



## Organizational Behavior

MANA 3315

Soules College of Business, The University of Texas at Tyler

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**Office Hours:** Monday/Wednesday 10:30am-3:30pm

**Room:** Soules Coll of Business 00103

**Modality:** In-Person

### 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 employees 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 our exploration of organizational behavior beyond foundational concepts.

## Course Description and Objectives

### Course Overview:

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 rely on cases and illustrative examples of issues managers face in their own organizational settings. In doing so, 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 individual, dyadic and group levels of analysis, primarily focusing on organizational contexts.

## Course Outcomes

1. **Apply critical thinking skills** to analyze workplace decisions, interpersonal communication, and behavioral challenges across a variety of organizational settings (e.g., for-profit, nonprofit, and public organizations).
2. **Explain key theories, concepts, and terminology** related to individual, interpersonal, and group behavior in organizations.
3. **Apply organizational behavior concepts** to real-world workplace situations in order to improve individual performance and organizational effectiveness in a dynamic business environment.
4. **Describe major leadership theories and styles** and evaluate how leadership behaviors influence motivation, performance, and team outcomes.
5. **Develop self-awareness and adaptability** by reflecting on personal attitudes, behaviors, and strengths relevant to working in organizations.
6. **Identify common group and team challenges** in organizations (e.g., conflict, social loafing, diversity dynamics) and assess their impact on employee experiences and organizational outcomes.

## 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

All course materials will be provided every Sunday by midnight (at the latest) for the upcoming week. This includes instructor slide decks with notes and any additional readings from journals, news sources, or other professional materials.

Each week, students will be responsible for textbook review and slide decks.

Although the course is largely self-paced, it is strongly recommended that students complete the assigned readings early in the week so they are prepared to engage fully in discussion posts, quizzes, and exams.

## 2. Discussion Posts

Throughout the semester, you will participate in **three discussion forums**. For each, you must submit an **original post (300–450 words)** and a **response to at least one peer (100–200 words)**.

- **Original Post:** Share how course topics are relevant to your career/life preparation, or how you have seen these topics applied in the news, workplace, or community. Each post should demonstrate thoughtful reflection and application of course materials (textbook, lectures, assigned media).
- **Response to Peer:** Briefly (100–200 words) respond to a classmate in a way that is respectful, relevant, and contributes to their thinking.

### Evaluation

1. Original post (300–450 words) + peer response (100–200 words) = **100 points**
2. Original post only = **80 points**
3. Peer response only = **20 points**
4. No post or response = **0 points**

### Policies

- **Word Count Penalties:** Falling short of the minimum word count will result in proportional grade reductions.
- **Timeliness:** Each assignment is due by 11:59pm on the due date. Late submissions lose **10 points per 24 hours** up to 10 business days (after which no credit is awarded).

Discussions are intended to help you connect HR concepts to **personal experiences and everyday contexts**, and to demonstrate understanding of the material through applied reflection.

## 3. Group Case Analysis and Presentation

### Purpose

The Group Case Analysis and Presentation is designed to help students apply Organizational Behavior concepts to realistic workplace situations involving teams, leadership, conflict, decision making, and organizational systems. Working in small groups, students will analyze a real or realistic organizational case and develop evidence-based recommendations grounded in course concepts.

### Learning Objectives

By completing this assignment, students will be able to:

- Apply Organizational Behavior theories and concepts to real-world organizational problems
- Analyze group dynamics, leadership behavior, and organizational context
- Integrate multiple OB topics (e.g., motivation, trust, conflict, leadership, culture) into a cohesive analysis
- Develop practical, theory-informed recommendations
- Communicate ideas effectively in both written and oral formats
- Collaborate productively in a team setting

## Assignment Overview

Students will be assigned to groups of **3–5 members (depending on class size)**. Each group will analyze an assigned or instructor-approved organizational case that illustrates challenges related to teamwork, leadership, or organizational effectiveness.

Groups will:

1. Identify the **core organizational problem(s)** presented in the case
2. Apply **relevant OB concepts and theories** from the course (e.g., motivation, team processes, leadership styles, power, trust)
3. Evaluate the **behavioral causes and consequences** of the issues
4. Propose **practical, evidence-based recommendations** for improvement
5. Reflect on how the case illustrates broader OB principles

## Deliverables

- **Written Case Analysis** (5–7 pages, double-spaced)
  - Brief case summary
  - Identification of key OB issues
  - Application of at least **3–5 course concepts or theories**
  - Analysis and recommendations
  - Conclusion linking theory to practice
- **Group Presentation** (in-class)
  - Overview of the case and key issues
  - Application of OB concepts
  - Recommended actions and expected outcomes
  - Visual support (slides required)

## Evaluation Criteria

Assignments will be evaluated based on:

- Quality and accuracy of OB concept application
- Depth of analysis and critical thinking
- Strength and feasibility of recommendations
- Clarity, organization, and professionalism of written work

- Effectiveness of the group presentation
- Evidence of collaboration and equitable contribution

## Peer Evaluation

To encourage accountability, students may be asked to complete a confidential peer evaluation assessing individual contributions to the group's work. Peer evaluations may influence individual grades.

## Submission & Presentation Format

- Written analyses must be submitted via **Canvas**
- Presentations will be delivered **in class**

## 4. Exams

There will be two required timed exams, and one optional final cumulative exam (that can be taken during the final exam week to replace your lowest scoring exam). Each exam will cover all lectures, textbook content, and supplementary materials. Please review the following important information:

- Exam 1 and Exam 2: Non-cumulative. Closed book. 60 multiple-choice and true/false questions for each. Each will be worth 125 points.
- Exam length: 75-minute limits. The exam will be automatically shut down at the end of 75 minutes.
- Exam environment: Exams will be administered through Canvas Quizzes. They are closed-book, and students are not permitted to use slides, notes, or texts, nor receive assistance from others.

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

## 5. Participation and Attendance

Participation and attendance account for **20% of the final course grade**. Because this is a small class, the course is designed as an interactive, discussion-based learning experience, and **regular attendance and active participation are mandatory**.

Attendance will be **recorded at every class meeting**, and participation will be **actively monitored and evaluated** throughout the semester. Participation includes, but is not limited to:

- Attending class on time and remaining for the full class period

- Actively contributing to class discussions and in-class activities
- Engaging respectfully and constructively with peers during group work
- Demonstrating preparation by completing assigned readings and materials

## Absence Policy

Students are permitted up to **two (2) absences** during the semester without penalty. **All absences must be excused** and supported by appropriate documentation or prior approval from the instructor when possible.

Any **absences beyond the first two excused absences** will result in a **2-point reduction to the overall course average per absence**, up to a **maximum deduction of 20 points** from the final course grade.

Simply being present does not constitute participation. Students are expected to be actively engaged in class activities and discussions. Repeated lack of engagement may negatively affect the participation component of the course grade, even if attendance requirements are met.

Absences due to documented medical issues, university-sponsored activities, or other approved circumstances will be considered in accordance with university policy.

### **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 commitment. I will monitor student activity and participation in this class.

### Grades

Graded Assignments	Points
Discussions	100 points
Group Case Analysis	50 points
Group Presentation	50 points
Exam 1	100 points
Exam 2	100 points
Attendance and Participation	100 points
<b>Total</b>	<b>500 points</b>



<b>Grading Scale</b>	<b>A:</b> 90% and above <b>B:</b> 80% - 89.99%
	<b>C:</b> 70% - 79.99% <b>D:</b> 60% - 69.99% <b>F:</b> Below 60%

## Extra Credit

Extra credit may be offered in the course, but this will be revisited later during the semester following the review of class averages.

## 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.

# Course Outline: Organizational Behavior

**Meeting Days:** Mondays & Wednesdays

**Semester:** January 12, 2026 – May 2, 2026

## UNIT 1: FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR

### Week 1

**Mon, Jan 12**

- Course overview and expectations
- Getting to know you

**Wed, Jan 14**

- **Ch. 1: What Is Organizational Behavior?**
- Applying OB concepts to the workplace

### Week 2

**Mon, Jan 19**

- **Martin Luther King, Jr. Holiday — No Class**

**Wed, Jan 21**

- **Ch. 2: Job Performance**

### Week 3

**Mon, Jan 26**

- **Ch. 3: Organizational Commitment**

**Wed, Jan 28**

- **Ch. 4: Job Satisfaction**
- *Discussion Post 1 due Feb 1 at midnight*

### Week 4

Mon, Feb 2

- **Ch. 5: Stress**

Wed, Feb 4

- **Ch. 6: Motivation**

## **UNIT 2: FOUNDATIONS CONTINUED**

### **Week 5**

Mon, Feb 9

- **Ch. 7: Trust, Justice, & Ethics**

Wed, Feb 11

- **Ch. 8: Learning & Decision Making**

### **Week 6**

Mon, Feb 16

- **Exam 1 Review (Ch. 1–8)**

Wed, Feb 18

- **In-Class Exam 1**

## **UNIT 3: INDIVIDUAL DIFFERENCES**

### **Week 7**

Mon, Feb 23

- **Ch. 9: Personality & Cultural Values**

Wed, Feb 25

- **Ch. 10: Ability**
- *Discussion Post 2 due Mar 1 at midnight*

## **UNIT 4: GROUP MECHANISMS**

## **Week 8**

Mon, Mar 2

- **Ch. 11: Teams — Characteristics & Diversity**

Wed, Mar 4

- **Ch. 12: Team Processes & Outcomes**

## **Week 9**

Mar 9–Mar 13

- **Spring Break — No Classes**

## **Week 10**

Mon, Mar 16

- **Ch. 13: Leadership — Power & Negotiation**

Wed, Mar 18

- **Ch. 13 continued**

## **Week 11**

Mon, Mar 23

- **Ch. 14: Leadership — Styles & Behaviors**

Wed, Mar 25

- Leadership synthesis and applications
- *Discussion Post 3 due Mar 29 at midnight*

# **UNIT 5: ORGANIZATIONAL SYSTEMS**

## **Week 12**

Mon, Mar 30

- **Ch. 15: Organizational Structure**
- *Last day to withdraw from course*

Wed, Apr 1

- **Flex / Catch-up day**

### **Week 13**

Mon, Apr 6

- **Ch. 16: Organizational Culture**

Wed, Apr 8

- **Ch. 16 continued**

## **UNIT 6: APPLICATION & ASSESSMENT**

### **Week 14**

Mon, Apr 13

- **Case Analysis Project Presentations – Day 1**
- Case Analysis write-up is due for presenting groups before class.

Wed, Apr 15

- **Case Analysis Project Presentations – Day 2**
- Case Analysis write-up is due for presenting groups before class.

### **Week 15**

Mon, Apr 20

- **Exam 2 Review (Ch. 9–16)**

Wed, Apr 22

- **In-Class Exam 2**

## **FINAL EXAM PERIOD**

### **Week 16 (Apr 27–May 1)**

- **Optional Cumulative Final Exam (Ch. 1–16) — Online**
- **Due May 1 at midnight**

## **Discussion Post Rubric (100 points total)**

### **Main Post (70 points total)**

- **Content & Reflection (30 pts)**
  - Exceptional: Thoughtful reflection; connects course concepts to personal experience, news, or community; clear and relevant insights (27–30).
  - Proficient: Addresses the prompt with some reflection; ideas are somewhat developed (24–26).
  - Developing: Basic response, descriptive, or lacks depth (21–23).
  - Minimal: Very limited, off-topic, or superficial (0–20).
- **Use of Course Material (20 pts)**

- Exceptional: Effectively incorporates course concepts from the **textbook, lectures, or media** (18–20).
- Proficient: Mentions course concepts but not fully applied (15–17).
- Developing: Limited reference to course material (12–14).
- Minimal: No course material referenced (0–11).
- **Application to Career/Life (20 pts)**
  - Exceptional: Provides clear examples of how HR concepts apply to personal goals, workplace, or community issues (18–20).
  - Proficient: Some application but general or vague (15–17).
  - Developing: Weak or surface-level application (12–14).
  - Minimal: No application (0–11).

### **Peer Response (20 points total)**

- **One Response Required (100–200 words)**
  - Exceptional: Meaningfully engages with peer's post, adds perspective, respectful tone (18–20).
  - Proficient: Responds clearly but lacks depth or extension (15–17).
  - Developing: Basic or mostly affirmational ("I agree...") (12–14).
  - Minimal: Inadequate or missing response (0–11).

### **Writing & Professionalism (10 points total)**

- Exceptional: Clear, organized, appropriate tone, few errors (9–10).
- Proficient: Mostly clear, minor grammar/structure issues (7–8).
- Developing: Some clarity/grammar issues, limited organization (5–6).
- Minimal: Difficult to follow, poor grammar, unprofessional tone (0–4).