

Instructor: Timothy Morgan, Ph.D.
Course Times & Location: no class location, online section
E-Mail: tmorgan@uttyler.edu (but please contact through Canvas mail)
Office Hours: Tues. 11:00am-12:00pm, 6:00-7:00pm, Thu 12:00-1:00pm and by appt.
- *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

Investigation of issues managers face when trying to lead individuals and organizational units to achieve corporate objectives. Focus of the course emphasizes the individual and group levels of analysis.

Course Description

Organizational behavior (OB) is a field of study that seeks to understand, explain, and improve thinking, attitudes, and behavior in organizations. In this course, we will practically approach the subject of organizational behavior by integrating common issues managers face when leading individuals and organizational units to achieve organizational objectives. We will discuss frameworks that are helpful to make sense of these issues and develop strategies to overcome these managerial difficulties. In this course, we will touch on the individuals, dyads and groups in organizational contexts.

Course Outcomes

With that in mind, the primary objective of this course is to introduce you to various evidence-based frameworks and concepts that, when applied, will increase your leadership effectiveness and, in turn, the performance and commitment of those you lead.

After completing this course, you will be able to:

- Develop an understanding of the theories, principles, terminology, and concepts associated with thoughts, attitudes, and behavior of those in organizations.
- Apply this knowledge to enhance thinking, attitudes, and behavior and ultimately improve performance of individuals and groups in organizations.
 - Build trust of subordinates and peers
 - Manage conflict between diverse stakeholders
 - Employ different levers for motivating employees toward high performance
 - Analyze and solve people-related management problems in an organization
- Know your core strengths and areas of improvement when it comes to your leadership skills
- Lead change initiatives that add value to the organization and its stakeholders



Course Learning Modules

Each learning module on Canvas contains readings and activities designed to help you accomplish specific objectives in each area. All fit together to develop students' knowledge and skills about the overall conceptual space of organizational behavior.

Course Materials

Canvas provides PowerPoint slides, discussions, video lectures, articles, links, assignments, instructions, learning activities, etc. 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 (not Safari) is recommended. Use 24/7 free Canvas Helpline for Canvas technical issues.

Texts that are open source online textbooks to learn foundational theories, principles, terminology and concepts of Organizational Behavior. Canvas pages will link to these resources, but you are free to use others.

Podcasts – including from the award winning series WorkLife by University of Pennsylvania professor and esteemed organizational behavior researcher and author Dr. Adam Grant

Articles – that summarize and apply research that lead to evidence-based practices that you can apply as a leader

Cases & Simulations that allow you to walk in the shoes of leadership in problem situations to practice problem solving skills. NOTE: A fee may be required for simulation materials. Dr. Morgan is still finalizing simulation costs.

Video capture device is a way to capture yourself on video for various course activities, including quizzes.

Course Schedule and Pacing

- Modules start Monday and run for 7 days, with most work ending on Sundays before midnight.
- Modules are usually not open earlier than the week scheduled to be done.
- For best results, complete all the assigned tasks on the Canvas pages for each module.

Week Start Date	Week #:	Modules to Do/Major Assignment to Turn In:
Aug 21	1	Knowing the Field – Saying Hello to Organizational Behavior
Aug 28	2	Developing Your Leadership - Understanding Key Employee Outcomes
Sep 4	3	Developing Your Leadership - Thinking Critically
Sep 11	4	Knowing Yourself - Playing to Your Strengths
Sep 18	5	Knowing Your Team - Accommodating Individual Differences, A
Sep 25	6	Leading Your Team - Influencing Behavior
Oct 2	7	Leading Your Team - Building Credibility
Oct 9	8	Leading Your Team - Engaging Employees
Oct 16	9	Leading Your Team - Reducing Burnout B
Oct 23	10	Leading Your Team - Handling Conflict
Oct 30	11	Leading Your Team - Managing Diversity
Nov 6	12	Leading Yourself - Improving from Feedback and Dealing with Perfectionism D
Nov 13	13	Leading Change - Encouraging Voice
Nov 20	-	NO CLASS – THANKSGIVING BREAK
Nov 27	14	Leading Change - Creating Change and Persuading Stakeholders, C, E
Dec 5	15	NO CLASS – FINALS WEEK, Bonus Module- Handling HOT Topics

Grading

<u>Category</u>	<u>Percentage of Total Grade</u>
Quiz 1 A	15%
Quiz 2 B	15%
Quiz 3 C	15%
Reflected Best-Self Assessment D	27%
Key Management Issue Analysis E	<u>28%</u>
	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 (45% of total grade, 15% for each of 3) Due: Sept 24, Oct 22, Dec 4

What is the purpose of this?

3 quizzes will assess how much you understand and can apply course concepts. Module quizzes typically cover 4-5 topics. Take individually. You get 2 chances to take the quiz with the highest score recorded.

Reflected Best-Self Assessment (27%) Due: November 12

What is the purpose of this?

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

There are 3 principal goals of this assignment: (1) to increase understanding of how others see you at your best; (2) to increase understanding about what kinds of contexts bring out the best in you; and (3) to increase understanding of how you can be your best in your career.

This assignment is based on an exercise used in business schools at the University of Michigan, Harvard University, Carnegie Mellon, MIT, and others. The HBR article, "How to Play to Your Strengths," available on Canvas will be especially helpful in explaining this assignment.

Essentially, the assignment has two parts: one that focuses on what features describe you when you are "at your best," and another that looks at how you might live up to your "best self" in the future. Thus, you will first be asked to complete a personal assessment about occasions on which you have performed at your very best. The assessment requires feedback from at least 10 people (i.e., coworkers, clients, friends, and family) who are asked to describe in detail both the situations and your actions. Unlike traditional models of performance evaluation that typically identify competency gaps, this exercise focuses exclusively on understanding how you are perceived by key constituents when you constructively apply your strengths. This performance-feedback exercise will enable you to create a developmental agenda for leveraging your "best self" and expanding your capacity to add value within your current and future organizations. It also encourages self-reflection on how as managers you might foster an environment in which employees can engage their best selves and work maximally from positions of strength. For instance, are there ways in which you could design or redesign your current or future job so that it would build upon what you are good at? In what ways could this change your focus or the things you spend time on at work? What kinds of tasks, jobs, or career paths would play to your strengths?

Overall, the Best-Self Assignment paper should include (1) a table analyzing the common themes embedded in the feedback you received; (2) a Best Self statement (1 single-spaced page, Times New Roman 12 point font); (3) a description of how you might redesign your job or make career choices so that they are more closely aligned with your best self (1 single-spaced page) and (4) an Appendix that includes a copy of the feedback you received (which may be edited in order to protect the privacy of those who sent it). The Best-Self Assignment is due on November 12 at 11:59pm.

Key Management Issue Analysis: (28%) (GROUP ASSIGNMENT) Due: December 4

The purpose of this assignment is for you to apply what you have learned in this course to a management issue currently facing you or one of your study group members. Each group member should identify a management issue that they are currently facing. The issue should be related to one or more of the topics that we will cover in this course. It should also be broad and complex enough that a multi-step solution is required to address the issue. In your team, you will explain the issue to your group and gather their feedback. After discussing these issues with your team members, the team will select a specific issue to address.

First, you will need to provide a brief summary of the fundamental management issue that you selected to analyze. In doing this, be sure to focus time on diagnosing the underlying problem, not just describing symptoms of the problem. Next, develop a set of solutions to address the management issue based on concepts and models that were discussed in class, covered in the readings, or that you have discovered through your own research. You should describe the decision criteria that you used to arrive at your solutions. You should also describe how your solutions fit with the organization's goals, values, strategy, and current market position. Finally, you should also provide a specific action plan for implementing the solutions, including a discussion of possible challenges and limitations. The report should be no more than 4 single-spaced pages (12-point font, Times New Roman) and is due on ICON by December 4th at 11:59pm.



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.

SUCCESS TIP: A-B students sometimes do this module and sometimes they don't need to bother to get the grade they want. C-D students forget there is a bonus module or don't remember it can only help and never hurt the final grade. Thus, they don't always take advantage of it, or don't prepare for the BONUS quiz and so don't do well, even though they could really use the grade boost.

Class Specific 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 disciplining you for academic dishonesty.

NOTE: Trying to deceive the instructor or grader in your written work is a form of academic dishonesty and will be treated accordingly—zero on the assignment, reported to the Academic Integrity Department and possible failing of the course. If you don't do the work, don't try to fake that you did.

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 **October 30, 2023**

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 5 days late. After this, the quiz/major assignment will no longer be accepted for any amount of credit. The exception is Quiz 5, the BONUS quiz, and any assignments due the last week of class. They cannot be completed late.



- 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 individual 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 when you turn it in. If not, it loses its value.

NOTE: You may not use the Uh-Oh Pass for the Key Management Issue Analysis

Attendance Policy

Not applicable for this online course. Videos, lectures, and learning activities are asynchronous. You will have to make time to meet with some or all members of your group a few times for the group project.

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.

General 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. 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 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. 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. 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.

Recording of Class Sessions

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.