



## **Organizational Behavior**

MANA 5320

Soules College of Business, The University of Texas at Tyler

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**Office:** COB 350.48

**Office Hours:** Tuesday/Thursday 9-2pm and by appointment

**Modality:** Online

### **Textbook and Materials:**

Colquitt, Jason, LePine, Jeffery A., Wesson, Michael J.. (2025). *Organizational Behavior: improving performance and commitment in the workplace* (Ed. 8th). New York: McGraw Hill.

This course investigates the issues managers face when leading individuals and organizational units to achieve corporate objectives, with a focus on both the individual and group levels of analysis. In addition to the required textbook, students will engage with seminal practitioner-oriented research articles that extend their exploration of organizational behavior beyond foundational concepts.

Students will be expected to review several of these articles each week throughout the 7-week course. While these readings may be more challenging to interpret than the textbook, they are highly relevant and will be integral to your preparation for discussion posts and exams. Careful reading and reflection on these articles will help you connect textbook concepts to real-world organizational challenges, strengthening your ability to apply evidence-based insights to leadership, teamwork, and decision-making.

## **Course Description and Objectives**

### **Course Overview:**

This course takes a practical approach to organizational behavior by examining the common challenges managers face in leading individuals, teams, and organizational units toward achieving strategic goals. Through cases and real-world examples, we will explore issues managers encounter in their own organizations and apply frameworks that help interpret these challenges and generate effective solutions. Our discussions will span individual, dyadic, and group levels of analysis, with a primary

focus on organizational contexts.

## Course Outcomes

1. Emphasize the critical thinking skills used in decision making and interpersonal communication in a wide range of organizations (profit, nonprofit and governmental)
2. Develop an understanding of the theories, principles, terminology, and concepts associated with individual, dyadic and group behavior within an organizational context
3. Utilize analytical and integration skills when applying knowledge real workplace context to enhance individual and organizational effectiveness in a complex global economy
4. Develop an understanding of leadership theories and application skills
5. Encourage self-reflection and adaptability regarding your role as a practitioner
6. Identify problematic groups of people in organization and understand their impact in organizations

## Methods of Instructions and Requirements

This online course requires students to engage in self-directed learning, meaning you will take the initiative to navigate and complete course materials. Reliable internet access is essential, as you'll need to use electronic devices like a PC, laptop, or tablet with necessary accessories (keyboard, microphone, mouse, speakers, and webcam) to access and interact with course content. It's important to be familiar with Canvas and its tools via your preferred internet browser (e.g., Google Chrome, MS Edge, Safari, or Firefox) is crucial, along with proficiency in using MS Office programs, PDFs, video software, Google Docs, and email for communication and submission of assignments.

## Tasks

### 1. Readings

This is a 7-week accelerated course. Because the semester is condensed, deadlines and assignments will progress quickly. Students should anticipate completing the equivalent workload of a traditional 15-week course in roughly half the time.

Course materials for the upcoming week will be posted every Sunday by midnight. These will include instructor slide decks with notes, as well as additional readings from scholarly journals, professional sources, and current news outlets.

Each week, students are expected to complete substantial textbook review in addition to multiple article and professional readings. Staying on top of the assigned materials is essential for success in this fast-paced format, as falling behind even a single week can create significant challenges.

Although the course allows for flexibility, it is strongly recommended that students complete the assigned readings early in the week. Doing so will ensure you are fully prepared to participate in discussion posts, quizzes, and to perform well on exams.

## 2. Videos

Your instructor may provide a lecture video that is 5-8 minutes long for some topics, highlighting the objectives, key concepts, and relevant cases. Additionally, supplementary videos may be provided to support the lectures and discussions.

## 3. Discussion Posts

Throughout the semester, you will complete three structured discussions designed to foster critical engagement with course concepts and their application to organizational practice. For each discussion, you will submit one original post of approximately 600–750 words (roughly two double-spaced pages). Your post should demonstrate thoughtful analysis of the discussion topic, integrate insights from the textbook, incorporate at least one scholarly source, and draw upon one professional or industry source such as SHRM, Harvard Business Review, the Bureau of Labor Statistics, or consulting reports. Strong posts will move beyond summary to clearly apply theory to practice or current OB events, weigh alternative viewpoints, and thoughtfully consider implications. All posts must be written in a professional, graduate-level tone and include proper APA citations.

In addition to your main post, you are required to respond to **two** of your classmates with comments of 150–250 words each. These responses should be substantive and extend the discussion by introducing additional evidence, offering alternative perspectives, or providing constructive critique. Professionalism, collegiality, and clarity are expected in all interactions.

Each discussion is worth 100 points. The main post is worth 70 points, assessed on the quality of content and critical thinking (30 points), integration of evidence from both scholarly and professional sources (20 points), and the application of theory to organizational practice (20 points). Peer responses account for 20 points in total (10 points each) and writing quality and professionalism account for the final 10 points. A detailed rubric for discussion grading can be found on page 13 of this syllabus.

Please note the following policies. Posts that do not meet the minimum word requirement will be proportionally penalized (for example, submitting 300 words when 600 is required would cap your score at 50%). Posts missing one or more of the required sources will automatically lose 10 points. Late submissions will be penalized 30 points for every 24-hour period past the deadline. No late work will be accepted more than three days after the due date.

### ***Graduate-Level Focus***

These discussions are intended to simulate professional-level HR dialogues where leaders must draw on **research, evidence, and practical insights** to make decisions. Superficial or purely opinion-based responses will not meet expectations.

## 4. Quizzes

Each week, you will complete a quiz consisting of three to five multiple-choice questions per assigned article. Quizzes are due every Sunday night at 11:59pm and will be delivered through Canvas. The questions will be drawn specifically from the practitioner-oriented research articles assigned throughout the semester and are intended to serve as a form of participation, ensuring that students are engaging with the readings.

In addition, quizzes are designed to help you prepare for the exams, which will also include content from the assigned articles. Quizzes are **open-note**, and you may refer to the assigned articles while completing them. However, quizzes must be completed individually; collaboration with peers is not permitted. Quizzes will not require Respondus.

There will be a total of **seven quizzes**, with your lowest quiz score automatically dropped. You will have **one hour** to complete each quiz.

## 5. Exams

There will be two required timed exams during the course. Each exam will assess material from lectures, textbook content, and assigned articles.

### Exam Details:

- **Format:** Non-cumulative, closed-book
- **Questions:** 80 multiple-choice and true/false questions per exam
- **Points:** Each exam is worth 125 points
- **Time Limit:** 90 minutes; the exam will automatically close when time expires
- **Platform:** Administered through **Canvas Quizzes**

### Exam Rules:

- Closed-book: no notes, slides, textbooks, or outside resources
- No assistance from others is permitted

**\* The exam will be virtually proctored by a proctoring program, *Respondus*, which requires the use of *LockDown Browser* and a *webcam*. Please read the instructions below carefully and thoroughly.**

### **LockDown Browser + Webcam Requirement for *Respondus proctoring***

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable.

Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature.

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml> **Download**

#### **Instructions**

- Select a quiz from the course
- If you have not already installed LockDown Browser, select the link to download the application and follow the installation instructions
- Return to the quiz page in a standard browser
- LockDown Browser will launch and the quiz will begin

Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it.

#### **Guidelines**

When taking an online exam, follow these guidelines:

- Select a location where you are comfortable having a video recording taken of yourself and your workspace environment. This area should be free of distractions and interruptions.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
  - Avoid wearing baseball caps or hats with brims
    - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
    - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
    - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)

- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

### Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- 24/7/365 Live Chat Support is also available from the Help Center, or from within the "it's not working" troubleshooter.
  - Respondus has a Knowledge Base available from [support.respondus.com](https://support.respondus.com). Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
  - If you're still unable to resolve a technical issue with LockDown Browser, go to [support.respondus.com](https://support.respondus.com) and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

To ensure the smooth use of the virtual proctoring system, students will complete a **presemester quiz during the first week of the semester** that requires the use of LockDown Browser and a webcam. Students are responsible for installing the necessary software and ensuring they have a functioning webcam by the start of the first week.

## 5. Online Attendance Policy & Participation Expectations

This course is offered in an asynchronous format to accommodate students' needs and schedules. To gain the most from this course, students are expected to put forth meaningful effort and commit a certain amount of time. Course engagement counts as attendance. You must log in to Canvas at least once daily and participate actively in lectures, readings, discussions, and all required activities. Spend at least 9 hours per week on the Canvas course pages.

### Grades

#### Assignment Points

Discussions	100
Quizzes	150
Exam 1	125
Exam 2	125
<b>Total</b>	<b>500</b>

## Grading Scale

- **A:** 90% and above
- **B:** 80% – 89.99%
- **C:** 70% – 79.99%
- **D:** 60% – 69.99%
- **F:** Below 60%

## Extra Credit

Extra credit may be offered in the course, but this will be revisited later during the semester after Exam 1.

## Course Policies

### 1. Absences

Students may excuse their absence (not participating in class assignments on time) if the absence was due to an excused reason. The excused situations include university approved events or activities, religious holidays/observance, active military service, jury duty, and injury, illness, death, or major illness in a student's immediate family. Students will need to inform the instructor via email as soon as the situation occurs. A copy of proof of eligible will be needed. If your absence makes you miss an exam, it must be rescheduled for the time and date that falls within a reasonable range.

### 2. Late work

In order to receive full credit, assignments must be submitted by the due date and time specified. **Late Work** incurs -30 points per 24 hours. No assignments will be accepted after 3 days past the deadline.

### 3. Make Up Procedures

If you must miss an assignment, make every effort to contact me before the due date. Failure to do so may result in a zero for that assignment. Make-ups, if permitted, must be completed within a week of the scheduled due date. If you miss an exam, the format of the make-up exam—whether multiple-choice, short answer, or essay—will be at my discretion, if a make-up is allowed.

### 4. Copyright

All course materials are reserved only for the use of students enrolled in the course and only for educational purposes. Your instructor and the UT Tyler hold copyright in the materials they

create. Therefore, students are not allowed to reproduce, distribute, or publicly post their Course Materials without express instructor permission from the instructor.

## 5. AI policy

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

**AI may be used only in specific assignments or situations, and any use must be appropriately acknowledged. AI tools are not permitted for examinations or quizzes.** You may, however, use AI to polish your discussion posts and responses. This means using AI to check grammar, syntax, clarity, and flow—not to generate answers or compose responses on your behalf. It is obvious when AI has generated writing versus has polished original work. **Generating responses for discussion posts is a breach of academic integrity.**



## UNIT 1: FOUNDATIONS OF OB (Ch. 1–6)

### Week 1 (Aug 26–Aug 28)

- **Ch. 1: What Is Organizational Behavior?**
  - Pfeffer, J., & Sutton, R. I. (2006). Evidence-based management. *Harvard Business Review*, 84(1), 62–74.
  - Rousseau (1995). Psychological Contracts in Organizations.
- **Ch. 2–3: Job Performance & Organizational Commitment**
  - Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89.
- **Quiz 1 Due (Sep 1, 11:59pm)**

### Week 2 (Sep 2–Sep 4)

- **Ch. 4: Job Satisfaction**
  - Judge, T. A., Weiss, H. M., Kammeyer-Mueller, J. D., & Hulin, C. L. (2017). Job attitudes, job satisfaction, and job affect: A century of continuity and change. *Journal of Applied Psychology*, 102(3), 356–374.
- **Ch. 5–6: Stress & Motivation**
  - Karasek, R. A. (1979). Job demands, job decision latitude, and mental strain: Implications for job redesign. *Administrative Science Quarterly*, 24(2), 285–308.
  - Latham, G. P., & Pinder, C. C. (2005). Work motivation theory and research at the dawn of the twenty-first century. *Annual Review of Psychology*, 56, 485–516.
  - Amabile, T., & Kramer, S. (2011). The power of small wins. *Harvard Business Review*, 89(5), 70–80.
- **Discussion Post 1 Due (Sep 4, 11:59pm)**
- **Quiz 2 Due (Sep 8, 11:59pm)**

### Week 3 (Sep 9–Sep 11)

- **Ch. 7: Trust, Justice, & Ethics**
  - Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology*, 86(3), 386–400.
  - Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review*, 20(3), 709–734.
  - Bazerman, M. H., & Tenbrunsel, A. E. (2011). Ethical breakdowns. *Harvard Business Review*, 89(4), 58–65.
- **Ch. 8: Learning & Decision Making**
  - Kahneman, D., & Klein, G. (2009). Conditions for intuitive expertise: A failure to disagree. *American Psychologist*, 64(6), 515–526.
- **Exam 1 (Ch. 1–8) – Sep 11**
- **Quiz 3 Due (Sep 15, 11:59pm)**

## UNIT 2: INDIVIDUAL DIFFERENCES (Ch. 9–10)

### Week 4 (Sep 16–Sep 18)

- **Ch. 9: Personality & Cultural Values**
  - Barrick, M. R., & Mount, M. K. (1991). The big five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44(1), 1–26.
  - Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science*, 2(4), 313–345.
- **Ch. 10: Ability**
  - Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, 124(2), 262–274.
  - Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluations traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology*, 86(1), 80–92.
- **Discussion Post 2 Due (Sep 18, 11:59pm)**
- **Quiz 4 Due (Sep 22, 11:59pm)**

## UNIT 3: GROUP MECHANISMS (Ch. 11–14)

### Week 5 (Sep 23–Sep 25)

- **Ch. 11–12: Teams: Characteristics, Diversity & Processes**
  - Jehn, K. A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict. *Administrative Science Quarterly*, 40(2), 256–282.
  - Mathieu, J. E., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997–2007: A review of recent advancements and a glimpse into the future. *Journal of Management*, 34(3), 410–476.
  - Katzenbach, J. R., & Smith, D. K. (1993). The rules for managing cross-functional reengineering teams. *Planning Review*, 21(2), 12–13.
- **Ch. 13: Leadership: Power & Negotiation**
  - French, J. R. P., Jr., & Raven, B. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in social power* (pp. 150–167). University of Michigan, Institute for Social Research.
- **Quiz 5 Due (Sep 29, 11:59pm)**

### Week 6 (Sep 30–Oct 2)

- **Ch. 14: Leadership: Styles & Behaviors**
  - Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19–31.
  - Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89(5), 755–768.
  - Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, 60, 421–449.
  - Goleman, D. (2017). Leadership that gets results. In *Leadership Perspectives* (pp. 85–96). Routledge.
- **Discussion Post 3 Due (Oct 2, 11:59pm)**
- **Quiz 6 Due (Oct 6, 11:59pm)**

## UNIT 4: ORGANIZATIONAL SYSTEMS (Ch. 15–16)

### Week 7 (Oct 7–Oct 11)

- **Ch. 15: Organizational Structure**
  - Mintzberg, H. (1980). Structure in 5's: A Synthesis of the Research on Organization Design. *Management science*, 26(3), 322-341.
- **Ch. 16: Organizational Culture**
  - Chatman, J. A., & Jehn, K. A. (1994). Assessing the relationship between industry characteristics and organizational culture: How different can you be? *Academy of Management Journal*, 37(3), 522–553.
  - Schneider, B. (1987). The people make the place. *Personnel Psychology*, 40(3), 437–453.
  - Kotter, J. P. (2007). Leading change: Why transformation efforts fail. In *Museum Management and Marketing* (pp. 20–29). Routledge.
- **Quiz 7 Due (Oct 9th, 11:59pm)**
- **Final Exam (Ch. 9–16) – Oct 11**

## Graduate Discussion Post Rubric (100 points total)

### Main Post (70 points total)

- **Content & Critical Thinking (30 pts)**
  - Exceptional: Deep analysis, evaluates multiple perspectives, draws meaningful implications (27–30).
  - Proficient: Clear analysis, some critical insight, implications present but underdeveloped (24–26).
  - Developing: Mostly descriptive with limited analysis or shallow insight (21–23).
  - Minimal: Off-topic, opinion-only, or lacks meaningful engagement (0–20).
- **Integration of Evidence (20 pts)**
  - Exceptional: At least **1 scholarly + 1 professional/industry source**, properly cited APA, seamlessly integrated (18–20).
  - Proficient: Sources included but limited, citations not fully consistent (15–17).
  - Developing: Minimal reliance on sources, textbook only (12–14).
  - Minimal: No outside sources (0–11).
- **Application to Practice (20 pts)**
  - Exceptional: Clear, specific, and relevant application to **real-world HR/organizational practice** (18–20).
  - Proficient: Some application but general or incomplete (15–17).
  - Developing: Weak or surface-level application (12–14).
  - Minimal: No application to practice (0–11).

### Peer Responses (20 points total)

- **Two Responses Required (10 pts each)**
  - Exceptional: 150–250 words; adds new evidence, thoughtful critique, or extends conversation (9–10).
  - Proficient: Engages meaningfully but lacks depth or originality (7–8).
  - Developing: Primarily affirmational or surface-level (5–6).
  - Minimal: Inadequate, off-topic, or missing (0–4).

### Writing & Professionalism (10 points total)

- Exceptional: Clear, professional, well-structured, graduate-level writing; minimal grammar errors (9–10).
- Proficient: Generally clear; occasional grammar/structure issues (7–8).
- Developing: Noticeable grammar/clarity problems, tone not consistently professional (5–6).
- Minimal: Writing difficult to follow, unprofessional tone (0–4).