



MGMT 3303
Introduction to Management
and Organizational Behavior
Fall 2024

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Office Location:	BUSN 228
Office Hours:	Mondays and Wednesdays 2:50 pm - 6:00 pm (all office hours held in person or virtually through Zoom by appointment)
Meeting Times and Location:	Section 3 (10985) – 1:30 - 2:50 pm Monday/Wednesday – BUSN 309 Section 0 (11369) – 6:00 - 7:20 pm Monday/Wednesday – BUSN 313

Course Description

An introduction to the management functions of planning, organizing, leading, and controlling. Emphasis will be given to organizational behavior concepts, international business, ethical issues, and quality management perspectives.

Course Overview








This class provides an introduction to the topics of management and organizational behavior. My aim is to help you understand the fundamentals of what affects individual and group behavior in organizations through a blend of readings, lectures, videos, simulations, discussion, and case studies. We will cover diverse topics in the course including leadership, motivation, group dynamics, personality, and other aspects involved in the effective management of human behavior. The focus of the course is to understand and value individuals, groups, leaders and the organization from a behavioral perspective especially for achieving effective management.

Learning Goals

Goal	Activities	Assessment Tools
1. Students will identify how individual differences in attitudes, emotions, personality, and perception influence employee behavior and job-related outcomes.	Reading assignments, discussions, exercises, cases	Exams, project, exercises
2. Students will contrast content-based, context-based, and process-based theories of motivation, and understand how job characteristics and rewards influence employee motivation.	Reading assignments, discussions, exercises, cases	Exams, project, exercises
3. Students will explain group dynamics and development, compare the effectiveness of different group management techniques, and understand how to organize effective teams.	Reading assignments, discussions, exercises, cases, simulation, project	Exams, memo, simulation, project, exercises
4. Students will compare different theories of leadership (trait, behavioral, contingency), contrast leadership and power, and understand how power and politics work in organizations.	Reading assignments, discussions, exercises, cases, simulation, project	Exams, memo, simulation, project, exercises
5. Students will understand effective organizational communication and evaluate different conflict-handling approaches and negotiation techniques.	Reading assignments, discussions, exercises, cases, simulation, project	Exams, memos, project, exercises

Edge Advantages

This course is designed to equip students with essential Edge Advantages that contribute to their professional and personal development. Through the completion of course requirements and assignments, such as projects, simulations, memos, and exercises, students will develop the following Edge Advantages:

	Leadership	Step up, think, and act critically and creatively to bring others together to accomplish a common task.
	Problem-Solving	Find solutions to difficult or complex issues.
	Communication	Reach mutual understanding through effective exchange of information, ideas, and feelings.
	Confidence	Be self-assured through appreciating your own talents, abilities, skills, and qualities.
	Global Awareness	Understand and appreciate people, cultures, and ideas from around the world that impact our community.
	Teamwork	Participate as an efficient member of a group in order to meet a common goal.
	Critical Thinking	Analyze and evaluate issues in order to solve problems and develop informed opinions.

Learning Disclaimer

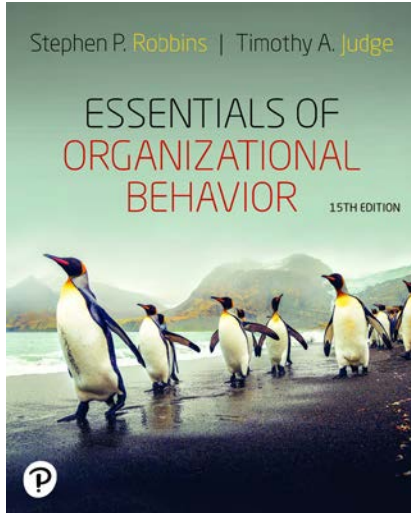
Students vary in their competency levels and you should expect to be successful *only if* you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, prepare adequately for quizzes and exams, and meet all other course expectations of you as a student.

Blackboard

Blackboard is an online learning management system (accessed through <https://my.utep.edu/>) which will be used as the medium for this course. Outside of lectures, all communication, assignments, class materials, quizzes and exams, and dissemination of grades will occur through Blackboard. My recommendation is to check Blackboard at least every other day for updates.

Required Materials

There will be two sets of materials required for this course: a textbook that you can purchase from the UTEP Bookstore or from the publisher (Pearson) and a coursepack you must purchase from Harvard Business Publishing (link below).



Robbins, S. P. & Judge, T. A. (2022). *Essentials of Organizational Behavior* (15th ed.). Pearson.
 ISBN: 9780135468890
 Price: \$39.96 - \$110.25

You are welcome to rent or buy either a print or digital copy at:
<https://www.bkstr.com/texaselpasostore/home>
 or
<https://www.pearson.com/store/p/essentials-of-organizational-behavior/P100003054018/9780137438617>

Additionally, you must purchase the Harvard Business Publishing Coursepack available at:
<https://hbsp.harvard.edu/import/1205799>
 Price: \$32.50

Supplemental readings, cases, and other exercises will be distributed during the course.

Grades

Grade Components

	Points
Simulations, Cases, and Exercises	70
Individual Reflection Memos (3 x 15 points)	45
Group TED Talk	75
Syllabus & Ch. 1 Quiz	10
Exams (3 x 40 points)	120
Final Exam	60
Total	380 points

Grading Scale

Grade	Points	Organizational Equivalent
A	342 – 380	Promoted
B	304 – 341	Raise
C	266 – 303	No Raise
D	228 – 265	Performance Improvement Plan
F	0 – 227	Fired

Simulations, Cases, and Exercises

You will participate in two online simulations this semester—one is an individual assignment and one is a group assignment. **Each student must purchase access to these through Harvard Business Publishing (link above).** We will also conduct several in-class exercises and case study discussions. Your participation in simulations and class exercises, as well as the discussions that follow, is a requirement of this course. Managers rarely, if ever, operate in isolation. They solicit information and informed opinions from others, present their own views, and engage in many discussions prior to undertaking any major actions. Therefore, you must participate to be successful in the course. Preparation is important to contribute effectively in class; thus you should read the assigned material before each meeting. Students who are not present or prepared, and who do not participate in the simulations, class exercises, and case discussions will not receive credit.

Individual Reflection Memos

Three times during the semester, you will write a 300-600 word individual memo responding to the prompt below. Please look closely at the content of the prompt before answering it. In particular, on this assignment, you must utilize concepts your **readings** and the class in your answer. These should be cited in the text of your memo.

All memos will be evaluated on a three point scale: 5 (completed), 10 (good), 15 (great). **No late assignments will be accepted.**

Memo 1 (RE: Influence Challenge):

Use one or more of Cialdini's influence methods on someone else—at work or in your non-work life—to get something you want. Describe what you did and the response to your influence attempt. Use Cialdini's article to explain why your influence attempt succeeded or not.

Although you have an option of who you choose to influence, and in what context, my favorite approach to this assignment is the following challenge. Enter a retail setting in which negotiation is not a norm, and attempt to lower the price of an item using one or more of Cialdini's persuasion principles. Whether you choose this latter challenge or attempt to influence someone else, tell me what you learned from the experience. (Note: this assignment has a 600-word limit.)

Memo 2 (RE: Team Dynamics):

With most team activities, the focus is on the task rather than the team itself. This intuitively makes sense, yet sensitivity to team processes can be critical to a project's success. For this memo, please write a reflection of your experiences as a member of a team you have been a part of in the past (this could be a team for a class project, a sports team, a team at work, etc.). Please utilize the concepts learned in chapters 9 and 10 as you reflect on your experience.

There are many aspects of your experience as a team member that you could consider in your memo. If you felt your team worked well together, explain why you think this was so. If you perceive that your team or some of its members struggled along the way, try to diagnose what happened and provide recommendations for a more effective team experience in the future. Below are several questions to get you thinking about your team experiences; however, space is limited and you will need to focus on those issues that are most relevant for understanding your team's development and performance. Remember, this assignment has a 600-word limit.

- Did everyone on your team share the same goals? If not, how did this affect your interactions?
- What norms developed among the team members?
- Did a team leader emerge?
- Was your team as productive as you hoped it would be? If so (or if not), why do you think this was the case?
- How did you choose to coordinate responsibility for tasks? What were the advantages and/or disadvantages of this approach?
- Did your team experience conflict? How was it resolved? If it was not resolved, why not.

Memo 3 (RE: Self-Reflection):

All students will write me a short letter at the end of the semester that reflects on your work in this class. Consider the work you did in preparing for class and case discussions, your contributions to in-class discussions and exercises, the feedback you offered classmates in class, and how you met your own goals. What aspects of the course were most successful for you? What thing that you've learning are you most excited about? What challenges did you encounter? Did you miss any classes? Is there anything you are particularly proud of?

TED Talk

Students will work with one other classmate (no more than 2 students may work together) to film a mini-TED talk about a new idea in OB. The video should include (1) a story or example, (2) a finding from OB or management research that is *not* covered in this course, and (3) a call to action highlighting the practical implication of your idea. You should focus on a surprising or counterintuitive insight about leadership or management—advocate for an idea that goes against the grain of conventional wisdom, question a fad, or tell us something we would not have expected. You are welcome to challenge principles that we have covered in class, provided that you can back up your argument with evidence. It is up to you whether both members of the pair appear in the video or one person is on camera. The video must be between 4 and 5 minutes in total. The talk will be evaluated on the rigor of the evidence, the interestingness of the idea, the relevance of the story, the practicality of the recommendation, and how engaging the overall delivery is. Be bold: I applaud originality in content and delivery. Student groups will be formed during the third week of class and cannot be changed once formed. Once you commit to work with another student, understand that both students will receive the same grade.

Quizzes and Exams

You will have one quiz and four non-cumulative exams given during the semester, along with a cumulative final exam. Exams 1-4 will be administered in class, during regular class times on the dates indicated on the class schedule. The final exam will be given according to the university's final examination schedule. The quizzes and exams may include multiple choice, short-answer, and essay questions taken from the lecture, textbook, and supplemental readings given. No make-up exams will be allowed, except in cases warranted by extraordinary circumstances (note that a job interview, business trip, or competing deadline at work or school is not an extraordinary circumstance), and supported with documented evidence. Students who do not provide documented evidence for missing an exam will receive zero points.

All students will have the opportunity to drop the lowest score on Exams 1-5 (no more than one exam score can be dropped). The final exam is required for all students and cannot be dropped. Note that university policy does not allow make-up final exams for any reason.

All quizzes and exams will be administered online through Blackboard using the Respondus Lockdown Browser. Thus, you are required to bring an internet-connected device (Windows or Mac OS) with the Respondus Lockdown Browser pre-installed for taking for the exams. For an introduction to Respondus Lockdown Browser watch <https://www.youtube.com/watch?v=XuX8WoeAycs>. For instructions on installing the browser see https://www.utep.edu/technologysupport/Files/docs/MM_Respondus-Student.pdf. If you do not have your own device, you can check out a laptop or tablet from the Technology Support Center for free (https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html).

In addition to the Lockdown Browser, the final exam this will be monitored with a feature on the LockDown Browser called Respondus Monitor (there is nothing else you need beside the LockDown Browser). Respondus Monitor will require the use of a webcam to verify your identity, your testing environment, and monitor your actions during the exam. Respondus Monitor uses artificial intelligence to alert me to cheating and other suspicious behavior—I can then go and review the video evidence from your webcam. In other words, treat this exam just the same as you would for any exam proctored in the classroom.

Extra Credit

There may be opportunities for extra credit throughout the semester. These opportunities will be presented to the class as they become available. They usually entail participation in research or additional assignments. If given, these points will be added to your final grade at the end of the semester.

Course Policies

Attendance and Participation

Your participation in class is required both in person and online—i.e., you must participate to be successful in the course. Because participation is a required component, you are expected to:

- Attend *ALL* scheduled class meetings for the *entire duration* of the class meeting
- Read and thoroughly digest the materials that will be discussed each day
- Participate in engaging discussions with your peers in class
- Complete all activities in each weekly module on Blackboard (any assignments, etc.)
- Complete all major assignments and exams

Remember, preparation is important to contribute effectively to class discussions. Thus, you should read the assigned material *before* coming to class.

Course Drop/Withdrawal

I will not drop you from this course, however, if you are unable to engage in the course and successfully complete the required work, you should contact the Registrar's Office to initiate the drop/withdrawal process before the deadline. If you do not, you are at risk of receiving an "F" for the course.

Late Work

Most deadlines for are set for 11:59 pm each Sunday (see course calendar for specifics). Deadlines are firm. Any assignments which are turned in after the deadline (date and time) are late and will not be accepted. Let me reiterate: **No late assignments will be accepted.**

Technology Requirements

Although this is primarily a face-to-face class, aspects of it will delivered via Blackboard, thus you will be expected to have daily access to a computer, the internet, and email. You will need a stable internet connection to participate in the class along with a supported web browser (Blackboard works best with Google Chrome and Mozilla Firefox; other browsers may cause problems with Blackboard).

Besides an internet connected computer, you will need speakers/headphones, a webcam, and a microphone (most modern laptops have all of these features built in). In addition to the hardware, you will need the following software installed: Microsoft Office, Adobe Acrobat Reader, Windows Media Player or QuickTime, and Java. Make sure all your hardware and software are up-to-date to access all parts of the course.

If you do not have Microsoft Word, you can download it and other Microsoft Office programs (Excel, PowerPoint, etc.) for free via UTEP's Microsoft Office Portal here:

https://www.utep.edu/technologysupport/ServiceCatalog/SOFTWARE_PAGES/soft_microsoftoffice365.html.

If you do not own a computer or have personal access to the internet, there are computers accessible to you in UTEP's computer labs that are connected to the internet. For further information on computer labs, please see the following website:

<https://www.utep.edu/technologysupport/>.

IMPORTANT: If you encounter technical difficulties with your computer, software, or Blackboard at any point during the semester, please contact the UTEP Help Desk at 915-747-4357 or helpdesk@utep.edu. They are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance—the Help Desk is much better equipped than I am to assist you!

Professionalism

Per university policy and classroom etiquette; electronics *must be silenced* during meetings. Computers, tablets, cell phones and other types of electronic equipment can be distracting or disruptive to others. Distracting use of technology that is not related to the class will affect your grade. From the vantage point of the instructor, it is obvious when someone is not engaged in the class (e.g., texting, smartphoning, facebooking, surfing the web). In the corporate world, this is a good way to isolate yourself from the team and miss out on promotions and positive performance evaluations. In some organizations, violations may also be cause for termination.

Netiquette

The use of the internet to work remotely is commonplace in today's organizations and this way of working comes with new and updated professionalism and etiquette guidelines. In this class, I expect all students to engage in good "netiquette" (network etiquette) behavior. The UTEP Netiquette Guide for Online Course can be found here:

https://www.utep.edu/extendeduniversity/cid/_Files/docs/faculty-resources/student-orientation/NetiquetteGuideforOnlineCourses.pdf.

Protocols of Communication

All students are welcomed and encouraged to communicate with the instructor on issues relating to the course, assignments, grading, or other issues. The best way to contact me is live during office hours (either in person or on Zoom). The second-best way to contact me is through Blackboard Messages. I do not, however, check messages on the weekends. Since I get a variety of email each day, messaging me through Blackboard will ensure I read your email immediately. All communication between student and instructor and between student and student should be respectful and professional (see netiquette above). Your Miners Email is the only official student email at UTEP and I will only communicate with you via Blackboard or your Miners Email. You are responsible for checking your Blackboard and Miners Email account regularly.

Course Accessibility

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Center for Accommodations and Support Services (CASS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest that you contact CASS (Union East 106; 915-747-5148; cass@utep.edu) to talk about academic accommodations. You are welcome to talk to me at any

point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Miscellaneous Policies and Compartment

- Like most things worth doing, this class requires focus and commitment. In this spirit, I ask you to leave electronics (cell phones, tablets, computers, etc.) shut off and put away except as needed to access course materials.
- Be **punctual** for class. When you're tardy, you miss important course announcements and you disrupt the learning process for others. If you do arrive late, please enter and take a seat quietly. Repeated tardiness will result in an impact to your participation grade.
- Be **courteous**. Please do not engage in behaviors that disrupt the class.
- Participate in class discussion and group activities, but don't interrupt other students or try to dominate the conversation. Stay *focused* on the assigned topic.

Illness Precautions

If you experience symptoms of a communicable illness, please stay home and seek medical advice if necessary. If you are feeling unwell, please let me know as soon as possible so that we can work out the appropriate accommodations.

Academic Honesty

Academic Integrity and Scholastic Dishonesty

Scholastic dishonesty in any form will not be tolerated and will be dealt with strictly in accordance with UTEP's *Handbook of Operating Procedures* and the Regents' *Rules and Regulations*. Please review the policies to learn your rights, obligations, and responsibilities at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>.

There is a strict "zero tolerance" policy toward cheating, plagiarism, and other forms of scholastic dishonesty as they relate to all aspects of this course, its assignments, quizzes, exams, and all other activities. Any student caught violating any policy in the *Handbook of Operating Procedures* will receive an "F" for the course and will be referred to the Office of Student Conduct and Conflict Resolution for further action.

Plagiarism

We will utilize Blackboard's SafeAssign for all written assignments in this course. SafeAssign is a tool used to prevent plagiarism and to help students identify where to properly attribute sources. It compares submitted assignments against internet, document archives, and other databases to identify areas of overlap between the submitted assignment and existing works. Accordingly, you must submit your assignments electronically through Blackboard by the date and time the assignment is due. After the assignment is processed, the instructor will receive a report that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit

https://help.blackboard.com/Learn/Student/Assignments/Assignments_SafeAssign. Although your paper may be returned with a grade, no grade is final until a satisfactory report from SafeAssign has been received.

Copyright Statement

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Student Resources

Technology Support

This course depends on reliable technology and access to Blackboard. If you have any technology or Blackboard related questions or issues this semester, please contact the Technology Support Help Desk 24/7 by phone, email, or chat. All of their contact information is available on their home page at <https://www.utep.edu/technologysupport/index.html>.

University Library

This course requires you to know where to find and how to use the best available evidence regarding management practices and processes. Libraries are your best source for this information. You are expected to know how to use the library's resources. If you are not familiar with using the library, please ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (<https://www.utep.edu/library/>).

The subject librarian for the College of Business Administration is Lilia Fernandez. Feel free to contact her with any of your research or library needs (<https://www.utep.edu/library/people/subject-specialist.html>).

University Writing Center

Effective business writing is one of the biggest weaknesses that managers have (and consequently one of the best opportunities to distinguish yourself by doing it well). Since effective writing will be part of your evaluation on written assignments, I strongly recommend you schedule an appointment with the University Writing Center for help with your writing. The University Writing Center (UWC) offers writing support to UTEP students at every level, in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the university. Consultations are available for individuals and groups. To make the best use of the UWC, visit far enough before the assignment due date to allow yourself time to revise after your consultation. You may find it helpful to browse the writing resources on their website (<https://www.utep.edu/uwc/>) or arrange regular weekly appointments. You can contact them by

phone (915-747-5112) or schedule an appointment on their website. The UWC is located in the Library, room 227.

Disclaimer

This syllabus, with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course outcomes. Students will be notified of changes and are responsible for attending to such changes or modifications posted on the Blackboard site for this course.

Course Outline

The following schedule is subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. All changes will be announced.

Week	Topic	Readings	Assignments/Book
1 Aug 26, 28	Introduction Overview of course Syllabus	Syllabus <i>Pfeffer & Sutton</i> <i>"Evidence-Based Management"</i>	
Sep 2	Labor Day holiday		
2 Sep 4	What is OB? Research Methods	Chapter 1 <i>Appendix</i>	Quiz (Syllabus & Ch 1) due Sep 8
3 Sep 9, 11	Attitudes and Job Satisfaction	Chapter 3	
4 Sep 16, 18	Emotions and Moods	Chapter 4	
5 Sep 23	Personality and Values	Chapter 5 <i>Grant "MBTI, If You Want Me Back, You Need to Change Too"</i>	
Sep 25			Exam 1 (Ch. 3, 4, 5)
6 Sep 30, Oct 2	Perception and Decision Making	Chapter 6	
7 Oct 7, 9	Motivation	Chapter 7 <i>Kerr "On the Folly of Rewarding A, While Hoping for B"</i>	
8 Oct 14	Motivation (cont.)	Chapter 8	
Oct 16			Exam 2 (Ch. 6, 7, 8)

9 Oct 21, 23	Leadership and Influence	Chapter 12 <i>Cialdini "Harnessing the Science of Persuasion"</i>	<i>Simulation: Spectrum Sunglass Company</i> Memo 1 due Oct 27
10 Oct 28, 30	Power and Politics	Chapter 13	
Nov 1	Drop/Withdrawal deadline		
11 Nov 4	Communication	Chapter 11	Memo 2 due Nov 10
Nov 6			Exam 3 (Ch. 11, 12, 13)
12 Nov 11, 13	Groups and Teams	Chapter 9	<i>Simulation: Everest (groups)</i>
13 Nov 18, 20	Groups and Teams (cont.)	Chapter 10	
14 Nov 25, 27	Conflict and Negotiation	Chapter 14	TED Talk due Nov 27 Memo 3 due Dec 1
Nov 28-29	Thanksgiving Holiday		
15 Dec 2	Conflict and Negotiation (cont.)		
Dec 4			Exam 4 (Ch. 9, 10, 14)
Dec 6	Dead Day		
16 Dec 9-13	Cumulative Final Exam	The final exam is given according to the university's final exam schedule as follows: <ul style="list-style-type: none"> Your class meets MW 1:30 pm - 2:50 pm, your final is Wednesday, Dec 11th 4:00 pm - 6:45 pm Your class meets MW 6:00 pm - 7:20 pm, your final is Wednesday, Dec 11th 7:00 pm - 9:45 pm 	
Dec 14-15	Fall Commencement		