



**MGMT 3303**  
**Introduction to Management**  
**and Organizational Behavior**  
**Spring 2023**

---

<b>Instructor:</b>	Matthew Griffith, PhD
<b>Email:</b>	Please contact me through Blackboard Course Messages
<b>Faculty Profile:</b>	<a href="https://hb2504.utep.edu/Home/Profile?username=mdgriffith">https://hb2504.utep.edu/Home/Profile?username=mdgriffith</a>
<b>Office Location:</b>	BUSN 228
<b>Office Hours:</b>	Tuesday 9:00 am - 10:30 am & 1:20 pm - 2:40 pm Thursday 9:00 am - 10:30 am (office hours held in person or virtually through Zoom)
<b>Meeting Times and Location:</b>	Section 5 (20498) – 10:30 - 11:50 am Tuesday/Thursday – BUSN 313 Section 3 (21532) – 12:00 - 1:20 pm Tuesday/Thursday – BUSN 323

---

### **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 of employees influence individual behaviors and job-related outcomes in organizations.	Reading assignments, discussions, exercises, cases	Exams, project, exercises
2. Students will explain group dynamics and development, compare the effectiveness of different group managing techniques, and understand how to organize effective teams.	Reading assignments, discussions, exercises, cases, simulation	Exams, simulation, project, exercises
3. Students will compare different theories of leadership, understand effective organizational communication, and evaluate different conflict handling and negotiation techniques.	Reading assignments, book club, discussions, exercises, cases, simulation	Exams, memo, simulation, project, book club essay, exercises
4. Students demonstrate social responsibility, and explain how business ethics, diversity, cross-cultural differences influence individual and group behaviors in organizations.	Reading assignments, discussions, exercises, cases	Exams, project, exercises

## Learning Disclaimer

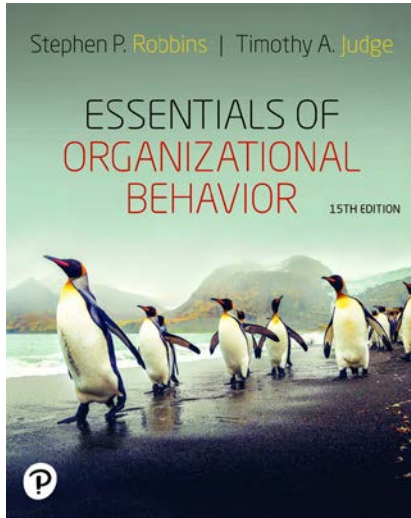
Students vary in their competency levels and you should expect to be successful *only if* you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, prepare adequately for quizzes and exams, and meet all other course expectations of you as a student.

## 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 three sets of materials required for this course: a textbook that you can purchase from the UTEP Bookstore or from the publisher (Pearson); a coursepack you must purchase from Harvard Business Publishing (link below); and a book club book of your choice (from the list of eligible books in this syllabus) available from any local brick and mortar or online bookstore or the public library.



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/1017639>

Price: \$30.00

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

## Grades

### Grade Components

	Points
Simulations, Cases, and Exercises	45
Book Club Essay	50
Influence Memo	15
Peer Reviews	20
Final Project	100
Syllabus & Ch. 1 Quiz	20
Exams (4 x 60 points)	240
<b>Total</b>	<b>490 points</b>

### Grading Scale

Grade	Points	Organizational Equivalent
A	441 – 490	Promoted
B	392 – 440	Raise
C	343 – 391	No Raise
D	294 – 342	Performance Improvement Plan
F	0 – 293	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.

## Book Club Essay

There are a plethora of books on management. Many of these books are flawed and vacuous, some contain helpful insights. This project is intended to help you develop your critical reading skills, and provide a broad review of key practitioner-oriented books based on organizational behavior and psychology research. I have selected a list of some of the better books related to topics covered in this course below. Your task is to choose one of these books and distill the key take-away ideas in a 450-600 word commentary answering three questions: (1) What did you find most fascinating, and why? (2) Where do you disagree, and why? (3) What insights will you apply to your life, and how? Most of these books are readily available from brick and mortar bookstores in El Paso (e.g., Barnes & Noble), online distributors (e.g., Amazon), as well as on audiobook (e.g., Audible). You may also find many of these books available at the UTEP Library or your local public library.

### Eligible Books:

- Cain, S. (2013). *Quiet: The power of introverts in a world that can't stop talking.*
- Cialdini, R. B. (2021). *Influence, new and expanded: The psychology of persuasion.*
- Duckworth, A. (2016). *Grit: The power of passion and perseverance.*
- Edmonson, A. C. (2019). *The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth.*
- Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in* (3rd ed.).
- Grant, A. (2013). *Give and take: Why helping others drives our success.*
- Grant, A. (2016). *Originals: How non-conformists move the world.*
- Grenny, J., Patterson, K., Maxfield, D., McMillan, R., & Switzler, A. (2013). *Influencer: The new science of leading change* (2nd ed.).
- Howard, R. A. & Korver, C. D. (2008). *Ethics for the real world: Creating a personal code to guide decisions in work and life.*
- Kahneman, D. (2013). *Thinking fast and slow.* (Parts I, II, & III only)
- Pink, D. H., (2011). *Drive: The surprising truth about what motivates us.*
- Pfeffer, J. & Sutton, R. I. (2006). *Hard facts, dangerous half-truths, and total nonsense.*
- Pfeffer, J. (2010). *Power: Why some people have it—and others don't.*

- Sutton, R. I. (2010). *The no asshole rule: Building a civilized workplace and surviving one that isn't*.

## **Influence Memo**

For this assignment, 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 from the **article** and the class in your answer. These should be cited in the text of your memo.

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

Memo Prompt: 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. (Note: this assignment has a 600 word limit.)

## **Final Project**

A written final project will be due near the end of the semester. The project constitutes a major portion of your final grade and consists of a written paper (essay) of no more than 2000 words. Note that you can do this either as an individual or with one other student (no more than 2 students may work together on the project). Regardless of whether you choose to work on your own or with someone else, the standards for grading will be the same. If you do commit to work with another student, understand that both students will receive the same grade. The prompt you must respond to in the paper is:

*“Design the ideal organization. Use course concepts to defend your answer.”*

This question is intentionally open-ended and admittedly VERY difficult. **You should start thinking about this project from the first week of class—you should be thinking all semester about which lessons matter most and how they fit together.** In your paper I encourage you to be as creative as possible, while at the same time weaving together concepts related to major topics in the class. To do well on this assignment, you must incorporate evidence-based concepts you have learned this semester.

Please note that a first draft of this assignment is due about two weeks before the final version for peer review feedback. You will also be responsible for providing at least 150 words of feedback and suggestions on at least two other drafts of papers from your fellow students. While the draft is ungraded, you must submit a complete draft in order to participate in the peer review process—which is graded.

As with all work in this course, late projects will not be accepted.

## **Quizzes and Exams**

You will have one quiz and four non-cumulative exams given during the semester, along with an optional cumulative final exam. Exams 1-4 will be administered 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 (note that university policy does not allow make-up final exams for any reason). 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 exam score (no more than one exam score can be dropped) by taking a comprehensive exam during Final Exams week (see university's final examination schedule for date and time). This comprehensive exam is entirely optional and will cover material from the entire course.

All quizzes and exams will be administered online through Blackboard using the Respondus Lockdown Browser. Thus, you are required to have an internet-connected device (Windows or Mac OS) with the Respondus Lockdown Browser installed for taking the quizzes and 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](https://www.utep.edu/technologysupport/Files/docs/MM_Respondus-Student.pdf).

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 an 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.

### **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](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](mailto: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](mailto: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 Comportment

- 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.

## COVID-19

If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. It is important to follow all instructions that you receive as part of the diagnosis, including isolation and staying at home until a negative test is produced.

If you experience COVID-19 symptoms, please follow the isolation protocol by staying at home and getting tested as soon as possible. If the test is negative but you are still seeking accommodations, please contact the Dean of Students Office for guidance in a timely manner. I will work with the Dean of Students Office to determine the extent of any such accommodations.

I strongly encourage you to think and act proactively in all matters related to COVID-19 and your academic endeavors. The Center for Disease Control and Prevention recommends that people in locations with high community levels wear masks indoors in public (such as a classroom). Check the current community level in El Paso here: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html>. The best way that Miners can take care of Miners is to get a vaccine and booster. I have received both doses of the vaccine along with two boosters and encourage you to do the same. If you still need the vaccine, it is widely available in the El Paso area at **no cost** regardless of insurance or immigration status. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

## 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](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
1 Jan 17, 19	Introduction Overview of course Syllabus	Syllabus <i>Pfeffer &amp; Sutton</i> <i>“Evidence-Based Management”</i>	
2 Jan 24, 26	What is OB? Research Methods	Chapter 1 <i>Appendix</i>	<b>Quiz (Syllabus &amp; Ch 1) due Jan 29</b>
3 Jan 31, Feb 2	Attitudes and Job Satisfaction	Chapter 3	
4 Feb 7, 9	Emotions and Moods	Chapter 4	
5 Feb 14	Personality and Values	Chapter 5 <i>Grant “MBTI, If You Want Me Back, You Need to Change Too”</i>	
Feb 16			<b>Exam 1 (Ch. 3, 4, 5)</b>
6 Feb 21, 23	Perception and Decision Making	Chapter 6	
7 Feb 28, Mar 2	Motivation	Chapter 7 <i>Kerr “On the Folly of Rewarding A, While Hoping for B”</i>	
8 Mar 7	Motivation (cont.)	Chapter 8	<b>Book Club Essay due Mar 12</b>
Mar 9			<b>Exam 2 (Ch. 6, 7, 8)</b>

Mar 13-17	Spring Break		
9 Mar 21, 23	Groups and Teams	Chapter 9	<i>Simulation: Everest (groups)</i>
10 Mar 28	Groups and Teams (cont.)	Chapter 10	
Mar 30			<b>Exam 3</b> (Ch. 9, 10)
Mar 30	Drop/Withdrawal Deadline		
Mar 31	Cesar Chavez Holiday		
11 Apr 4, 6	Leadership and Influence Power and Politics	Chapter 12 Chapter 13 <i>Cialdini "Harnessing the Science of Persuasion"</i>	<b>Influence Memo due Apr 9</b>
Apr 7	Spring Study Day		
12 Apr 11, 13	Diversity	Chapter 2	<b>Project Draft due Apr 16</b>
13 Apr 18, 20	Communication	Chapter 11	<i>Simulation: Spectrum Sunglass Company</i> <b>Peer Review due Apr 23</b>
14 Apr 25, 27	Conflict and Negotiation	Chapter 14	<b>Final Project due Apr 30</b>
15 May 2	Conflict and Negotiation (cont.)		
May 4			<b>Exam 4</b> (Ch. 2, 11, 12, 13, 14)
May 5	Dead Day		
16 May 8-12	<b>Cumulative Final Exam (optional)</b>		See University's Final Examination Schedule
May 14	Spring Commencement		