** as I regularly travel between campuses, voice mail is highly discouraged. Please do not email me via Blackbaus.	**QEP** Engage Your Mind
Office Hours	M/W: 9:00 to 10:00 Pearland M: 2:00 to 4:00 Pearland, W: 2:00 to 4:00 Clear Lake		This Class Requires **Communication** **Connections** **Concepts** Creativity

General Course Information

Textbook

Organizational Behavior: Foundations, Realities, and Challenges, 8/E. Nelson, D.L. and Quick, J.C. ISBN-13: 978-1111825867

Applied Critical Thinking Statement

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking (http://www.criticalthinking.org/), critical thinking involves thinking for a *purpose, asking questions, using information, applying concepts, drawing inferences and conclusions, identifying assumptions, anticipating implications and consequences, and recognizing points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.

Course Description

Organizational Behavior is a study of the ways, and causes of the ways, that people behave in and around organizations. This course seeks to identify foundations of behavior as well as the types of stimuli that modify or change behavior. In this, we will seek to differentiate between individual traits, social processes and environmental context.

The course focuses on behavior in the concept of our membership and affiliation within formal

organizations: businesses, not for profits, governmental and non-governmental agencies. We study these behaviors to aid managers and other business principles in optimizing or improving the behavioral outputs of the employees and internal stakeholders of the organization.

Critical Thinking and Organizational Behavior
Critical thinking facilitates the learning of Organizational Behavior in its emphasis on the clarity and precision of concepts, the relevance and logic of inferences, and the significance and fairness of the consequences of the actions of individuals within organizations. Critical thinking is one of the most important skills for practicing managers as it enhances the manager's ability to recognize the interrelatedness of concepts and events. Further, critical thinking assists in our ability to understand the myriad factors influencing human behavior in organizations. This, in turn, assists the practicing manager in developing and implementing successful, actionable plans.

Student Learning Objectives (SLO)
1. Developing a **clear and precise** understanding of basic behavioral *theories and concepts*
2. Identifying **relevant and logical** antecedents, *implications, and consequences* of behavior within organizations.
3. Developing an understanding of basic behavioral techniques and their managerial applications.
4. Drawing on behavioral techniques, **precisely and accurately** *interpret* organizational information, *inferring* a managerial action appropriate for the **significant** elements of the situation.
5. Developing an awareness of ethics, ethical issues and ethical frameworks
6. Developing critical thinking skills related to management and organizational behavior
7. Developing team based skills through the use of peer assessment and feedback

Central Questions
1. What are the antecedents and consequences of individual behavior within organizations?
2. How can we use our knowledge of individual behavior within organizations to enable the creation of better organizations?

Concept Map
The textbook presents each chapter as a survey of the research within that chapter topic (e.g. current research and thinking regarding leadership in organizations). For the practicing manager, however, these standalone chapter topics must integrate into a tool-kit of managerial actions. The proper application and use of these tools should be guided by the manager's clear and precise understanding of the theories, his or her ability to accurately read the situation given the information at hand, and his or her choice and appropriate use of the relevant tool (skill-set) given the situation.

One way to begin building your managerial toolkit is to identify linkage points between chapters and topics. Some topic areas cover overlapping space (e.g. learning and motivation) while others cover topics that are antecedents to other topics (e.g. communication, motivation and power as antecedents to leadership). To this end, it can be useful to visualize how material in the course fits together.

In the following illustration, I depict chapters which have strong links to other chapters. Each square on the figure is a chapter in the text. A line between two chapters indicates that a strong, important link exists between these two chapters. As you engage your readings this term, try to see if you can identify these links. Similarly, where links are listed, look for opportunities (or expect questions) asking you to differentiate or integrate material from linked chapters!
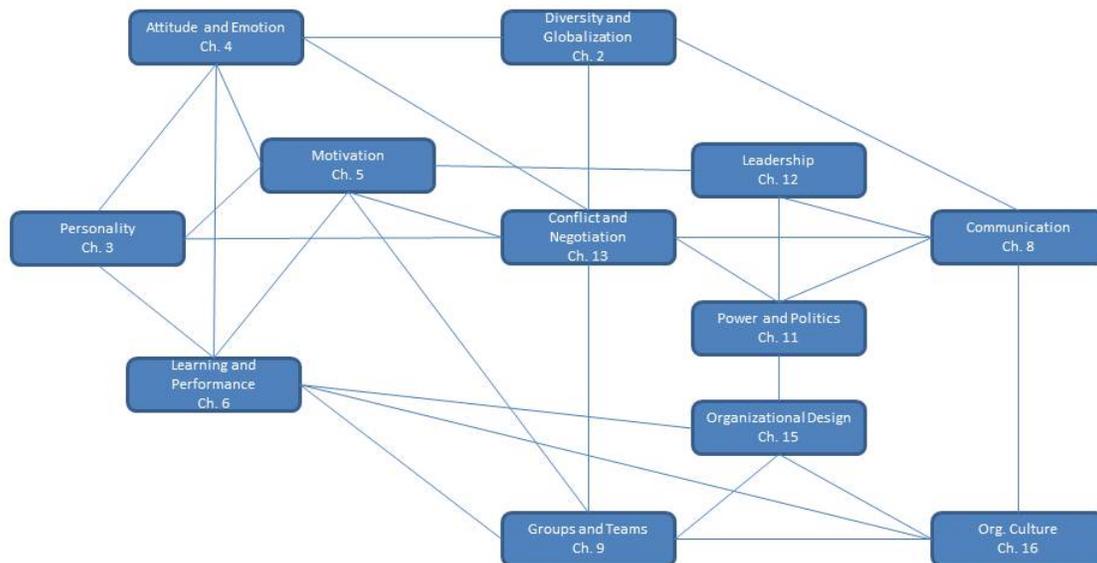
Organizational Behavior 8e.
Nelson, D.L. and Quick, J.C.
ISBN-13: 978-1111825867

Instructional Methodology

This course strives for applied and reflective learning, emphasizing discussion and reflective writing instead of lecturing and note-taking. Throughout the course you will be asked to explain or describe phenomenon in your own words, using your own voice (e.g. not simply repeating the textbook). Additionally, you will regularly be asked to apply what you have studied. How would (or should) a manager use this knowledge?

For this method of instruction to work effectively, you must have read and thought about all assigned material prior to the class. A good rule of thumb is to spend as much time analyzing and preparing the material as you do reading it.

Policy Statements

Academic Honesty

The Academic Honesty Policy at UHCL (found in the University of Houston-Clear Lake Catalog) states:

> *Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior.*

Because honesty and integrity are such important factors in the professional community, you should be aware that failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of "F" in this course. The Honesty Code of UHCL states "I will be honest in all my academic activities and will not tolerate dishonesty."

To demonstrate awareness with the academic honesty policies, students are required to take a plagiarism awareness quiz (the Academic Honesty Quiz) in the Blackboard course shell. Students must take the quiz and review their results in order to progress in the course. **This quiz is NOT part of the course grade**, however it does serve as a gate to the student's participation in graded content. Students will not be allowed to submit written, graded work until completion of this quiz – any deadlines missed will result in the student receiving zero credit for potential submissions.

Late Work Notice

It will be solely the responsibility of the student to be aware of due dates. Please review the schedule included in this syllabus for details. Late work will not be accepted. NO EXCEPTIONS!!!!!

Incompletes

Only in the event of a documented emergency will an extension be granted. Further, students must be passing the course – in good standing – at the time of the extension.

Important Dates

- TBD   ONLINE GRADUATION APPLICATION AVAILABLE (ENDS TBD)
- TBD   LATE APPLICATIONS FOR GRADUATION (ENDS TBD)
- TBD   DROP DATE (NO GRADE ASSESSED)
- TBD   DROP DATE WITH W
- TBD   FINAL EXAM WEEK (ENDS TBD)

Disability Policy

If you will require special academic accommodations under the Americans with Disability Act, Section 504, or other state or federal law, please contact the Disability Services Office at (281) 283-2626.

Assessment/Grading/Deliverables

Weight	ACT	Content
20%	Y	**3 Reflective Writing Exams (drop one)**
10%	Y	**Weekly reflective writing worksheets (drop two lowest scores)**
15%	Y	**1 group presentation (OB Integrative Study)**
05%		**Team website (deliverables prior to group presentation)**
10%		**Chapter Quizzes (drop 1)**
20%		**1 Mid-Term**
20%		**1 Final Exam**

Grading

The course uses a point system for all grades (not a percentage system). Students receive a grade if they meet the minimum threshold for that grade. Rounding up does not occur!

Total Points	Letter Grade	Total Points	Letter Grade
930+	A	730 to less than 770	C
900 to less than 930	A-	700 to less than 730	C-
870 to less than 900	B+	670 to less than 700	D+
830 to less than 870	B	630 to less than 670	D
800 to less than 830	B-	600 to less than 630	D-
770 to less than 800	C+	Less than 600	F

Syllabus Statement - 6 Drop Rule

 6 Drop Rule Limitation - Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.   Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping this or any other course. Visit www.uhcl.edu/records for more information on the 6 drop rule and the census date information for the semester/session.

Assessment for Accreditation

The School of Business may use assessment tools in this course and other courses for curriculum evaluation. Educational Assessment is defined as the systematic collection, interpretation and use of information about student characteristics, educational environments, learning outcomes and client satisfaction to improve program effectiveness, student performance and professional success. This assessment will be related to the learning objectives for each course and individual student performance will be disaggregated relative to these objectives. This disaggregated analysis will not impact student grades, but will provide faculty with detailed information that will be used to improve courses, curriculum and other student performance.

Course Deliverables
Class Participation
ACT Activity (SLO #1, #2 and #4)

Class meetings for this course are built around 15 to 20 minute chunks. A 90-minute class typically has five chunks with a bit of administrative time at the beginning and end of class. Similarly, a three hour night class typically has ten to eleven chunks with administrative time. For students, each chunk consists of passive, reflective and interactive moments. The process for a typical chunk is illustrated in the figure below.
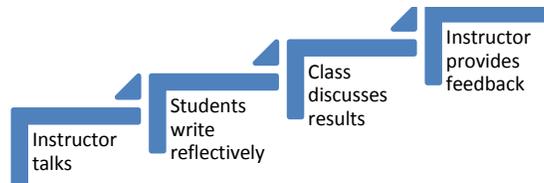
During each class period the instructor will provide a class participation worksheet. Following the lecture portion of any activity chunk, the students will engage in a reflective writing activity. These activities might involve articulating concepts covered in the chunk, offering examples of applications of the topic for the chunk, identifying relevant differences between the chunk topic and similar topics previously examined, or integrating aspects of the topic of this chunk with the topic from a chunk covered in an earlier class meeting, or other similar critical thinking activities.

Following the writing period, students will share their answers with the class. The instructor will use these answers as an opportunity to provide feedback and encourage discussion on the topic of the chunk. The purpose of these activities is to improve your understanding of the material and to provide feedback and modeling for critical thinking skill development. For this reason, errors are welcome and encouraged, the classroom is a learning laboratory! These activities will receive credit for participation and not accuracy. At the end of the semester, each student may drop their lowest two participation scores. The remaining activities will be allocated evenly to comprise the 10% overall contribution to the course grade.

Open-Ended Reflections
ACT Activity (SLO #1, #2, and #4)

Students will take three written, open-ended reflection exams. Each of these activities will consist of 4-5 open-ended questions. Students will answer each question in eight to twelve sentences. As an example, a question from Ch. 12 might read:

You are the new branch manager for the Houston division of your corporation. Upon getting to know your team you discover that Stanley Johnson, one of your key subordinates, is clearly an Alienated Follower. It is imperative for your success that Stanley becomes an Effective Follower.

- Briefly explain the difference between an Alienated and Effective Follower
- Choose the two "best" transformational or transactional leadership tactics to use on Stanley.
- Clearly articulate how you would go about using each tactic, how the effective use of this tactic should influence your relationship with Stanley, and how the combination of these two tactics will help succeed in your conversion efforts.

The question types used on the open-ended reflection tests will closely mirror those used during classroom discussions. Additionally, the topic content for these exams will also come from class discussions. However, the question type and content coverage of the open-ended questions will never be identical to the specific questions used in the class discussions.

Students will complete the assignment in a Microsoft Word document which will be uploaded to Blackboard via SafeAssign. Grading for each question will reflect the student's ability to clearly, accurately, and precisely address the question using relevant concepts. Questions pertaining to application will additionally grade based on your ability to identify the logical and significant implications of course concepts.

Sample Rubric for Reflective Writing Exams

Student Learning Objective	Insufficient Answers	Adequate Answers	Excellent Answers
SLO1: Developing a **clear and precise** understanding of basic behavioral *theories and concepts*	Brief or abrupt answers. Answers which largely repeat elements of the textbook (e.g. no attempt to put the student's own voice to ideas). Answers which are vague enough to overlap content domains.	Identifies important elements or components with minor lack of specificity or precision. The student's explanations are generally understandable with some minor points of confusion from lack of clarity.	Precisely identifies important components or elements. Clearly describes those elements in the student's voice.
SLO2: Identifying **relevant and logical** antecedents, *implications, and consequences* of behavior within organizations.	Unable to explain linking ideas, incorrectly linking ideas together, or using illogical mechanisms to link together theories. Unable to explain likely antecedents or consequences or identification of antecedents and consequences that do not logically fit within the theory or that focus on irrelevant aspects of the case in question.	Generally links theories together, with minor issues or difficulties in expressing the linking mechanisms. Identifies antecedents and consequences which are generally in line with the theory, but with minor problems connecting them logically to the relevant information in the question.	Logically connects theories. Makes inferences of antecedents and consequences logically consistent with the theory and relevant to the issue or case described.
SLO4: Drawing on behavioral techniques, **precisely and accurately** *interpret* organizational information, *inferring* a managerial action appropriate for the **significant** elements of the situation	Applications of incorrect theory or incorrect applications of the theory. Failing to use the relevant information in the question or problem to interpret appropriate and logical response. Failure to explain or an incorrect explanation of the steps and processes needed to apply a theory.	Applications of theory which are related to the key issues, with minor problems focusing on the most relevant information. Explanations for application which are consistent with the text, but may not fully take into account contextual issues relevant to the question.	Applications of theory which are relevant given the information provided. Explanations for application which are logical and encompass key elements of the appropriate theory or principle.

Group Presentations
ACT Activity (SLO #1 and #2)

During the third week of the course, students will be randomly assigned to a presentation group. Each group has two separate graded activities. The primary graded activity is the deliverable presentation, due at the end of the semester. Additionally, the group will also create and maintain a team website at Google Sites (sites.google.com). Over the course of the semester, a number of project milestones must be posted to the website.

Regarding the Presentation

Students are to read, consolidate and present information on five peer-reviewed, contemporary (2010-2013) academic articles related to a single organizational behavior topic. There will be no restrictions on the topic choice, provided it is a topic covered in the OB text for this course. Your selected papers need only share a single variable in common (e.g. teams) and will likely study the common topic in different arenas. Your task will be to consolidate the information found in these studies, organize their results, and present them to your classmates to extend our knowledge of the topic.

Separate groups of students should use different articles and are thus encouraged to choose different topics. Groups will declare their topic choice in a class meeting the week of 4-March. Conflicting topics will be resolved at that time. Groups may overlap on topics only if their reading lists are distinct (e.g. no more than one common article).

Student presentations are expected to be 15 (+/- 3) minutes long. All members of a team are expected to present equitable amounts. Grades will be assigned on a group basis for the quality of slides, appropriateness of the article and general meeting of the presentation obligations. Grades will be assigned individually based on each person's verbal and non-verbal presentation style, their apparent understanding of the material, their coverage of required topics and their contribution to time management. This means that students with excessively short or trivial segments will receive grade penalties. However, students who monopolize the time allotment while covering only a portion of the material requirements will also be penalized.

Students must assemble and read five hypothesis testing articles. These articles must be taken from peer-reviewed journals. Each paper in question must express hypothesis, collect data (with details of the data collection, sampling and measurement provided), subject the hypothesis and data to statistical analysis (and present information on the methodology and results) and discuss the findings and implications of the study. Peer reviewed studies which do not meeting these requirements are not eligible for use. The presentation should cover the following elements:

1. What is the subject matter of the topic, what chapter(s) of the text does it relate to, and why do you believe this topic is important?
2. Tell us a bit about the variables of interest in the study. This does not mean every variable in every study, but the ones which are relevant to your topic. How did the various papers define and measure these variables? What outcomes did the papers examine, how were those defined and measured? What specific control variables were used and why were they chosen?
   a. When discussing measurement, don't tell us the length of a scale (e.g. "a five point Likert scale was used), rather tell us what/how the researchers defined a high or low score.
   b. While you will need to do this at some level for each paper, try to identify common ground. Did certain papers talk about and measure things in similar ways? Did some papers define and measure things differently?
3. Discuss the Findings.
   a. Tell us about the findings (relevant to your topic) which were supported. Explain these in terms of direction (positive or negative relationships), contingencies

(moderated by) and/or sequential (mediated) terms based on the findings of the papers.

    b. Tell us about the findings (relevant to your topic) which were NOT supported. Were the non supported results simply not statistically significant or were they significant in the wrong direction? Talk briefly about the researchers explanation for these unsupported results.

4. Tell us where the data came from.
    a. What types of subjects were sampled?
    b. Was this an experiment (or series of experiments), a survey, or some other sampling?

5. Best practice advice for practitioners - what should students of business and practicing managers learn from this. Be specific and provide actionable items. This should include a list of things managers (or employees) should, and should not, do.

Regarding the Team Website

To facilitate the successful completion of the group project, and to develop and reinforce good team management skills, students will be tasked to create and maintain a graded team website. The website should be created using Google Sites (sites.google.com) which requires a Google account (free). The website will be graded based on the inclusion of milestones (below) as well as the appearance and thoroughness of the site. The team website tasks emphasize good team management skills (both proactive and reflective) as well as task project skills (milestones for your team presentation).

Readings

Based on the research of Dr. Jay Tombaugh, a number of group/team process readings are assigned. These readings provide an overview of effective teams as well as offer guidelines and suggestions for various website deliverables.

Readings are individual assignments. Your team has the right to expect you to have completed reading and thinking about the articles prior to your first team meeting. The "Blues" and GRP-I papers (should be read by the start of the second week of the course. The Charter and Consensus papers should be read by the start of the third week of the course.

Website Posts

Teams will be assigned during the third week of the course. By the beginning of the fourth week of the course, the team should have their website chosen and all group members should be registered and active on the website. A delegate of the team should email the instructor and all other classmates (in Blackboard) an invitation to check out the team site once it is built and basic formatting established. This invitation should be sent out no later than the fifth week of the course.

Deadline	Post
TBD	Introductions from each team member
TBD	Team Charter (see reading "Charter")
TBD	Post minutes of a team meeting listing out at least three potential research topics, each of which includes three (full citation) possible readings
TBD	Post final decision of topic selection along with a listing of eight (full citation) possible readings (only five are ultimately required for the presentation).
TBD	Post a group reflection (KSS) meeting. What things are your group doing particularly well that they need to KEEP doing? What things are your group doing poorly at, or not doing at all that they need to STOP doing? What things would make your group perform better if you START doing them now? You should have at least three for each KSS
TBD	Post a table summarizing the measures and subjects surveyed in your five selected studies. This should include examination of the subjects and measures which will ultimately inform your presentation topics.
TBD	Post a table summarizing the results of your five selected studies. This should include examination of the supported and not-supported hypothesis relevant to your topic.
TBD	A file of your presentation slides (in PPT, PDF or Google DOC format) should be posted to the website. Additionally, you should email this copy of your presentation to the instructor (use UHCL email, not Blackboard email).

Exams and quizzes

Exams and Quizzes will be taken over Blackboard.

Students will have unlimited time to complete the **quizzes**. All chapter quizzes are due on the Monday of the listed week (see following schedule). The quizzes must be completed prior to the first class meeting discussing that chapter. The purpose of the quizzes is to make certain you have read and prepared for the forthcoming class discussion. You lowest individual quiz score will not be counted in your end of semester quiz subtotal.

Students will have 2 hours each to take the **mid-term** and **final** exams. Each exam will cover ½ of the textbook and include 50 to 75 questions. The exams are open-book, open-note – however no collaboration between students is permitted during the exams. Exams are designed and administered in a manner which reduces opportunities for the disallowed collaboration between students. In addition to these design elements, the instructor can and will investigate IP addresses and other Blackboard indicators should suspicion arise that collusion occurred. If evidence of student collaboration is identified, the accused students will be subject to the academic honesty policy detailed earlier in this syllabus.

Each exam will be opened one-week prior to its due date. Students may take the exam at any time during that week. Outside of this one-week period, there will be no early access to the final exam – nor will there be extensions for those missing the exam period. Students will be able to see their score immediately following the exam. However, students will not be allowed to review detailed results of their test until the end of the examination period.

Course Schedule (Pearland Campus 90-minute sessions)

Week	Class Meeting	Readings	Class Topic (Includes Activity)	Team Deliverables	Quizzes and Exams
1		Syllabus	Syllabus	Blues & GRP-I	
		Ch. 1	Critical Thinking		
2		Ch. 1 and Ch. 2			
		Ch. 2	Diversity	Charter & Consensus	AHQ
3		Ch. 3	Personality	Teams Assigned	Ch. 3
4		Ch. 4	Attitude	Post Introductions	Ch. 4
					Open-Ended #1
5		Ch. 5	Motivation		Ch. 5
			NO MEETING		
6		Ch. 6	Learning	Team Charter	Ch. 6
7		Ch. 8	Communication	Potential Topics	Ch. 8
8		Ch. 9	Groups and Teams	Final Topic Selection	Ch. 9
					Exam 1 (Ch. 1-6, 8-9)
9		SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK
		SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK
10		Ch. 11	Power	KSS Assessment	Ch. 11
					Open-Ended #2
11		Ch. 12	Leadership	Table: Details of Studies	Ch. 12
12		Ch. 13	Conflict	Table: Results of Hypothesis	Ch. 13
13		Ch. 15	Org. Design		Ch. 15
14		Ch. 16	Org. Culture	Presentation Slides Due	Ch. 16
					Open-Ended #3
15		PRESENTATIONS	PRESENTATIONS		
		PRESENTATIONS	PRESENTATIONS		
16	**FINAL EXAM WEEK (Ch. 9, 11, 12, 13, 15, and 16)**				

Notes:
This calendar treats weeks as starting on Monday, Sunday is treated as the last day of a listed week.
Quizzes are due prior to the start of class (10:00) on Monday of the listed week.
Open-Ended reflections are due at the end of day on SUNDAY of the week listed
Each exam is due at the end of the day on the SUNDAY of the week listed
Team Deliverables may be submitted up through the end of day on the WEDNESDAY of the listed week