

University of North Texas at Dallas
Spring Semester, 2015
SYLLABUS

MGMT 5140: Organizational Behavior and Analysis	
3 Credit Hours	
Department of	Management
Division of	Urban and Professional Studies
Instructor Name:	Dr. Elizabeth Muñiz
Office Location:	DAL 2 - 333
Office Phone:	(972)338-1803
Email Address:	Elizabeth.Muniz@unt.edu NOTE: I prefer e-mail to communicate with students, and I usually respond to e-mail messages within 24 hours. When you send a message, please make sure you specify in the subject line the course number for which you are enrolled (i.e., MGMT 5120).
Office Hours:	TBA
Classroom Location:	TBA
Class Meeting Days & Times:	TBA
Course Catalog Description:	MGMT 5140 – Organizational Behavior and Analysis. Research emphasis in organizational behavior stressing organization-people linkages and interrelationships, including selection, orientation and training; job design and reward systems; supervision; formal participation schemes; appraisals and development; organizational structure and design; communications; control; and conflict resolution. Examination of behavioral science methodologies and strategies. Applications to tangential areas of organization theory, development, planning and implications for management and employee relations.
Prerequisites:	N/A
Co-requisites:	N/A
Required Text:	Colquitt, J. A., LePine, J. A. & Wesson, M. J. (2015). Organizational Behavior: Improving performance and commitment in the workplace (4 th ed.). Burr Ridge, IL: McGraw-Hill Irwin.
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com

Course Goals or Overview:
<p>The goals of this course are to</p> <ol style="list-style-type: none"> 1. To develop an understanding of individual behavior in formal organizations. 2. To understand how groups function in formal organizations. 3. To introduce students to the systems and dynamics of formal organizations.

Learning Objectives/Outcomes:

Upon the successful completion of this course, each student should be able to...

1. Demonstrate an understanding of individual behavior in organizations.
2. Define individual attitudes and job satisfaction.
3. Identify recent findings about individual differences in the workplace.
4. Define individual perception and decision making.
5. Demonstrate an understanding of concepts and applications of employee motivation.
6. Define group behavior and work teams.
7. Identify communications processes in formal organizations.
8. Define contemporary issues in leadership.
9. Identify issues related to power and politics.
10. Define organizational culture.
11. Demonstrate an understanding of issues related employee emotions and moods, conflict and negotiation in organizations, organizational structure, human resources practices, organizational change, and stress management.

<p>Week 1 JAN 20</p>	<p>MODULE #1 <u>Reading Assignments</u> Chapter 1 – What is Organizational Behavior?</p> <p><u>Blackboard Activities</u> Quiz 1 – Chapter 1 (Due Sunday 1/25/15 @11:59 PM)</p> <p><u>NOTE:</u> The following assignments may require weeks of preparation. Please read assignment handouts, so that you can plan accordingly: Assignment #1: Worst Coworker Assignment #2: Problem Solving Assignment #3: Research Project: Theory Building Phase Assignment #4 : Research Project: Theory Testing Phase</p>
<p>Week 2 JAN 26</p>	<p>MODULE #2 <u>Reading Assignments</u> Chapter 2 – Job Performance Chapter 3 – Organizational Commitment</p> <p><u>Blackboard Activities</u> Quiz 2 – Chapter 2 (Due Sunday 2/1/15 @ 11:59 PM) Quiz 3 – Chapter 3 (Due Sunday 2/1/15 @ 11:59 PM)</p>
<p>Week 3 FEB 2</p>	<p>MODULE #3 <u>Reading Assignments</u> Chapter 4 – Job Satisfaction</p> <p><u>Blackboard Activities</u> Quiz 4 – Chapter 4 (Due Sunday 2/8/15 @ 11:59 PM)</p>
<p>Week 4 FEB 9</p>	<p>MODULE #4 <u>Reading Assignments</u> Chapter 5 - Stress Chapter 6 - Motivation</p> <p><u>Blackboard Activities</u> Quiz 5 – Chapter 5 (Due Sunday 2/15/15 @ 11:59 PM) Quiz 6 – Chapter 6 (Due Sunday 2/15/15 @ 11:59 PM)</p>

Week 5 FEB 16	<p>MODULE #5</p> <p><u>Reading Assignments</u> Chapter 7 - Trust, Justice and Ethics</p> <p><u>Blackboard Activities</u> Quiz 7 – Chapter 7 (Due Sunday 2/22/15 @ 11:59 PM) Discussion Board #1: Worst Coworker (Assignment Handout #1) (First post with answers due Wednesday 2/18/15; Two reply posts due Sunday 2/22/15)</p>
Week 6 FEB 23	<p>MODULE #6</p> <p><u>Blackboard Activities</u> Exam 1: Chapters 1 – 7 (Due Sunday 3/1/15 @ 11:59 PM)</p>
Week 7 MAR 2	<p>MODULE #7</p> <p><u>Reading Assignments</u> Chapter 8 – Learning and Decision Making</p> <p><u>Blackboard Activities</u> Quiz 8 – Chapter 8 (Due Sunday 3/8/15 @ 11:59 PM)</p>
Week 8 MAR 9	<p>MODULE #8</p> <p><u>Reading Assignments</u> Chapter 9 – Personality and Cultural Values</p> <p><u>Blackboard Activities</u> Quiz 9 – Chapter 9 (Due Sunday 3/15/15 @ 11:59 PM) Discussion Board #2: Problem Solving (Assignment Handout #2) (First post with answers due Wednesday 3/11/15; Two reply posts due Sunday 3/15/15)</p>
Week 9 MAR 16	SPRING BREAK
Week 10 MAR 23	<p>MODULE #9</p> <p><u>Reading Assignments</u> Chapter 10 - Ability</p> <p><u>Blackboard Activities</u> Quiz 10 – Chapter 10 (Due Sunday 3/29/15 @ 11:59 PM)</p>
Week 11 MAR 30	<p>MODULE #10</p> <p><u>Reading Assignments</u> Chapter 11 – Teams: Characteristics and Diversity</p> <p><u>Blackboard Activities</u> Quiz 11 - Chapter 11 (Due Sunday 4/5/15 @ 11:59 PM) Discussion Board #3: Research Project: Theory Building Phase (Assignment Handout #3) (First post with answers due Wednesday 4/4/15; Two reply posts due Sunday 4/5/15)</p>
Week 12 APR 6	<p>MODULE #11</p> <p><u>Reading Assignments</u> Chapter 12 – Teams: Processes and Communication</p> <p><u>Blackboard Activities</u> Quiz 12 – Chapter 12 (Due Sunday 4/12/15 @ 11:59 PM)</p>

Week 13 APR 13	MODULE #12 <u>Reading Assignments</u> Chapter 13 – Leadership, Power and Negotiation <u>Blackboard Activities</u> Quiz 13 – Chapter 13 (Due Sunday 4/19/15 @ 11:59 PM)
Week 14 APR 20	MODULE #13 <u>Reading Assignments</u> Chapter 14 – Leadership Styles and Behaviors <u>Blackboard Activities</u> Quiz 14 – Chapter 14 (Due Sunday 4/26/15 @ 11:59 PM)
Week 15 APR 27	MODULE #14 <u>Reading Assignments</u> Chapter 15 – Organizational Structure Chapter 16 – Organizational Culture <u>Blackboard Activities</u> Quiz 15 - Chapter 15 (Due Sunday 5/3/15) Quiz 16 – Chapter 16
Week 16 MAY 4	MODULE #15 <u>Blackboard Activities</u> Discussion Board #4: Research Project: Theory Testing Phase (Assignment Handout #4) (First post with answers due Wednesday 5/6/15; Two reply posts due Sunday 5/10/15)
Week 17 MAY 11	Module #16 <u>Blackboard Activities</u> Exam 2: (Due Wednesday 5/13/15 @ 11:59 PM)

This schedule is subject to change by the instructor. Changes to this schedule will be communicated by Blackboard email.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Components	Max Points
Assignment 1 : Worst Coworker	60
Assignment 2: Problem Solving	60
Assignment #3: Research Project: Theory Building Phase	75
Assignment #4 : Research Project: Theory Testing Phase	80
Professionalism: Demonstration of time management, proactivity, and independence skills in ALL assignments	20
Quizzes (16 Quizzes @ 5 points each)	80
Exams (2 Exams @ 100 points each)	200
	575

At the end of the course,
517 points and above = A;
516 - 460 points = B;
459 – 402 points = C;
401 - 345 points = D;
344 – 0 points = F.

Final numeric scores will NOT be rounded (e.g., 459 at the end of the course will be a “C”, 516 will be a “B”, etc.). Final scores/grades will NOT be “curved” or “adjusted”. Adjustment of exam scores *may* be made immediately after the exam (not at the end of the course) after analysis of the frequency of questions missed.

Note that an “A” clearly stands out as excellent work. A “B” demonstrates a thorough grasp of the subject matter and indicates high quality performance and solid work. A “C” meets the requirements of the course and represents average work.

Blackboard Availability and Deadlines: Blackboard is unavailable at certain times during the weekend for maintenance. Please plan your schedule accordingly to avoid missing deadlines.

Description of Required Activities

Discussion Boards

Discussion boards will be based on the following assignments: (1) Worst Coworker, (2) Problem Solving, (3) Research Project (Theory Building Phase) and (4) Research Project Theory Testing Phase. A detailed description for each assignment is available in Blackboard. Please read them carefully and begin working on them as soon as possible. Some of the assignments require extensive preparation. Your assignments will be evaluated using a grading rubric available in the assignment handout. In addition, you will be evaluated and receive a grade based on your professionalism skills (i.e., demonstration of time management, proactivity, and independence in ALL assignments).

Your assignments require that you participate in online discussions because they are an effective instructional method for creating class synergy. Online discussions require you to post an Original Response to the assignment and Reply to the Original Response or replies of your class-mates (i.e. peers). As part of your course grade, you are required to post at least **4 Original and 8 Reply postings** in the discussion forums. (One original response and two reply posts for each assignment).

1 Original Post (with your answers)	2 Reply Posts (of your classmates' posts)	Assignment 1 : Worst Coworker (60 points)
1 Original Post (with your answers)	2 Reply Posts (of your classmates' posts)	Assignment 2: Problem Solving (60 points)
1 Original Post (with your answers)	2 Reply Posts (of your classmates' posts)	Assignment #3: Research Project: Theory Building Phase (75 points)
1 Original Post (with your answers)	2 Reply Posts (of your classmates' posts)	Assignment #4 : Research Project: Theory Testing Phase (80 points)
4 Original Posts (total)	8 Reply Posts Total	TOTAL

All Discussion postings are time-sensitive as indicated in the Course Schedule. Discussion forums will be *locked up* (no more posts) at the times indicated.

No discussion credit will be given if you do not post timely responses to the Discussion Forums. **You will not receive partial credit – you must make both posts** (i.e., Original Response and Two Replies) and answer all questions to receive credit for/in a discussion forum.

Discussion credit (points) will be assigned the week following the close of a discussion. Discussion Boards are intended to promote discussion between and among students.

There is no provision for making up a missed question for discussion and no questions for discussion will be administered at a time different than that provided in the syllabus.

Do NOT attach a file in lieu of text in a Discussion post. No one will read it done this way as it requires a download and it is too much trouble.

Just reply to my Discussion Board question(s) rather than creating a new discussion thread. You will do that also in replying to someone else's post anyway. (New threads are started when you hit "Compose [New] Discussion Message" and change the Subject Line). Do not start a new discussion thread (by composing a new message) within a discussion forum – reply only to my or someone else's post(s).

Remember that it takes 2 posted responses within a discussion to receive credit. If you reply to my discussion question(s) but do not post a response to your classmate's, you will receive a ZERO for that assignment. Remember, also, that you will not receive any credit unless you answer ALL of my questions in a reply to my question(s). Again remember that you must have at least one (1) original response to ALL of the question(s) I ask in a discussion AND at least two (2) replies to a classmate's post in a discussion forum by the Syllabus deadline for the assignment.

Public Discussion replies from me are unusual. A Discussion reply post from me will be rare simply because of the volume involved. I do READ and EVALUATE every post. I may reply to your post PRIVATELY. I will let you know privately if you are not in the right track. Please do not be offended if I do not reply to your discussion post. I do reply to all Blackboard email.

I suggest that you save all messages/mail/posts until the end of the course. I do ... so I can prove what was/was not sent/received during the semester.

Although discussion posts are locked up Sundays @ 11:59 pm (except for the last week of classes), grades will not be posted until I read, evaluate, and process all posts. This will usually be by the Wednesday following the close of discussion. In other words, there is not an immediate return of Discussion evaluation/grades as there is with Quizzes.

Quizzes

You will have Blackboard Chapter Quizzes over the course term. No Chapter Quiz grades will be dropped. In each module, you will all quizzes in the quiz folder and will be available on and will expire on the dates specified on the Course Schedule.

All Quizzes are open book, open notes. Complete the quizzes without the help of anyone else. Complete the quizzes after you finish reading the assigned work for that week. You will receive a zero if you do not complete a quiz by its deadline.

Each quiz contains 5 multiple choice or True/False questions and has a time limit of 10 minutes. You can take a Chapter Quiz *only once*. UNT Blackboard Server time rules for any and all Quiz/Testing purposes. Quiz scores will be posted to your student record in Blackboard. There is no provision for making up a missed quiz and no quiz will be given at a different time than that provided in the course syllabus. Chapter Quiz results are returned after a quiz is graded.

The "Blackboard Glitch". Blackboard occasionally fails to grade a submitted Chapter Quiz and automatically return results to you. If this happens to you, let me know and I will fix it. There is typically nothing wrong if you submit your quiz properly.

Exams

These online exams will contain multiple choice items testing your comprehension of and ability to integrate material associated with the first half of the semester.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their

needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Policy on Missing Exams & Other Assignments:

SPECIAL NOTICE: There is no provision for missing or making up a missed assignment, case study, quiz or any other syllabus specified component of this class. Further, no component of this course will be administered at a time different than that provided in the course syllabus.

Verifiable cases of birth; death; serious family and/health problems; act of God (unpreventable events resulting from natural causes such as hurricanes, tornadoes, floods, and storms – accidents which are not the results of human factors); transportation accidents, bona fide racial, ethnic, cultural, religious, age, gender, or disability factors; UNT official events may constitute grounds for accommodation and will be dealt with on a case-by-case basis. Work, marriage, personal or work-related travel, and other personal situations not described above DO NOT constitute grounds for accommodation. If the above policy does not suit your situation, then please make other enrollment arrangements.

Academic Integrity:

(Source: Code of Conduct and Discipline at the University of North Texas section of the Student Guidebook.)

The University of North Texas Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating. The term **cheating** includes, but is not limited to the following:

- plagiarism of any kind, including intra- or inter-term copying of the Discussion Posts of others;
- the use of any unauthorized assistance in taking exams;
- dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and
- the acquisition, without permission, of exams or other academic material belonging to a faculty member or staff of the university (i.e., removing exams from the classroom or teaching assistant's office and accepting exams from fellow students).

If an individual engages in any form of academic dishonesty related to this course, he/she will receive a letter grade of "F" in the course in addition to a letter grade of "F" on the course activity to which the academic dishonesty pertains. The student's case will be immediately referred to the Dean of Students Office for appropriate disciplinary action. This policy is intended to protect honest students from unfair competition with unscrupulous individuals who might attempt to gain an unfair advantage through academic dishonesty.

The expectation is that the instructor and all students will adhere to all guidelines of UNT's Code of Student Conduct and all information at the Center for Student Rights and Responsibilities website http://www.unt.edu/csrr/student_conduct/index.html.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Student Evaluation of Teaching Effectiveness:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation