



**Course Syllabus: Organizational Behavior**  
**Dillard College of Business Administration**  
**MGMT 3013 Section 101 TR 11am-12:20 pm Room 129**  
**Fall Semester 2023**

**Contact Information**

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**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.

**Textbook & Instructional 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.

**Student Handbook**

Refer to: [Student Handbook](#)

**Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the

individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

### **Moffett Library**

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

### **Course Prerequisite(s)**

Junior standing or above or consent of the chair.

### **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 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. Also, please see late work section in this syllabus for expectations on official paperwork that would need to be filed with students rights and responsibilities office if you need an assignment extension or need to miss class.

## Grading

Your grade will be based on four major criteria.

1. **Random/Pop quizzes.** During the semester, I will administer several pop quizzes. Quizzes will be given on the day when we complete the chapter (see \* dates on syllabus). They will cover only that chapter. To prepare, read everything from the introductory case in the book to the chapter summary and any definitions highlighted in the chapter in the bottom green boxes. Anything we covered in class about that chapter is also possible areas for quiz questions. Quizzes are all multiple choice and true-false questions only. There will be 8 quizzes worth 14 points each. I will drop your lowest score. (And, because  $7*14=98$ , I'll automatically add 2 points to everyone's total.) So, 100 points will be possible in total. If you are absent for a non-university-approved reason, you miss the chance to take the quiz and there is no other way to make up these points.
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. See supplemental document on D2L for details on how to write the activity analysis.
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 (study guides) 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). Please note: This scoring procedure assumes at least two students earn a raw score in the A range. If less students than that earn an A, then we discuss how to handle it in class. Note: Exams are not cumulative
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 students' 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 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 your 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:**

<b>SOURCE</b>	<b>POSSIBLE POINTS</b>
Quizzes	100 points (i.e. your top 7 quizzes with 14 points possible for each=98 points + 2 extra points. Reminder: there will be 8 quizzes and I will drop the lowest score to count your top 7 quiz scores.)
Class Participation	100 points
Exam 1, 2 and 3	100 points each (300 total)
Group Project/Activity Analysis compiled	100 points
Grand total	600 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

### **Extra Credit:**

There is no extra credit as of the date of creating this syllabus. If I am able to offer one later in the semester then you will be emailed about to. No individual extra credit is available for any gradable component missed.

### **Late Work:**

Unless you have a university approved reason, I will not accept any late submissions. To get university approved, please submit all your evidence (like doctor's notes etc.) to the Student Rights and Responsibilities office using the Absence Letter Request Form (found at this link: [Absence Letter Request Form](#)). If the Student Right and Responsibilities office accepts the evidence you have provided, they will email all your professors requesting that we work with you. Without this email, I am unable to assist you if you miss assignments etc. due to being sick or someone passing or an injury/accident.

### **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 (such as a smart watch)
- Sleeping
- Coming unprepared
- Using laptops unless you have an ADA accommodation to do so
- Leaving early

### **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).

### **Important Dates for 2024:**

Last day for term schedule changes: Aug 29  
Deadline to file for graduation: Sep 23  
Last Day to drop with a grade of "W:" Oct 29  
Refer to: [Drops, Withdrawals & Void](#)

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course

information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **College Policies**

*Campus Carry Rules/Policies*

Refer to: [Campus Carry Rules and Policies](#)

*Smoking/Tobacco Policy*

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

*Alcohol and Drug Policy*

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees

are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### *Campus Carry*

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### *Active Shooter*

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

### **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, online access issues, or instructor illness.



**Course Schedule:**

<u>Section</u>		<u>Week</u>	<u>Day</u>	<u>Topic</u>	<u>Chapter</u>	<u>Major Activity</u>
1		1	27 Aug	Overview to Organizational Behavior	1	
1		1	29 Aug	Finish Chapter 1	1	
1		2	3 Sep	Team Charter activity day		<b>Team Charter.</b> Final report due: <b>Sep 17</b>
1		2	5 Sep	Job Attitudes	6*	
1		3	10 Sep	Perception & Attribution	7	
1		3	12 Sep	Finish Chapter 7	7*	
1		4	17 Sep	Activity day		<b>Bomb Shelter</b> Final Report due: <b>Oct 1<sup>st</sup></b>
1		4	19 Sep	Individual Differences & Emotion	5	<b>Team Profile.</b> Final Report due: <b>Oct 10<sup>th</sup></b>
1		5	24 Sep	Finish Chapter 5	5*	
1		5	26 Sep	Communication	14*	
		6	<b>1 Oct</b>	<b>EXAM 1</b>		
2		6	3 Oct	Groups	10	
2		7	8 Oct	Finish Chapter 10 + Activity	10*	CSI activity
2		7	10 Oct	Teams	11	

<u>Section</u>		<u>Week</u>	<u>Day</u>	<u>Topic</u>	<u>Chapter</u>	<u>Major Activity</u>
2		8	15 Oct	Finish Chapter 11 + Activity	11*	<b>4 Task type activities.</b> Final report due: <b>Oct 29.</b>
2		8	17 Oct	Decision Making & Ethics	12	
2		9	22 Oct	Chapter 12 continued	12*	
2		9	24 Oct	Activity day		<b>Survival Scenario 1.</b> Final report due: <b>Nov 14th</b>
2		10	29 Oct	Activity day		<b>Survival Scenario 2.</b> Final report due: <b>Nov 14th</b>
<b>Note: Survival scenario observation individual assignment is due Nov 26</b>						
2		10	31 Oct	Conflict & Negotiation	13*	
2		11	5 Nov	Power & Politics	15*	
		11	<b>7 Nov</b>	<b>EXAM 2</b>		
3		12	12 Nov	Leadership	16*	
3		12	14 Nov	Change and Stress	18	
3		13	19 Nov	Finish Chapter 18	18*	
3		13	21 Nov	Organization Design	17*	
3		14	26 Nov	Organization Culture & Socialization	3*	
3		14	28 Nov	Thanksgiving break		
3		15	3 Dec	International Culture	4	
3		15	5 Dec	Finish Chapter 4	4*	
		16	<b>TBA</b>	<b>Exam 3</b>		

Note: \* marks any day we can have a pop quiz on that chapter.