

# Dillard College of Business Administration

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Syllabus: Organizational Behavior  
MGMT 3013 Section 102 TR 2 pm-3:20 pm Room 129  
Fall Semester 2021

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## Contact Information

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## Course Materials

1. Kreitner, R. & Kinicki, A. (2013). *Organizational Behavior (10<sup>th</sup> Ed.)*. McGraw-Hill Irwin. ISBN 0078029363 (required)
2. D2L course site: Lecture slides are available to download off the web at our class web page on D2L. I suggest you come to each class with the slides printed out. That will enable you to take good, quality notes, and better understand the material.
3. Zoom link will be emailed to students approved by university to access the live stream of this class.

## Course Description

Organizational behavior (OB) is an interdisciplinary field. It imports, integrates, and expands upon theory and research from areas such as psychology, sociology, economics, political science, anthropology, and communication. It places an emphasis on putting what we have learned from these fields into the context of the workplace. So, it is an “applied social science.” You could also say that OB focuses on the human element of organizations – as opposed to elements such as finance, marketing, operations, etc.

OB focuses on three main levels of analysis – the individual, the group, and the organization – and the course is designed around these accordingly. We will cover numerous topics that are of current interest in the OB field and in the managerial.

## Course Prerequisite(s)

Junior standing or above or consent of the chair.

## Learning Goals:

### 1. General Learning Goals

- Demonstrate problem solving and decision-making abilities
- Students will demonstrate problem solving and decision-making abilities through the critical analysis, evaluation, and interpretation of business information in business related activities.
- Competency in writing about common business scenarios
- Students will write a paper on business related activities conducted in class during the group project.

- Students will know how to use team building and collaboration to achieve group objectives
- Team building and collaboration to achieve group objectives will be practiced during the preparation stages of the group project.
- Students will have an understanding of the influence of global and multicultural issues on business activities
- Global aspects relating to organizational culture is covered in a separate chapter in our text.

## 2. Course Specific Learning Goals

- To be able to explain Organizational Behavior (OB) concepts in your own words
- To learn to think like a manager as you use OB theories to solve business problems
- To learn to understand the behavior of yourself and others around you through self-reflection and feedback
- To learn to relate OB theories to your own experiences
- To demonstrate the value of OB concepts by showing the importance of them with future behavior.

## Course Policies

Attendance Policy: Students are expected to attend all class meetings for this course, following the university attendance policy. (See [Midwestern State University Undergraduate Catalog](#), Vol. LXXVIII, No. 1, p. 78).

Attendance will be recorded. Unjustified absences will be noted. So as not to disturb the class, one should not walk in and out of the classroom during the class session except for an emergency. Cell phone activity—talking, texting-- is prohibited. Distracting conversation between students sitting in proximity with each other is prohibited. Missed classes can be made up through e mail contact with the professor or with other students. See attendance and class participation section below.

My personal philosophy revolves around fairness so please know that I will put only as much effort into the development of a student and a class as I get from them.

Additionally, in order to not disturb the class, each student is expected to stay seated throughout the entire class period except in case of an emergency. So as not to disturb the class, one should not walk in and out of the classroom during the class session except for an emergency. Cell phone activity—talking, texting-- is prohibited. Distracting conversation between students sitting in proximity with each other is prohibited. Missed classes can be made up through e mail contact with the professor or with other students.

## Other Related Policies

Only students with authorized absences (see University Class Attendance Policy) may make up missed examinations. Make-up exams will be administered at the professor's discretion, and the professor reserves the right to require documentation of reason for missing an exam

## My Expectation

I prefer to treat my students as responsible adults who have made an active choice to be where they are. Since the choice is yours, I expect that you will not only be attentive and present but also use the available resources including group discussion, group projects, experiential learning activities, video clips and lecture-discussions to your advantage to get the most out of this class.

I expect that you will come to class regularly, having read the assigned textbook chapter(s) and any other small readings I give to you in advance. I further require that you will actively contribute to teamwork, classroom discussions, and classroom activities. An environment of respect is very important to me and I expect that you will

respect me and the other students in the classroom— no comments will be tolerated which are rude, demeaning, slanderous, prejudicial, or offensive. Also, please refrain from private conversations during lecture/discussion. I reserve the right to significantly lower the grade (down to zero on hundred for the participation grade) of a person who takes away from a positive and constructive classroom environment. In some cases I might even ask such a person to leave the room if it is disturbing my class.

If there are university excused reasons because of which you will not be able to attend or complete assignments on time, I expect that you will discuss the same with me in advance and not after the due date/missed class. Email is the best way to reach me. I check email on phone and so am very accessible through email.

My personal philosophy revolves around fairness so please know that I will put only as much effort into the development of a student and a class as I get from them.

## Grading and Evaluation

Your grade will be based on four major criteria.

1. Random/Pop quizzes. During the semester, I will administer several quizzes. Quizzes will be given on the day of a given chapter; they will ONLY be given the first day a chapter is assigned and will cover ONLY that chapter; so on days with no readings there will never be a quiz. Be prepared! Read everything from the introductory case to the chapter summary and extra materials at the end. Be sure you can answer the study questions at the end of each chapter. I will give you multiple choice and true-false questions from the assigned chapter for that day. The point of these quizzes is to keep everyone current on reading the assignment, so that we don't have to repeat the bulk of the information from the chapter during class time. (Because that's really boring!) Rather, we can discuss in group(s) the implications, applications, etc. from the text. I will also go over more complicated issues from the text to help you understand them more clearly. So, once you've learned the "cold facts" from the text, you can move on to (1) the bigger picture and (2) interesting applications. There will be 8 quizzes worth 14 points each will be administered and (since everyone has an off day now and then) I will drop your lowest score. (And, because  $7 \times 14 = 98$ , I'll automatically add 2 points to everyone's total.) So, 100 points will be possible in total. The quiz will occur at the beginning of class session. If you are gone or late, you miss the chance for points (unless it is a university excused absence).
2. Activity Analysis. Organizational behavior is an applied social science. That means we try to apply the theories and concepts of the field into "real-world" situations. The activity analysis is an opportunity for you to do just that. Self-exploration and self-awareness are valuable skills that will allow you to progress in organizational and community life.

The Activity Analysis should be structured in the following way:

- 1 – Your Profile (based on the results of your MBTI and Big 5 personality tests)
- 2 – Activity Analyses (The Story, Emotional Intelligence and Dollar Auction)

3. Exams. The intent of the exams will be to test your ability to synthesize the course's basic theories, applications, and personal insights. I will give a thorough topic list to help you prepare for the exams. This way, you will know exactly what areas to study and how to study them. I believe exams should be developmental, not just evaluative. That means I think you should learn a lot while preparing for and taking the exam.

100 points will be possible from each exam. Questions will be drawn from the text, lectures, video clips, & class exercises. The majority of questions will be multiple-choice and true-false, but I will also have some short-answer questions.

I have a slightly different technique for scoring that I think you will find very fair. Since no test is ever perfect, and since you shouldn't be held to an impossible standard, I will base the maximum possible score on how well *the top students in the class performed*. The top scores from the class will be averaged; that becomes the 100% score. For example, if the top scores in the class were 98 and 96, I would average those to get a 97. Then, 97 would become the equivalent of 100%. Everyone then gets 3 points (100-97) added to their raw score. So, if you had a raw score of 89 (which is just shy of an A-), your new score on the test would become  $89+3=92$  (which bumps you up to an A-). (And, no, you can't all just skip or purposely tank the test. ☺ This scoring procedure assumes several raw scores in the A range.)

4. Attendance/participation/contribution. You are expected to attend all sessions. I will take attendance in the beginning of class and part of how I judge class participation is based on attendance. In addition to the physical presence of your body, I expect that you will actively participate in the many learning activities we will engage in. These include experiential learning exercises, group tasks, and class discussions. Also, it is expected that all students contribute to a healthy, productive learning environment by showing respect for one another. I will use your participation as a quantitative judgment with your grade; in other words, there is a structure of accountability to which you will be held as explained below.

I will assess specific points in this category. Here's what I do. There are **26 classes** that you can participate in (i.e. all lecture/activity classes not including the first day and exam days). I will grade participation for 20 of those classes. In other words- you will be graded for each of the 26 days for class participation but only your top 20 (of 26) participation) grades will count towards the final participation grade. The grading scale for each day is out of 10 points. To make this part of the evaluation as objective as possible, and more importantly, as equitable as possible, participation scores will be given for each class period based upon the following scale:

- 0 Not in class
- 3 Disrupting attention
- 5 Partial attention
- 8 Full attention (FA)
- 8.5 FA with contribution
- 9.5-10 FA with contribution demonstrating comprehension

Not in class—if you are not in a class for whatever reason your participation for that class clearly warrants a score of 0—no other evaluation can be made in such a case and still be equitable to all of those in class. Missing a class has a major impact on the invaluable learning experience that participation in class provides. However, emergencies and unexpected events do arise, and thus missing a class may be unavoidable. To allow for this reality, the final participation score (i.e., that which counts toward the final overall grade) will consist of the twenty (20) participation scores of the student's choosing.

Disrupting attention—The most common examples of disrupting attention are repeatedly interrupting class with personal business (i.e. cell phones, etc.) and excessive side discussions with classmates.

Partial attention—if you are only able to be there for a part of the class, for whatever reason, again equity dictates that you receive only partial credit for participation. Other forms of partial attention include, but are

not limited to, reading the newspaper, sleeping/nodding off, taking care of some other business during class time (i.e., studying for other classes), text messaging, surfing the internet, having side discussions, etc.

Full attention involves being in class, following the discussion, but not contributing anything to it (other than your attention).

Contributions consist of meaningful additions to the discussion. This inherently requires listening to and respecting other people's points of view (but by no means does this mean that you must agree with them). Also, it means that you should not withhold questions for risk of looking (or feeling) stupid. Relevant questions are always a contribution. Quantity may also play a role here; your contributing to the discussion to help it move along is quite often appreciated.

If you contribute outstanding comments and insights into the class discussion, you will earn between 9.5 and 10 points.

What is participation and contribution?

- raising and answering questions
- sharing ideas, observations, and personal experiences
- pointing out relevant data
- generating potential solutions
- relating and synthesizing ideas of others
- pointing out relationships to earlier discussions
- helping others develop their views and ideas
- not being satisfied with shallow analysis and/or pat answers

A seating chart will be utilized from class 2 onwards and is determined by the seating arrangement of the teams. This grading structure means that if you are excessively absent from class, leave early often, miss key activities, are disrespectful to me or your colleagues or obstructive to smooth class participation, it will significantly affect your participation score and in turn your final grade accordingly. Because of the nature of the experiential learning in the class, attendance and participation is critical. *This means you can have a raw score of between 0 and 200 points for participation. This will be halved to get a final participation grade out of 100.*

NOTE: Days on which activities are scheduled will count as 'bonus days'. This means that you will earn a full 10 points on these days as long as you are present in class on time and participated in the activity. There are six definite bonus days. Additional bonus days may also be announced during the semester. These bonus days can count towards the final 20 participation scores (if they are amongst your top 20 high scores throughout the semester.)

**Here is the break-down of your grades:**

SOURCE	POSSIBLE POINTS
Quizzes	100 points total (7 quizzes, 14 points possible for each=98 points + 2 extra points. There will be 8 quizzes, drop the lowest score, then total the rest and add two points.)

SOURCE	POSSIBLE POINTS
Class Participation	100 points total
Exam 1, 2 and 3	100 points each (300 total)
Grand total	60 possible points

A = 540-600 (90-100%)

B = 480-539 (approx.: 80-89%)

C = 420- 479 (approx: 70-79%)

D = 360- 419 (approx.:60–69%)

F = Below 360

### Academic Integrity

With regard to academic honesty, students are referred to the “Student Honor Creed” on p. 19 of *Midwestern State University Undergraduate Catalog, Vol. LXXVIII, No. 1*.

Plagiarism will not be tolerated. Any student or group who plagiarizes on any written assignment will receive a 0 for the assignment and/or course and be referred to the Dean of Students for further disciplinary action.

### D2L

This is the website for the course. Students are expected to check this website for important course information, course documents, and correspondence from the instructor multiple times per week.

### Americans with Disabilities Act

This class follows the guidelines suggested by the Center for Counseling and Disabilities Services for those students who qualify for disability services. See *Midwestern State University Undergraduate Catalog, Vol. LXXVIII, No. 1, p. 21*.

### Professional Conduct

Students in this course should behave in a professional manner at all times. This includes classroom conduct, group interactions, presentations, and correspondence with the instructor. E-mails to the instructor that are not professional will be returned unanswered. This course will be run as a business: if your classroom behavior is not business like, you will be asked to leave. Behaviors considered unacceptable are:

- Showing up late
- Texting or using another small electronic device
- Sleeping
- Coming unprepared
- Using laptops for reasons other than taking notes
- Leaving early

This course is designed to teach you things the book cannot, including professional conduct. Therefore, test material will come from lectures, class activities, video clips, and the book material. DO NOT embarrass yourself with questions like:

- Did/Will I miss anything important?
- What are we doing in class today?
- Can I skip today?

These are questions you would never ask a boss. Likewise, these are questions that you should never ask an instructor.

## File Submission

All files for this course will be submitted to D2L. You will submit all team project related assignments online (anytime from when the deadline for the assignment is announced in class to 11:59p.m. of the deadline date).

## Syllabus Change Policy

This syllabus is a general outline of material covered, learning goals, grading procedures and student performance requirements. Material covered, dates of tests, and percent of total grade may vary as necessitated by the pace material is covered and any unforeseen class interruptions such as weather cancelations, guest lectures, or instructor illness.

### Course Schedule

<u>Week</u>	<u>Day</u>	<u>Topic*</u>	<u>Chapter</u>	<u>Major Activity</u>
1	24 Aug	Overview to Organizational Behavior	1	
1	26 Aug	Finish Chapter 1		Team Building Exercise
<b>Section 1: Individual Level Processes</b>				
2	<b>31 Aug</b>	Job Attitudes	<b>6</b>	
2	<b>2 Sep</b>	Perception & Attribution	<b>7</b>	
3	7 Sep	Activity Day		<i>Bomb Shelter</i>
3	<b>9 Sep</b>	Individual Differences & Emotion	<b>5</b>	<i>MBTI and Team Composition Analysis</i>
4	14 Sep	Finish Chapter 5		
4	<b>16 Sep</b>	Communication		
5	21 Sep	Finish Chapter 14	<b>14</b>	
5	23 Sep	Exam 1		
<b>Section 2: Group Level Processes</b>				
6	<b>28 Sep</b>	Groups	<b>10</b>	
6	<b>30 Sep</b>	Activity Day		<i>CSI MSU</i>

7	5 Oct	Teams	<b>11</b>	
7	<b>7 Oct</b>	Activity Day		<i>Task Type Activities</i>
8	12 Oct	Decision Making & Ethics	<b>12</b>	
8	<b>14 Oct</b>	Chapter 12 continued		
9	19 Oct	Activity day		<i>Survival Scenario 1</i>
9	<b>21 Oct</b>	Activity day		<i>Survival Scenario 2</i>
10	<b>26 Oct</b>	Conflict & Negotiation	<b>13</b>	
10	28 Oct	Power & Politics	<b>15</b>	
11	2 Nov	EXAM 2		
<b>Section 2: Organizational Level Processes</b>				
11	<b>4 Nov</b>	Organization Design	<b>17</b>	
12	<b>9 Nov</b>	Leadership	<b>16</b>	
12	<b>11 Nov</b>	Change and Stress	<b>18</b>	
13	16 Nov	Finish Chapter 18		
13	<b>18 Nov</b>	Organization Culture & Socialization	<b>3</b>	
14	<b>23 Nov</b>	International Culture	<b>4</b>	
14	25 Nov	Thanksgiving break		
15	30 Nov	Finish chapter 4		
15	2 Dec	Buffer Day: If we miss any day everything is moved one down and we utilize this day to have an online class. If not, we won't have class this day.		
16	Finals week	Exam 3 (Date TBA)		

Note 1: Days with bold font are possible days for pop quizzes on the chapter for that day.

Note 2: Exams are not cumulative