

THE UNIVERSITY OF HOUSTON CLEAR LAKE
SCHOOL OF BUSINESS

Organizational Behavior – MGMT 4534
Course Syllabus, Fall 2012
Section 04 Mon-Wed 10:00 AM to 11:20AM

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Office Hours	Mon 3PM-6PM (Clear Lake) Mon 2PM-5PM (Pearland)

TEXTBOOKS AND REQUIRED MATERIALS (*Available with free Super Saver shipping at Amazon.com*)

Organizational Behavior: Foundations, Realities, and Challenges, 5/E. Nelson, D.L. and Quick, J.C. ISBN-10: 0324224702 ISBN-13: 9780324224702

COURSE OBJECTIVES

1. To develop an understanding of basic behavioral theory and its application to contemporary organizations
2. To develop an understanding of basic behavioral techniques and their use in the world of management
3. To develop an awareness of ethics, ethical issues and ethical frameworks
4. To develop the conceptual and analytical framework to become a diagnostician of organizational systems, structures, and processes
5. To develop critical thinking skills through analysis of visual media related to management and organizational behavior
6. To enhance managerial and professional abilities through application of concepts and theories by active participation in class discussions, cases, and exercises
7. To develop team based skills in a virtual environment through the use of peer assessment and feedback

INSTRUCTIONAL METHODOLOGY

The instructional methodology is both multi-phasic and multi-method by design. To this extent, the students will be asked to engage in various activities within and across course modules, which are the rational groupings (i.e., sections) of course content. Generally speaking, students will have the opportunity to learn both as individuals as well as as a member of a team. Because of the virtual nature of the course, students will be asked to act both independently as well as collectively.

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.

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 and be recommended for suspension from UHCL. Further, it will be the recommendation of the professor that any student cheating in the course should have an academic honesty violation flag added to their transcript for their MGMT 6731 course effort.

Students should be aware that if the Dean of Students and the academic honesty committee deem in appropriate to place such a flag, this flag prevents the grade from ever being overwritten and causes the failed course to remain permanently on the student's record. 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.

Further, in group projects, students will include a "Statement of Responsibility" as the second page of their submission (immediately following the cover page). An example of the "Statement of Responsibility" can be found at the end of this syllabus. Failure to include this page will result in any submitted project receiving zero credit.

LATE WORK NOTICE

Late work will not be accepted. NO EXCEPTIONS!!!!

SCHEDULE AND TIMETABLE

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.

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.

DROP DATE

27-AUG	ONLINE GRADUATION APPLICATION AVAILABLE (ENDS 30-SEP)
1-OCT	LATE APPLICATIONS FOR GRADUATION (ENDS 31-OCT)
12-SEP	DROP DATE
10-DEC	FINAL EXAM DAY
16-DEC	COMMENCEMENT CEREMONY

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.

ROLES AND RESPONSIBILITIES

All students are expected to read, review, and adhere to their individual and team roles and responsibilities.

ASSESSMENT/GRADING/DELIVERABLES

Weight/Source	Content
10%	Top 10 Chapter quizzes at 10 each
20%	1 Mid-Term at 150
20%	1 Comprehensive Exam at 150
20%	1 group presentation (theory testing article)
20%	1 group presentation (theory development article)
10%	Weekly class participation (drop lowest score)

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!

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

Rounding up does not occur

CLASS PARTICIPATION

During each class period the instructor may provide one, or more, activities. Activities may involve textbook cases or other activities related to the material. These activities are chosen to enhance the students understanding and application capabilities of the material covered. Activities may begin at any time during the class session and students not in-class at the start of the activity will not be allowed to participate.

Most activities will be paired or group activities, but some may be require individual work. Class participation activities will be worth ten points, per activity. Some activities will receive full credit for participation while most will be graded. At the end of the semester, each student may drop their lowest participation score. The remaining activities will be allocated evenly to comprise half of the 10% overall contribution to the course grade.

Additionally, during group presentations, the instructor will keep a seating chart and notation of students who participate in the discussion. Students will receive a separate discussion participation grade each week. The summed discussion participations will be used to calculate the other half of the 10% overall contribution to the course grade.

EXAMS AND SUPER-QUIZZES

Exams and Quizzes will be taken over Blackboard.

Students will have unlimited time to complete the quizzes. The quizzes must be completed prior to the first class meeting discussing that chapter. In other words, if Chapter 3 is the topic of discussion for Monday's class meeting, the Ch. 3 quiz is due PRIOR to Monday's class.

Students will have 2-3 hours to take the mid-term and final exams.

There will be two major exams over the course of the semester. Each super-quiz will cover ½ of the textbook and include between 60 and 75 questions each. The exams are open-book, open-note – however no collaboration between students is permitted during the super-quiz.

The mid-term and final exam will also take place on Blackboard. Each exam will be opened one-week prior to its due date. Students may take the exam at any time during that week. There will be no early access to the final exam – nor extensions for those missing the exam period.

GROUP PRESENTATIONS

During the first week of the course, students will be randomly assigned to cover a presentation group and a pair of presentation dates. Students are to read and present information on two peer-reviewed, contemporary (2009-2012) academic articles related to organizational behavior topics. There will be no restrictions on the topic choice, provided it is a topic covered in the OB text for this course. Separate groups of students may not present the same article, but students may present on the same (or similar) research topics. Students do not have to address the same topic in each of their presentations.

Student presentations are expected to be 15-20 minutes long, with an additional 10-15 minutes of discussion. 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.

Presentation #1: A hypothesis testing article. Students must research and select a peer-reviewed, academic study on an OB topic of interest. The 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 eligible for Presentation #2. Students should prepare a 15-20 minute presentation covering the following information:

1. What is the subject matter of the topic, what chapter of the text does it relate to, and what is the purpose and importance of the research paper?
2. An overview of the hypothesis, the predictions, and the reasons why the theory behind the hypothesis/predictions. Papers with numerous hypotheses can be reduced to primary categories of hypothesis.
3. A review of the study mechanics. What types of subjects were sampled? Was this an experiment (or series of experiments), a survey, or some other sampling? What were the main variables (independent and dependent) and how were they measured? What control variables were used?
4. What were the primary results? Which hypothesis were supported? Which were not supported? Did any of the unsupported hypothesis go in an opposite direction?
5. Best practice advice for practitioners - what should students of business and practicing managers learn from this paper. Be specific and provide actionable items.

Following their presentation, the presenting students will serve as a discussion lead and engage their classmates in a question and answer session on their presentation. It will be the responsibility of your classmates to determine which questions to ask and the responsibility of the entire presentation team to participate in answering these questions. Should a single (or few) team mates be responsible for answering all (or most) of the discussion questions, non-participating team mates will receive a reduction in their individual grades.

Presentation #2: Qualitative Paper

Students must research and select a peer-reviewed, academic study on an OB topic of interest. The paper in question need not collect data or conduct hypothesis testing. Instead, it can be a literature review, model building, case study or any other type of non-quantitative paper. Students may elect to use a second quantitative (hypothesis testing) paper for presentation #2 if they desire. Students should prepare a 15-20 minute presentation covering the following information:

1. What is the subject matter of the topic, what chapter of the text does it relate to, and what is the purpose and importance of the research paper?
2. What were the primary results? What are the various findings and conclusions in this paper? How does the author(s) support his/her positions and conclusions?
3. Best practice advice for practitioners - what should students of business and practicing managers learn from this paper. Be specific and provide actionable items.

COURSE SCHEDULE

Assumption – Required Readings and pre-quizzes will be completed by ALL STUDENTS prior to class meeting. All written or presented deliverables are due by midnight on the date listed. **No Late Submissions Are Permitted!**

Week	Class Meeting	Readings	Lecture Topic	Deliverables
1	27-Aug	Syllabus	Syllabus, Course Outline	
	29-Aug	Syllabus	Group Projects	Random Assignment: Teams
2	3-Sep	Ch.1	Introduction to OB	Ch. 1 Quiz
	5-Sep			
3	10-Sep	Ch. 2	Challenges for Managers	Ch. 2 Quiz
	12-Sep			
4	17-Sep	Ch. 3	Personality and Perception	Ch. 3 Quiz, Team 1 Presentation #1
	19-Sep			Team 2 Presentation #2
5	24-Sep	Ch. 4	Attitudes and Emotions	Ch. 4 Quiz, Team 3 Presentation #1
	26-Sep			Team 4 Presentation #2
6	1-Oct	Ch. 5	Motivation	Ch. 5 Quiz, Team 5 Presentation #1
	3-Oct			Team 6 Presentation #2
7	8-Oct	Ch. 6	Learning and Performance	Ch. 6 Quiz, Team 7 Presentation #1
	10-Oct			Team 8 Presentation #2
8	15-Oct	Ch. 8	Communication	Ch. 8 Quiz, Team 2 Presentation #1
	17-Oct			Team 1 Presentation #2
9	22-Oct	Mid-Term	Online Exam	No Class Meeting
	24-Oct	Ch. 9	Teams and Groups	Ch. 9 Quiz, Team 4 Presentation #1
10	29-Oct			Team 3 Presentation #2
	31-Oct	Ch. 11	Power and Politics	Ch. 11 Quiz, Team 6 Presentation #1
11	5-Nov			Team 5 Presentation #2
	7-Nov	Ch. 12	Leadership	Ch. 12 Quiz, Team 8 Presentation #1
12	12-Nov			Team 7 Presentation #2
	14-Nov	Ch. 13	Conflict	Ch. 13 Quiz
13	19-Nov			
	21-Nov		Thanksgiving Holiday	No Class Meeting
14	26-Nov	Ch. 15	Design and Structure	Ch. 15 Quiz
	28-Nov			
15	3-Dec	Ch. 16	Organizational Culture	Ch. 16 Quiz
	5-Dec			
16	10-Dec		FINAL EXAM WEEK	
Notes:				
Quizzes are due PRIOR to the start of the first class that covers the chapter.				
The mid-term opens on 15-Oct and closes at the end of day on 22-Oct				
The final exam opens on 3-Dec and closes at the end of day on 10-Dec				