



**MANA 5320 Organizational Behavior**

Soules College of Business  
The University of Texas at Tyler

**FALL 2025 (Executive MBA)**

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Mobile:

MANA 5320 Fall 2025 has 7 (seven) class meetings.

Week #	Class Date(s)	Class Time
W1	September 13	10:00 am – 4:00 pm
W2	September 26	5:00 pm – 9:00 pm
	September 27	8:00 am – 10:00 am
W3	October 11	10:00 am – 4:00 pm
W4	October 24	5:00 pm – 9:00 pm
	October 25	8:00 am – 10:00 am
W5	November 7	5:00 pm – 9:00 pm
	November 8	8:00 am – 10:00 am
W6	November 21	5:00 pm – 9:00 pm
	November 22	8:00 am – 10:00 am
W7	December 5	5:00 pm – 9:00 pm
	December 6	8:00 am – 10:00 am

Location: SCOB 321

Office Hours: Appointments by request

**INTRODUCTION**

In this course, we will explore organizational behavior through the lens of social psychology, particularly within the healthcare setting. Our focus will be on the behavioral dynamics that influence how healthcare managers lead themselves, individuals, teams, and entire units to affect organizational outcomes. This course will be predominantly Socratic, with a strong emphasis on in-class discourse. We will use established mental frameworks to understand human actions and develop strategies to effectively address behavior in the context of work organizations. The course will cover individual, dyadic, and group levels of analysis, with an emphasis on how these dynamics play out in healthcare organizations.



## **REQUIRED TEXTBOOK**

Supplemental reading materials provided by the instructor.

## **LEARNING OBJECTIVES**

The objective of this course is to improve your knowledge in the following areas:

1. Develop a foundational understanding of individual, dyadic, group, and organizational behavior, including relevant theories, principles, and terminology.
2. Cultivate critical thinking and interpersonal communication skills to support effective decision-making across diverse organizational contexts, including for-profit, nonprofit, and public sectors.
3. Apply analytical and integrative skills to evaluate behavioral dynamics and enhance individual and organizational performance within complex, global work environments.
4. Understand and apply leadership theories and frameworks, leveraging self-awareness and reflective practice to strengthen personal leadership capacity.
5. Analyze and address performance challenges by interpreting social and organizational dynamics, including identifying patterns of dysfunction or conflict and their impact on workplace outcomes.
6. Foster adaptability and professional growth through ongoing self-assessment and reflection on one's role and impact as an organizational practitioner.

## **CLASS ATTENDANCE**

The Executive MBA Healthcare Management program is a face-to-face weekend cohort model. It is expected that executive students will be present face-to-face in COB 321 on the outlined weekends. In some cases, extenuating circumstances may warrant special accommodations to be made between the student and faculty member. Students are expected to contact and receive prior approval from the faculty member. Please refer to the specific course policy on attendance as outlined below.

Attending all class sessions demonstrates the learner's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. Excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook. One unexcused absence may result in a final grade reduced by one letter grade. Two or more unexcused absences from class will likely result in a grade of Incomplete (I) requiring the student to retake the course.

## **CLASS PARTICIPATION**

First, I expect you to frequently push back and challenge me, and your classmates, with critical thought.

Second, class discourse and deep critical participation are vital components of this course, as they directly contribute to your understanding and application of the complex psychological and behavioral dynamics at play within healthcare organizations. Through active engagement in discussions, you will not only refine your critical thinking skills but also enhance your ability to apply behavioral frameworks to real-world challenges. This course is designed to be highly interactive, and your contributions during class will be instrumental in shaping our collective learning experience.

Third, the emphasis on discourse reflects the importance of collaborative learning in understanding diverse perspectives and developing innovative strategies for effective leadership in healthcare settings. Given the critical role of class participation in mastering the course content, it will account for 30 percent of your final grade. This significant weight underscores the expectation that each student will actively engage, challenge assumptions, and contribute meaningfully to the shared learning environment.



## **COURSE STRUCTURE OVERVIEW**

This course is designed to be highly interactive, engaging students in a series of interim projects that build upon each other, leading to a comprehensive final project. Throughout the course, students will be expected to actively participate in discussions, challenge assumptions, and apply the behavioral frameworks we explore to real-world healthcare scenarios.

### **Interim Projects**

Over the course of six weeks, students will complete a series of interim projects that are strategically designed to deepen their understanding of key concepts in organizational behavior. These projects will focus on personal reflection, group dynamics, perception, cognitive biases, organizational culture, and leadership. Each project will be discussed and critiqued in class, fostering a collaborative learning environment.

### **Final Project**

In the final week, students will present a comprehensive organizational behavior strategy that addresses a significant challenge in a healthcare setting. This group project will integrate insights and skills developed through the interim projects and class discourse. The final presentation will serve as a culmination of the course, allowing students to demonstrate their ability to apply theoretical knowledge to practical organizational challenges.

#### **Week 1: Introduction to Organizational Behavior**

**Question:** What makes us uniquely human, and why does that matter?

#### **Week 2: Perception and Reality in Organizations**

**Question:** How do our perceptions shape what we see, and why does this matter?

#### **Week 3: Cognitive Processes and Change**

**Question:** What influences our thinking during change and why does this matter?

#### **Week 4: Organizational Artifacts and Culture**

**Question:** What do we mean that everything is an artifact, and why does that matter?

#### **Week 5: Self-Reflection and Leadership**

**Question:** How does self-perception impact behavior, and why does that matter?

#### **Week 6: Group Dynamics and Team Effectiveness**

**Question:** How do group dynamics influence behavior, and why does that matter?

#### **Week 7: Final Presentations**



### GRADING BREAKDOWN

Class Participation and Discourse: 30%

Interim Projects (collectively): 40%

Final Project: 30%

### GRADING SCALE

A (90-100 %)	Excellent work and evidence of achieving each of the learning objectives at an expert level
B (80-89 %)	Good work and evidence of achieving each of the learning objectives at a mastery level
C (70-79 %)	Average work and evidence of achieving each of the learning objectives at a modest level
D (60-69 %)	Poor work and little or no evidence of achieving each of the learning objectives
F (59 % and below)	Unacceptable work and no evidence of achieving each of the learning objectives

### COURSE CONDITIONS AND CONSTRAINTS

As an MBA student, you must be able to demonstrate the following conditions and constraints to be successful in this course.

- Use scholarly (academic) voice to express your research and define the intellectual boundaries of your work;
- Demonstrate a clear focus in your work on the research phenomenon under investigation—be prepared to articulate your work at any time;
- Write clearly and concisely using APA 7th formatting guidelines;
- Retrieve articles using the various research repositories including the UT Tyler online library system, ProQuest, Google Scholar, etc;
- Cite sources, giving credit to where you obtain information—ALWAYS!
- Engage in academic discourse with others to understand their perspective and demonstrate scholarly professionalism when communicating;
- Make the commitment to spend the hours needed to successfully leave this course competent in the outlined learning objective.

### MAKE-UP WORK AND LATE WORK

Make-Up work is allowed with a medical/official university business excuse with proper documentation. Otherwise, late work **will not** be accepted unless approved by the instructor ahead of time for special cases.



## **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.

## **UNIVERSITY AND COLLEGE POLICIES:**

### **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.

### **College of Business & Technology Core Values**

- Professional Proficiency
- Technological Competence
- Global Awareness
- Social Responsibility
- Ethical Courage

### **Academic Dishonesty Statement**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion, and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

See <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>



**PLEASE NOTE:** Academic honesty is expected in all work submitted to the course. Plagiarism and dishonesty will not be tolerated, and learners should be aware that all work is subject to full investigation by instructor including the examination of computer reports for suspicious patterns and the use of plagiarism detection software.

### **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: <https://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **UT Tyler Honor Code**

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.

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### **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](http://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

#### **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 for 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**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

#### **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.

#### **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.



### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **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:
  - a. copying from another student's test paper;
  - b. using, during a test, materials not authorized by the person giving the test;
  - c. failure to comply with instructions given by the person administering the test;
  - d. 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;
  - e. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - f. collaborating with or seeking aid from another student during a test or other assignment without authority;
  - g. discussing the contents of an examination with another student who will take the examination;
  - h. 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;
  - i. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - j. 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;
  - k. falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - l. 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
  - m. 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.
  - n. "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.
  - o. "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.
- II. All written work that is submitted will be subject to review by plagiarism software.





### UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)