



**MGT 3335**  
**Organizational Behavior**

**Credit:** 3

**Contact Hours:** 45

**Class Days:** Monday to Friday, June 29<sup>th</sup>, 2020 to July 31<sup>st</sup>, 2020

**Instructor:** TBA

**Email:** TBA

**Office Hours:**By appointment

---

**Terms of Use**

A student's continued enrollment in this course signifies acknowledgment of and agreement with the statements, disclaimers, policies, and procedures outlined within this syllabus and elsewhere in the WTClass environment. *This Syllabus is a dynamic document. Elements of the course structure (e.g., dates and topics covered, but not policies) may be changed at the discretion of the professor.*

**WTAMU Paul and Virginia Engler College of Business Mission Statement**

The mission of the Paul and Virginia Engler College of Business is to provide high quality undergraduate and graduate business education with a global perspective and ethical awareness. We accomplish this through emphasis on excellence in teaching, which is strengthened by faculty scholarship and supported by professional service.

**Learning Objectives of the WTAMU Paul and Virginia Engler College of Business Programs**

The Engler College of Business (COB) at West Texas A&M University (WTAMU) seeks to prepare students in the Bachelor of Business Administration (BBA), Master of Business Administration (MBA), Master of Professional Accounting (MPA), and the Master of Science, Finance and Economics (MSFE) degree programs for careers in business and to foster their professional growth and advancement via key learning goals and objectives.

The learning objectives of the Paul and Virginia Engler College of Business are as follows:

- Leadership
- Communication
- Critical Thinking
- Business Integration
- Core Business Knowledge
- Global Business Environment
- Business Ethics and Corporate Governance



### Course Description

Systematic study of attitudes and actions of people in organizations. Course is designed around the study of individuals, groups and organization environments and the manner in which they affect and determine behavior in organizations.

### Course Objectives

The purpose of this course is to increase your understanding of organizational behavior theory and principles. This knowledge will facilitate your career. After completing this course, you will be better able to:

1. Explain what theory is, and how utilizing theory can improve business decisions and actions
2. Enrich and craft jobs to make them more satisfying
3. Motivate yourself and others via scientifically-supported methods
4. Make sound business decisions free of bias
5. Improve teamwork by leveraging diversity and cooperation
6. Lead and be led by others effectively
7. Explain the critical role of organizational culture

### Map from COB Learning Objectives to Specific Course Objectives

Course Learning Objective	Maps to COB Learning Goals
1	3, 5
2	1, 5
3	1, 2, 5
4	2, 3
5	2, 5, 7
6	1, 2, 5
7	1, 6, 7

### Course Materials (Text, calculator, etc.)

There is no textbook for this course. Instead, we will be reading short articles found on the web. The course schedule below details which articles you will be responsible for reading each week of the term. It is best if you come to class having read the associated articles for the given week.



## Grading Scale

Letter Grade	Grade Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% - 0%

## Course Grading Policies

There are 1000 possible points in this course. You will earn points during this course based on the following:

Assignments	Points
1. Class Participation	100
2. Group Discussions	100
3. Quizzes	150
4. Case Analysis	200
5. Exam 1	150
6. Exam 2	150
7. Exam 3 (Final Exam)	150

## Course Assignment, Examination, and or Project Policies

### 1. Class Participation. (100 pts)

I will assign grades to each student based on three factors: 1) Attendance (I expect full attendance and punctuality except in cases of illness or University-excused events), 2) Class discussion (Try to achieve a good balance of class discussion—not mute, not domineering), and 3) Community respect (Please promote a good atmosphere of learning and by being courteous during class conversations and debates).

### 2. Group Discussions. (100 pts)

I will provide classtime for you and your discussion group (your group will be decided during the beginning of the course) to answer some questions related to the course readings, lectures, and activities. These questions will inquire about your opinions related to the material. As such, I am not grading the actual content of your responses and will instead provide a pass/fail grade for each assignment based on whether your group made a



good-faith effort toward the assignment. You will hand write your answers to the thought questions and turn the assignment in before you leave class that day. You must be present on the given day to receive credit. Each Group Discussion is worth 10 points.

**3. Quizzes. (150 pts)**

There are four quizzes that will be administered throughout the course. Each quiz includes 10 multiple choice questions centered on the four readings associated with the current module. Each quiz is open book/notes/technology, but you must complete each quiz independently. Each multiple choice quiz question is worth 3 points, equating to 30 points per quiz, and 120 points overall.

**4. Case Analysis. (200 pts)**

For this assignment, you will analyze the business case Why Are We Losing All Our Good People? Imagine yourself as a consultant who is tasked with preparing a presentation for the VP of the division (me) who is about to deliver a recommendation to Sambian—one of the firm’s clients—regarding which expert’s opinion they should endorse. You will write a short 250-300 word executive summary of your recommendation (one page double spaced, 11 or 12 point Calibri or Times New Roman font, 1 inch margins) and deliver a 4-5 minute presentation in class.

**5. Exams. (150 pts each)**

There are three exams. These exams are worth 15 points each and will consist of 20 multiple choice questions (5 points each) and one essay question (150-200 words, worth 50 points). For the essay questions, I will provide you with two questions, and you will choose one of the two questions to answer. The multiple choice questions will follow a similar structure as those asked in the quizzes. These exams are non-comprehensive and will only cover the material since the previous exam.

**6. Extra Credit.**

I may or may not offer extra credit opportunities during the term to be earned via participation in research projects or other activities. I will announce these if they become available.

**Tentative Course Schedule**

This is a tentative course schedule, the instructor reserves the right to make changes on it to make it better for the student’s development. Notice will be given should any changes take place.

<u>Week</u>	<u>Module</u>	<u>Readings</u>	<u>Assignments Due</u>
Week 1	Course Introduction	#1 Christensen, How Will You Measure Your Life; #2 Grant, web search: The Most Valuable Business Degree Doesn't Exist	

	Job Performance and Design	#3 Grant, In the Company of Givers and Takers; #4 Cuddy, Connect, Then Lead	Group Discussion #1
		#5 Herzberg, One More Time, How Do You Motivate Employees?; #6 Achor, 9 out of 10 People Are Willing to Earn Less Money	Quiz #1
Week 2	Motivation	#7 Otterman, web search: NYC Abandons Teacher Bonus Program; #8 Chamorro-Premuzic, Does Money Really Affect Motivation?	Group Discussion #2
		#9 Low, When Unequal Pay is Actually Fair; #10 Sutton, web search: An Astounding Intervention	Exam #1
	Self-regulation & Decision-making	#11 Vanderkam, web search: Overestimating Our Overworking; #12 Schwartz, Manage Your Energy;	Group Discussion #3
		#13 Hammond, Hidden Traps in Decision Making; #14 Gino, Ending Gender Discrimination	Quiz #2
Week 3	Teamwork	#15 Gladwell, web search: Gladwell Group Think 2002; #16 Porter Racing Case (Found on WT Class)	Group Discussion #4
		#17 Sherbin, Diversity Doesn't Stick Without Inclusion; #18 Toegel, How to Preempt Team Conflict	Exam #2
	Leadership	#19 Sutton, web search: Sutton, Leadership vs Management; #20 Zimmerman, web search: Why the Leadership Industry Has Failed	Real World Paper; Group Discussion #5
		#21 Cialdini, Harnessing the Science of Persuasion; #22 Kerr, On the Folly of Rewarding A	Quiz #3
Week 4	Culture	#23 Watkins, What is Organizational Culture?; #24 Katzenbach, Cultural Change That Sticks	Group Discussion #6
		#25 Stillman, web search: Inc, New Harvard Study: Your Open-Plan Office; #26, Bort, web search: Mayer Still Defends Her Famous Ban	Quiz #4



Week 5	Review		Group Discussion #7
	Presentations		Case Analysis Summary
	Final Exam		Exam #3

**WTAMU Paul and Virginia Engler COB Student Code of Ethics**

Each student enrolled in COB courses accepts personal responsibility to uphold and defend academic integrity and to promote an atmosphere in which all individuals may flourish. The COB Student Code of Ethics strives to set a standard of honest behavior that reflects well on students, the COB and West Texas A&M University. All students enrolled in business courses are expected to follow the explicit behaviors detailed in the Student Code of Ethics.

**Code of Ethics**

- Do not use notes, texts, solution manuals, or other aids for a quiz or exam without instructor authorization.
- Do not copy the work of others and/or allow others to view your answers or copy your work during a quiz, exam, or on homework assignments.
- Do not allow other parties to assist in the completion of your quiz, exam, homework, paper, or project when not permitted.
- Do not work with other students on projects or assignments without authorization from the course instructor.
- Properly cite and specifically credit the source of text, graphic, and web materials in papers, projects, or other assignments.
- Do not forge the signature of an instructor, advisor, dean, or another student.
- Provide truthful information for class absences when asking faculty for excused absences or for a make-up for a quiz, exam, or homework.
- Provide truthful information on your resume including work history, academic performance, leadership activities, and membership in student organizations.
- Respect the property, personal rights, and learning environment of all members of the academic community.
- Live up to the highest ethical standards in all academic and professional endeavors.

Students violating the Student Code of Ethics will be reported to the Dean’s office and are subject to penalties described in the West Texas A&M University Code of Student Life, which may include suspension from the University. In addition, a violator of the Student Code of Ethics may become ineligible for participation in student organizations sponsored by the COB and for recognition for College academic honors, awards, and scholarships.



### **Scholastic Dishonesty**

It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the examination is given in subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so; submission of a paper or project prepared by another student as your own. You are responsible for being familiar with the University's Academic Integrity Code, as well as the COB Student Code of Ethics listed in this document.

### **Academic Integrity**

All work must be completed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the Code of Student Life.

### **Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

### **Attendance Policy**

For the purposes of learning assessment and strategic planning, all students enrolled in Core Curriculum or developmental courses at West Texas A&M University must swipe their Buff Gold cards through the card reader installed in the classroom/lab for each class/lab meeting. Any students with more than three unexcused absences will automatically fail the course.



### Copyright

All original content in this document, all web-based course materials (be they text, audio, and/or video), and/or classroom presentations are subject to copyright provisions. No distribution without the express written consent of the author. Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without the express written permission of the professor.

