



Organizational Behavior

MANA 3315

Soules College of Business, The University of Texas at Tyler

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Office: COB 350.48

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

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 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. Videos/Audios

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

3. 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.

4. Assignments

In addition to exams and participation, students will complete **three major assignments** throughout the semester. These assignments are designed to apply key concepts from the textbook *Organizational Behavior: Improving Performance and Commitment in the Workplace* (Colquitt, LePine, & Wesson, 8th ed.) to real-world organizational contexts. Each assignment emphasizes critical thinking, practical application, and clear communication.

More detailed information regarding the semester assignments, including grading rubrics and specific expectations, will be provided as the course progresses.

All assignments must be submitted via Canvas by 11:59pm on the due date. Late submissions will incur a 20-point deduction for each 24-hour period late, up to 5 days (after which no credit is awarded).

5. 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.**

LockDown Browser + Webcam Requirement for *Respondous 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. 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 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
Assignments	150 points
Exam 1	125 points
Exam 2	125 points
Total	500 points

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 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.

UNIT 1: FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR (Ch. 1–6)

Week 1 (Jan 12–Jan 16)

- Ch. 1: What Is Organizational Behavior?
- Course overview and expectations

Week 2 (Jan 19–Jan 23)

- Ch. 2–3: Job Performance & Organizational Commitment

Week 3 (Jan 26–Jan 30)

- Ch. 4: Job Satisfaction
- Discussion Post 1 (Due Feb 1st at midnight)

Week 4 (Feb 2–Feb 6)

- Ch. 5–6: Stress & Motivation
- **Assignment 1 Due (Feb 8th at midnight)**

UNIT 2: FOUNDATIONS CONTINUED (Ch. 7–8)

Week 5 (Feb 9–Feb 13)

- Ch. 7: Trust, Justice, & Ethics
- Ch. 8: Learning & Decision Making
- **Exam 1 (Ch. 1–8) (Due Feb. 15th at midnight)**

UNIT 3: INDIVIDUAL DIFFERENCES (Ch. 9–10)

Week 6 (Feb 16–Feb 20)

- Ch. 9: Personality & Cultural Values

Week 7 (Feb 23–Feb 27)

- Ch. 10: Ability

- Discussion Post 2 (**Due March 1st at midnight**)

UNIT 4: GROUP MECHANISMS (Ch. 11–14)

Week 8 (Mar 2–Mar 6)

- Ch. 11–12: Teams—Characteristics, Diversity, & Processes
- **Assignment 2 (Due March 8th at midnight)**

Week 9 (Mar 9–Mar 13)

- **Spring Break — No Classes**

Week 10 (Mar 16–Mar 20)

- Ch. 13: Leadership—Power & Negotiation

Week 11 (Mar 23–Mar 27)

- Ch. 14: Leadership—Styles & Behaviors
- Discussion Post 3 (**Due March 29th at midnight**)

UNIT 5: ORGANIZATIONAL SYSTEMS (Ch. 15–16)

Week 12 (Mar 30–Apr 3)

- Ch. 15: Organizational Structure

Week 13 (Apr 6–Apr 10)

- Ch. 16: Organizational Culture
- *Last day to withdraw from course: Mar 30*

UNIT 6: INTEGRATION & APPLICATION

Week 14 (Apr 13–Apr 17)

- Integration of OB concepts across individual, group, and organizational levels

- **Assignment 3 (Due April 19th at midnight)**

Week 15 (Apr 20–Apr 24)

- **Exam 2 (Ch. 9-16 and integration topics) (Due April 26th at midnight)**

FINAL EXAM PERIOD

Week 16 (Apr 27–May 1)

- **Optional Final Exam (Ch. 1-16) (Due May 1st at midnight)**

Undergraduate 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).