

**University of North Texas at Dallas**  
**Fall Semester, 2014**  
**SYLLABUS**

<b>MGMT 5140: Organizational Behavior and Analysis</b>			
<b>3 Credit Hours 3 Credit Hours</b>			
Department of	Management	Division of	Urban and Professional Studies
<b>Instructor Name:</b>	Dr. Elizabeth Muñiz		
<b>Office Location:</b>	DAL 2 - 333		
<b>Office Phone:</b>	(972)338-1803		
<b>Email Address:</b>	<a href="mailto:Elizabeth.Muniz@unt.edu">Elizabeth.Muniz@unt.edu</a> NOTE: Use this email; <b>do not</b> email me via Blackboard Vista. 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 4300), and <b>do not</b> use all CAPS when inquiring about a class issue. Note that the use of all CAPS in electronic messages is considered poor etiquette.		
<b>Office Hours:</b>	Every Tuesday from 10:00 am to 2:00 pm Every Wednesday from 8:00 am to 10:00 am Every Thursday Online 6:00 pm to 9:00 pm Every Saturday from 8:00 am to 9:00 am		
<b>Classroom Location:</b>	DAL 2 – 337		
<b>Class Meeting Days &amp; Times:</b>	Saturdays from 9:00 pm to 3:50 pm. NOTE: This course follows a blended instructional approach that includes a combination of face-to-face class sessions, online activities, and team activities.		
<b>Course Catalog Description:</b>	<b>MGMT 5140 – Organizational Behavior and Analysis.</b> 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.		
<b>Prerequisites:</b>	N/A		
<b>Co-requisites:</b>	N/A		
<b>Required Text:</b>	<i>The required textbook for this course is <b>Behavior in Organizations</b>, 10<sup>th</sup> Edition, Jerald Greenberg, 2011.</i>		
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>		
<b>Course Goals or Overview:</b>	The goals of this course are to 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..

**Course Outline**

Date	Class Activities
<p><b>WEEK 1</b> <b>8/30</b></p>	<p><b>In-Class Activities</b></p> <ul style="list-style-type: none"> <li>• Introduction to Class</li> <li>• Introduction to Teams (We will form 3 teams)</li> <li>• <u>Discussion of Main Points</u> (Chapters 1, 2 &amp; 3)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 1 - 6</li> <li>• <u>Case Study#1. Graded – classroom discussion.</u> <i>Safeway Customers (p. 108)</i>. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 1 will be graded on team members’ ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Present using no more than 3 slides. Grading rubric is available on Blackboard.</li> <li>• <u>Case Study#2. Graded – classroom discussion.</u> <i>Starbucks (p. 141)</i>. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 2 will be graded on team members’ ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on Blackboard.</li> <li>• <u>Case Study#3. Graded – classroom discussion.</u> <i>NBA Referee (p. 173)</i>. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 3 will be graded on team members’ ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on Blackboard.</li> <li>• <u>Case Study#4. Graded – classroom discussion.</u> <i>Domino’s Pizza (p. 210)</i>. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 1 will be graded on team members’ ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on Blackboard.</li> <li>• <u>Current Topics Roundtable Discussion # 1. Graded.</u> Print documents and bring them to class. Prepare for discussion. Team 3 leads discussion. <ul style="list-style-type: none"> <li>○ The Whiner, Know-It-All and Naysayer Can Make the Workplace a Drag</li> <li>○ Good Sense of Humor on Job Is Nothing to Knock, Knock</li> </ul> </li> <li>• <u>Research Project. Graded.</u> Organizational Behavior Theory, Research, and Best Practices for Managers. This project has three parts. Please follow instructions posted on Blackboard.</li> </ul>

<p><b>WEEK 2</b> <b>9/6</b></p>	<p><b>In-Class Activities</b></p> <ul style="list-style-type: none"> <li>• <u>Discussion of Main Points</u> – Chapters 4, 5 &amp; 6</li> <li>• <u>Case Study#1 Discussion</u>: Team 1 leads the discussion.</li> <li>• <u>Case Study#2 Discussion</u>: Team 2 leads the discussion.</li> <li>• <u>Case Study#3 Discussion</u>: Team 3 leads the discussion.</li> <li>• <u>Case Study #4 Discussion</u>: Team 1 leads the discussion</li> <li>• <u>Current Topics Roundtable Discussion #1</u>: Team 3 leads discussion. <ul style="list-style-type: none"> <li>○ The Whiner, Know-It-All and Naysayer Can Make the Workplace a Drag</li> <li>○ Good Sense of Humor on Job Is Nothing to Knock, Knock</li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 7 - 9</li> <li>• <u>Case Study#5. Graded – classroom discussion.</u> <i>Google (p. 246)</i>. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 2 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on Blackboard.</li> <li>• <u>Case Study#6. Graded – classroom discussion.</u> <i>Tour de France (p. 288)</i>. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 3 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on Blackboard</li> <li>• <u>Case Study#7. Graded – classroom discussion.</u> <i>Home Depot (p. 331)</i>. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 1 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on Blackboard.</li> <li>• <u>Current Topics Roundtable Discussion #2. Graded.</u> Print documents and bring them to class. Prepare for discussion. Team 2 leads discussion. <ul style="list-style-type: none"> <li>○ Federal Employee Morale Slumps with Pay Freezes, Budget Cuts</li> <li>○ Employee Attitudes: Silence Is Not Golden</li> </ul> </li> </ul>
<p><b>WEEK 3</b> <b>9/13</b></p>	<p><b>In-Class Activities</b></p> <ul style="list-style-type: none"> <li>• <u>Discussion of Main Points</u> – Chapter 7, 8, 9</li> <li>• <u>Case Study#5 Discussion</u>: Team 2 leads the discussion.</li> <li>• <u>Case Study #6 Discussion</u>: Team 3 leads discussion</li> <li>• <u>Case Study #7 Discussion</u>: Team 1 leads discussion.</li> <li>• <u>Current Topics Roundtable Discussion #2</u>: Team 2 leads discussion. <ul style="list-style-type: none"> <li>○ Federal Employee Morale Slumps with Pay Freezes, Budget Cuts</li> <li>○ Employee Attitudes: Silence Is Not Golden</li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <u>Study for Exam 1 (Chapters 1 – 7).</u></li> </ul>

<p><b>WEEK 4</b> <b>9/20</b></p>	<ul style="list-style-type: none"> <li>• <u>Exam 1 (Chapters 1 – 7)</u></li> <li>• <u>Part I of Research Project Due at 4:00 pm</u></li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 10 - 14</li> <li>• <u>Case Study#8. Graded – classroom discussion.</u> <i>Coca Cola (p. 372)</i>. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 2 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on Blackboard.</li> <li>• <u>Case Study#9. Graded – classroom discussion.</u> <i>Southwest Airlines (p. 410)</i>. Read case study. Come prepared to discuss with your team and for an in-class discussion. Team 3 will be graded on team members' ability to lead a thorough discussion of the case study. This includes a discussion of theories and concepts from the assigned chapter. Team will present using no more than 3 slides. Grading rubric is available on Blackboard.</li> <li>• <u>Current Topics Roundtable Discussion #3. Graded.</u> Team 1 leads discussion. <ul style="list-style-type: none"> <li>○ Adaptive Leadership Key to Success</li> <li>○ CEOs Reflect on Hiring for Culture Fit and More</li> </ul> </li> </ul>
<p><b>WEEK 5</b> <b>9/27</b></p>	<ul style="list-style-type: none"> <li>• <u>Discussion of Main Points – Chapters 10, 11, 12</u></li> <li>• <u>Case Study#8 Discussion:</u> Team 2 leads the discussion.</li> <li>• <u>Case Study #9 Discussion:</u> Team 3 leads discussion</li> <li>• <u>Current Topics Roundtable Discussion #3.</u> Team 1 leads discussion. <ul style="list-style-type: none"> <li>○ Adaptive Leadership Key to Success</li> <li>○ CEOs Reflect on Hiring for Culture Fit and More</li> </ul> </li> </ul>
<p><b>WEEK 6</b> <b>10/4</b></p>	<ul style="list-style-type: none"> <li>• <u>Part II: Research Project Presentations</u> <ul style="list-style-type: none"> <li>○ <u>Team 1:</u> Organizational Justice Theory, Research, and Best Practices for Managers</li> <li>○ <u>Team 2:</u> Goal Setting Theory, Research, and Best Practices for Managers</li> <li>○ <u>Team 3:</u> Job Characteristics Model, Research, and Best Practices for Managers</li> </ul> </li> </ul>
<p><b>WEEK 7</b> <b>10/11</b></p>	<ul style="list-style-type: none"> <li>• <u>Exam 1 (Chapters 8 – 14)</u></li> <li>• <u>Part III: Research Project Paper Due at 4 pm</u></li> </ul>

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
Exam 1	100
Exam 2	100
3 Case Study Team Presentations (15 points each)	45
Current Topics Roundtable Discussion	12
Part I: Summary of Literature	85
Part II: Research Project Presentation	40
Part III: Research Project Paper	70
<b>TOTAL</b>	<b>452</b>

At the end of the course,  
406 points and above = A;  
361 – 405 points = B;  
316– 360 points = C;  
255– 315 points = D;  
0 – 254 points = F.

Final numeric scores will NOT be rounded (e.g., 360 at the end of the course will be a “C”, 405 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. *I do not discuss or disclose any grade information over the phone or by email. Please visit me during office hours to discuss grades.*

## 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 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, presentation, 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](http://www.unt.edu/csrr/student_conduct/index.html).

#### **Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

#### **Attendance and Participation Policy:**

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

#### **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 in this class.

#### **Miscellaneous:**

Cell phones, entertainment devices (iPods/MP3 players) and all other communications devices must be turned off prior to class, and remain off throughout class. If special circumstances require a student to have a communications device active during class, the student is requested to make arrangements with the professor prior to class.

Students who generally seem not to be paying attention in class (e.g., reading a newspaper, trying to check e-mail/sending text messages, chatting with classmates, etc.) or who are disruptive, will be presumed to be so well prepared for that day's class that they are actually frustrated at not being more actively involved in the class. Therefore, such behavior will serve as a signal to your professor that the student wishes to more actively participate in class and will be given the opportunity to do so.

Your professor also reserves the right to change any of the requirements, procedures, schedules, assignments, and criteria contained in this Syllabus. A waiver by the professor of any specific item in this Syllabus for the class or

for a particular student for a particular instance does not constitute a waiver of any other item in this Syllabus nor does it constitute a subsequent waiver of that particular item.

**Note:** Although we will be discussing various rules of law as they relate to particular situations presented in the assigned readings, we cannot discuss any personal “legal” situations pertaining to students. In particular, no legal advice can or will be given to any student.