Instructor: Timothy Morgan, Ph.D.
Course Times & Location: no class location, online section
E-Mail: tmorgan@uttyler.edu (but please contact through Canvas)
Office Hours: Tues. 11:00-12:00, 2:00-3:00, Wed. 10:30-11:30, and by appointment.
     - Please request virtual office hours meeting by Canvas email at least 2 days in advance
Office Address: 350.24   Phone Number: 903-565-5949 (office)

Course Catalog Entry

An understanding and application of individuals and groups in an organizational environment. Topics include (but are not limited to) critical thinking, interpersonal communication, politics, power, conflict, motivation, leadership, and organizational culture.

Course Description

Organizational behavior (OB) is a field of study that seeks to understand, explain, and improve human behavior in organizations. Most organizations focus their efforts on improving two aspects of human behavior: (1) job performance—the degree to which individuals perform the behaviors needed for the organization to achieve its goals; and (2) organizational commitment—the degree to which employees remain loyal to the organization rather than seeking employment elsewhere. This course will help explain and provide ways to these aspects.

Course Outcomes

After completing this course, you will be able to:
- Identify and define organizational behavior concepts.
- Apply those concepts to improve you understanding of your own work attitudes and behaviors.
- Apply those concepts to improve the functioning of an organizational unit.

Course Learning Modules

Each of the learning modules detail objectives specific to that topical area. All fit together to develop students' knowledge and skills about the overall conceptual space of organizational behavior.

Course Materials

1. **Text** - Colquitt, LePine, & Wesson, M. J. *Organizational behavior: Improving performance and commitment in the workplace* (required for your success)
   Please don't go without a text. Don't waste your money on an expensive course, but then handicap yourself by not buying the main learning tool, to save a little money. Cheap options are available for the price of a few meals out and cups of coffee. The text is required for your success, you pick the version. The lower edition, the cheaper the cost.
   a. 6th edition is required for students who need reading accommodations
   b. 5th edition is just fine for students who do not need reading accommodations
   c. 4th edition is better than nothing and includes most material in the 5th and 6th.
   d. 7th edition is now available but not necessary for the extra cost.

2. **Canvas** – Course delivery is mainly through Canvas. PowerPoint slides, discussions, video lectures, articles, assignments, instructions, etc. will be posted there. You will complete weekly activities for every module online. Assignments will be submitted on Canvas. You are responsible for monitoring announcements and emails on Canvas. Internet access is thus essential. Accessing Canvas through Chrome or Firefox is recommended. Use Canvas helpline for Canvas technical issues.

3. **Video capture device** – it's helpful to have some sort of means to capture yourself on video for various activities in this course.

Schedule and Pacing

- Modules start Monday and run for 7 days, ending on Sundays.
- You may work ahead to progress to new modules at your own pace, but do not fall behind.
- Each module's assignments are open the entire week starting Monday and due at the end of the 7-day period (Sunday at 11:59pm).
- Quizzes are open Thursday to Sunday night every third week.
- Quizzes and assignments will not be open earlier then already scheduled.
- For best results, complete all the assigned tasks on the Canvas pages for each module.

Week Start Date	Week #:	Topics Covered/Major Assignment to Complete:
Aug 24	1	Getting Started, What is OB?
Aug 31	2	Job Performance
Sept 7	3	Organizational Commitment, *Quiz 1*
Sept 14	4	Job Satisfaction
Sept 21	5	Stress and Stressors
Sept 28	6	Motivation, *Quiz 2*
Oct 5	7	Trust, Justice, and Ethics
Oct 12	8	Learning and Decision Making
Oct 19	9	Personality and Cultural Values, *Quiz 3*
Oct 26	10	Ability
Nov 2	11	Team Characteristics & Diversity, *Self-Assessment Log (15th)*
Nov 9	12	Team Processes & Communication, *Quiz 4*
Nov 16	13	Leadership Power & Influence
Nov 23	-	NONE – THANKSGIVING HOLIDAY
Nov 30	14	Leadership Styles & Behaviors, *Quiz 5, Problem Solving Paper (30th)*
Dec 7	Finals Week	Bonus Module

Grading

Category	Percentage of Total Grade
Module Quizzes	40%
Class Participation in Response-Based Learning Activities	24%
Self-Assessment Log	18%
Get Real Problem Solving Project	18%
	100%

Bonus Opportunities

Quiz   Earn up to 10% of your module quiz grade!
              Example: If you have an 82 quiz average, you could raise it
              to as high as a 92 with a perfect score on the BONUS Quiz

Assignment Breakdown

Module Quizzes (40%)

What is the purpose of this?
5 quizzes, 1 for each module, will assess how much you understand and can apply course concepts. Module quizzes usually cover 3 chapters/topics and include 5-8 multiple choice, or T/F questions on each.

Self-Assessment Log (18%)

What is the purpose of this?
"Knowing yourself is the beginning of all wisdom" - Aristotle
As one of the response-based learning activities, modules contain interesting get-to-know-yourself assessments on key OB concepts, related to your own personal characteristics. Look for this logo:

Self Assessment Exercise

You will gain insight into your personality, leadership style, etc., and can help you understand yourself and others in the work context. Log your results in an ongoing self-assessment document/spreadsheet you create for this purpose. At the end of the semester, you will turn in all of those required in a single file. See assignment sheet later in the syllabus and the rubric on Canvas for more details.

Learning Activity Participation and Contribution (24%)
Each module part contains learning activities, many of which will require your responses.

What is the purpose of this?
To connect/wrestle with the material, discuss it with others, learn and apply it to your own current and/or future work. If you were taking a face-to-face class, these activities would be done in class.

What are examples of this?
A discussion question to answer and comment on others' replies, a movie clip to watch and consider questions, an application activity, a self-assessment, a problem to identify, a question to solve.

How long should I plan for them to take?
In total, learning activities in each part of a module will take no more than 30 minutes.

When are these due?
These activities can have multiple deadlines if you are required to both post and reply to others. Only the 2nd deadline can be posted on the calendar, so please check assignment instructions (which you need to do anyway) for complete deadline details. Don't rely on the calendar!

For example…If an activity requires you to respond to others…
- Your initial submission may be due Thursday at 11:59pm
- Your reaction/reply to others submissions is due Sunday night at 11:59pm

If no responses to others are required…
- Your lone submission is due Sunday night at 11:59pm.

Activities must be completed by the assigned dates. No late submissions accepted.

How are these assessed/graded?

These activities will intermittently assessed, meaning each and every activity will not be scored. Some will be graded for quality, some for completion, and some not at all, and it will not be announced prior to the assignment. This is similar to a work supervisor monitoring your work. Managers hopefully do not watch and assess your every move; they check your work occasionally for quality, walk around to just see if you're on task other times, and others trust that you're being conscientious and doing what needs to be done. Just as at work, complete each assignment with high quality and you won't have to worry about when and how you are being evaluated.

Here's a **general rubric** for responses to response-based learning activity that are scored for quality. Scores in between the orange numbers contain elements of more than 1 block.

0	2.1	2.6	3
Does not participate in any part of activity OR Response has nothing to do with what was asked	Provides insight that demonstrates *little/no* understanding of course content Offers *no* justification (why?) for the opinion/position stated Does not fully complete all parts of response	Provides insight that demonstrates *some* understanding of course content Offers *little or illogical* justification (why?) for the opinion/position stated *Considers* the thoughts of others by simply agreeing or disagreeing Responds completely, but not necessarily clearly or efficiently	Provides insight that demonstrates *significant* understanding of course content Offers *logical* justification (why?) for the opinion/position stated *Considers and extends* the thoughts of other students, not just agree or disagree. Responds completely, clearly (understandable) and efficiently (doesn't ramble on and on)

NOTE: Self-assessments are often one of a module's response-based learning activities. However, self-assessments are graded as a total group submitted toward the end of the semester, not individually.

Helpful Hints: Responding to Others' Responses

NOTE 1: It is OK and even productive to the learning process to disagree with classmates. It is not OK to be disrespectful when doing so.

NOTE 2: When responding, note that quality responses can often include one the following thoughts:

1) I find what Susie said is interesting and why…

2) I agree/don't agree with Jimmy, or I find this counterintuitive, based on prior understanding/experience. Here is why I think the way I do.

3) This might have solved and/or has to do with a problem I heard about in the news currently.

4) This reminds me of the experience I had/observed where…the approach is (in)consistent with how the situation played out…Here's how it might have played out the same/differently if x was followed/ignored.

Problem-Solving Paper and Team Project (18%)

What is the purpose of this?

This project will give your team an opportunity to serve as short-term consultants for a real organization. You will apply what has been learned in the course (through course lectures, readings, and discussions) to help understand and solve problems in an organization of your team's choice. See assignment sheet later in the syllabus and the rubric on Canvas for more details.

Module (OPTIONAL)

What is the purpose of this?

To allow you to earn extra credit by demonstrating your understanding of the final BONUS module

What to do?

Complete as much of the module as you desire and take the module quiz at end.

How will this be assessed?

Points received divided by points possible.

Problem Solving Paper is the culmination of a project will allow you to work as a team, acting as a short-term consulting team, to analyze a real organization (public, private, non-profit) for an OB issue that can be understood/ addressed/ improved applying this course's concepts. Your team will focus on an OB issue or problem (i.e. ultimately affects individual or team performance and/or organizational commitment) that the organization is facing and is relevant to the content of this course. The purpose of the project is to give your team an opportunity to apply what has been learned in the course (through course lectures, readings, and discussions) to problems in an organization of your team's choice.

See the Assignment Page on Canvas for information on 1) choosing your organization 2) communicating with your organization and 3) selecting the issue/problem

The final paper should include the following 5 sections:

Executive Summary (see Canvas for details and example)

Organization – a) Provide *just enough* details on the company for me to be able to understand the problem that will be described. Resist the urge to provide irrelevant details and feel free to omit or disguise any details that might be sensitive in nature. B) Describe what you tasks you performed in relation to the organization, including your methods/sources for collecting information data

Problem - Describe, specifically, *one* OB-related (dealing with employee performance and/or organizational commitment) problem that the company is struggling with that will serve as the focus of the paper. Resist the urge to discuss multiple problems--focus on one specific issue with which the organization is struggling. Be sure to focus on a problem that can be impacted by the relevant topic.

Concepts –Describe very specifically what concepts, principles, and findings in the course matter to the problem. How can they can help to understand why it exists? How can they can be leveraged to provide a solution?

Recommendations – Applying course concepts, provide a list of very specific recommendations/action steps that flow out of the discussion of concepts that can help solve the problem. In thinking about how to craft the topic into those recommendations, strike a balance between being *practical* and being *bold*. Every organization has key constraints that need to be taken into account when designing interventions. Although those should be considered, resist the urge to just "play it safe," as that tendency often leads to modest interventions that are ultimately ineffective.

Format: The length of the paper is 10-15 double-spaced pages. Your team will be penalized for not meeting or exceeding this limit. The limit does not include appendices, which you are free to use to provide charts, figures, or other background material not necessary in the main body of your analysis. However, appendices that are not directly referenced in the main text will not be read.

Grading - Your individual grade on the team project will be based on the following weightings: Executive Summary (10%), Peer Review (5%), Written Paper (75%), and Teammate Evaluation (10%). A rubric will be provided in Canvas later in the semester.

"Knowing yourself is the beginning of all wisdom"
- Aristotle

Self-Assessment Log. As one of the response-based learning activities, modules contain interesting get-to-know-yourself assessments on key OB concepts, related to your own personal characteristics. You will gain insight into your personality, leadership style, etc., and can help you understand yourself and others in the work context. The self-assessments for each module are almost always found within the textbook chapter. On the rare occasion a self-assessment is not in the chapter, a link is provided to the self-assessment. ***Follow instructions and do these for each module during the course & this assignment is done by the end.***

Near the end of the semester, you will report your final results for 20 assessments in a spreadsheet or document, comparing yourself to the average score if/when there is one, and interpret the results.
Do **not** include the scores for each question. It's a waste of time. Just the total score and average score.
Do **not** indicate scores without interpreting them. Looking back, numbers will be meaningless.

Format - Each entry should include your 1) total score 2) the average score and 3) an interpretation of your score in relative to the average (what the term means in your own words how what it tells about you compared to the Average Joe). Here's a general example of a self-assessment entry:

> My score for x is an 18, which is higher than the average of 14. X refers to how much a person yada yada yada. This score means I am/do whatever more than the average person, which may have this implication for me at work.

Here are the 23 self-assessments you were required to do over the entire course. You need entries for 20 for the opportunity for full credit. Please number them 1 through 20 for yourself and for easier grading. Note: each personality dimension counts as 1 assessment and should be interpreted separately, since just adding up the traits means nothing. Same for emotional intelligence, which has 4 dimensions and goal orientation, which has 3 types.

Introspection	Helping Behavior	Affective Commitment
Continuance Commitment	Normative Commitment	Core Job Characteristics
Type A Behavior	Money Meaning	Self-Efficacy
Trust Propensity	Decision Making	Learning Orientation
Performance Prove Orientation	Performance Avoid Orientation	Big 5 - Conscientiousness
Big 5 - Agreeableness	Big 5 - Neuroticism	Big 5 - Openness to Experience
Big 5 - Extraversion	EI - Self-Awareness	EI - Other-Awareness
EI -Emotion Use	EI - Emotion Regulation	

Grading - Check out the rubric and an example assignment on Canvas, including "What's Good" and What's Unnecessary" about the example.

Class Policies

Academic Dishonesty and/or Impropriety Policy

Please review the university policy and uphold the code of honor. No form of academic misconduct will be tolerated. The University has a strict code for cheating and students should refer to the Student Code of Conduct to understand the consequences. University policy will be followed if a student is caught cheating.

Any student who engages in any form of cheating, including plagiarism, or working together on online quizzes and exams designed to be students' independent work will receive a grade of F in the course. Software now easily detects when students work together and answer similarly on exams, and/or duplicate others writing and passes it off as their own. Please don't put yourself through the embarrassment and the department the hassle of discipling you for academic dishonesty.

Plagiarism-- to take and pass off as one's own the ideas, writings, etc. of another without giving credit to them via a citation/reference. You do not need to cite the textbook when you write for this course.

Withdrawal Dates

Last day to withdraw from one or more courses is November 3, 2020

Make-up Procedure

If you must miss a quiz, you must make every effort to contact me before the quiz. Failure to do so may result in a zero for that quiz. Make-up quizzes, if allowed, must be taken within a week of the scheduled quiz.

Completing Assignments – Late Policy

- Response-based Learning Activities
    o No extensions or late credit will be given.
- Module quizzes and major assignments
    o A 10% deduction for each day it is late up to 2 days late. After this, the quiz/assignment will no longer be accepted for any amount of credit. The exception is the final quiz and any assignments due the last day of class. They cannot be completed late.

- Pass
    o Because sometimes life or technical difficulties happen, you will receive one "Uh-Oh" Pass. This allows you to turn in a quiz or major assignment in one day late with no penalty. To use this pass, you must write in the comment section of the assignment that you are using your Uh-oh pass.

Attendance Policy

Not applicable for this online course

College of Business STATEMENT OF ETHICS

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:
Ensure honesty in all behavior, never cheating or knowingly giving false information.
Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
Develop an environment conducive to learning.
Encourage and support student organizations and activities.
Protect property and personal information from theft, damage and misuse.
Conduct yourself in a professional manner both on and off campus.

University Policies

UT Tyler Honor Code

An honorable man, impoverished though he may be in talent, cannot fail to attain success and high standing in the eyes of the world. A dishonorable man, though he is possessed of a multitude of abilities, cannot hope to escape for long the condemnation of his fellow men. **–Robert Wood**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at
http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.
Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.
There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (the Census Date is September 11, 2020) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (September 11, 2020) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions or exemptions must be submitted to the Enrollment Services
Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services
The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Like so many things this Fall, the need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible, to explore what arrangements need to be made to ensure access. During the Fall 2020 semester, SAR will be conducting all appointments via ZOOM. If you have a disability, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student Application. For more information, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices or call 903.566.7079.

Student Absence Due to Injury/Illness or Dean or Major Illness in a Student's Immediate Family
When a student has an injury/illness that is too severe or contagious for the student to attend class or when a student experiences a death or major illness in their immediate family the student may request of an individual instructor that the absence be excused. Medical documentation should be provided by the student. The Dean of Students Office can assist in notifying professors of such illness/injury or family emergency at the request of a student as long as the office is contacted immediately via studentaffairs@uttyler.edu or by phone 903.565.5946. The instructor will review documentation on a case by case basis and allow students to make up missed coursework. Should an instructor(s) deny a request for an injury/illness or family emergency the student can contact the academic chair or dean the course reports to for further review.

Student Absence Due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester in writing.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to: copying from another student's test paper; using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test; possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes".

The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program; collaborating with or seeking aid from another student during a test or other assignment without authority; discussing the contents of an examination with another student who will take the examination; divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment; paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program; falsifying research data, laboratory reports, and/or other academic work offered for credit; taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
iv. All written work that is submitted will be subject to review by plagiarism software.

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by Procedures for Fall 2020 Return to Normal Operations. The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Instructors can ask students who do not comply with these requirements to leave class in the interest of everyone's health and safety. They may also report the incidences of non-compliance to the [Campus Assessment, Response, and Evaluation (CARE) Team](). However, at no point should the instructor or other students put themselves into an unsafe situation while attempting to enforce the face-covering policy.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Changes to the Syllabus

The above constitute the tentative plan and procedures for this course. Should circumstances necessitate veering from this plans in the judgement of the instructor, a class vote will be held.