



**MGMT 5311**  
**Organizational Management Seminar**  
**The University of Texas at El Paso**  
**Fall 2021**

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**Faculty information:** Prajya Vidyarthi, Ph.D.

E-Mail: [prvidyarthi@utep.edu](mailto:prvidyarthi@utep.edu), Use blackboard for course related emails.

Office: Room 252, COBA.

Profile: <https://hb2504.utep.edu/Home/Profile?username=prvidyarthi>

**Class Meetings:**

| <u>Days</u>                     | <u>Time</u> |
|---------------------------------|-------------|
| 1. Saturday, August 14 , 2021   | 1-5 pm      |
| 2. Saturday, August 28, 2021    | 1-5 pm      |
| 3. Saturday, September 11, 2021 | 1-5 pm      |
| 4. Saturday, September 25 2021  | 1-5 pm      |
| 5. Saturday, October 9, 2021    | 1-5 pm      |

**Office Hours:** 5-6 p.m. on class Saturdays in GBC. Additional office hours will be online on Fridays from 3-5 p.m. (starting August 27). Link: <https://utep-edu.zoom.us/j/88980280665?pwd=YkNnektYWnFSOVZiSm1Ka3dzdFh0QT09>

**Meeting Location:** Room 520 K, GBC.

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**Student Learning Outcomes**

After taking this course, students should be able to:

1. Analyze and explain major theories used in organizational behavior
2. Apply major theories used in organizational behavior to diagnose and evaluate managerial interventions
3. Solve management problems ethically and positively
4. Observe and research individual and group behavior in organizations
5. Analyze causes, effects, and context of individual and group behavior
6. Communicate issues related to employee attitudes and behaviors in the workplace

Note: These objectives are based on COBA assurance of learning (AOL) practice. The learning outcomes follow Bloom's taxonomy and intends to align learning with observable and

measurable parameters (as described in the course description and the grading component sections).

## **Course Description, Goals and Objectives**

The class will involve learning theory, research, and practical application of Organizational Behavior (OB). OB is the study of how individuals, groups, and workplace contexts affect behavior within an organization. The goal of OB is to understand, predict, and influence employee attitudes and behavior in order to improve organizational effectiveness.

Some of the goals of this course are:

- Increase students' ability to observe and research individual and group behavior in organizations
- Develop students' skills in analyzing causes, effects, and context of individual and group behavior
- Help students learn to apply theories and concepts of OB to actual business and organizational situations
- Increase students' ability to communicate issues related to employee attitudes and behaviors in the workplace that are ethical and effective

Furthermore, objectives of this course include building conceptual understanding required to create, lead, and maintain high performance through effective management of people assets. The course focuses on the foundations of organizational behavior and effective work practices. Learning the contents of the course should also help practices such as understanding and leveraging individual differences, motivating self and others, leadership, group and teams, negotiation and conflict resolution, diversity and cultural intelligence among others. Emphasis will also be given to international business and ethical issues as well.

Through exposing students to some of the best practices using a variety of pedagogy, the course intends to encourage adoption of such practices in their present and future work organizations. The class format includes numerous learning methods including lectures, exercises, online resources, videos, simulations, discussion, project/case work, and individual/group exercises. The purpose and comprehension of topics can be better achieved through multiple channels of learning. Students are encouraged to enrich the class by sharing their perspectives and experiences.

## **Learning Disclaimer**

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

## **Required Materials**

Textbook:

Organizational Behavior: Bridging Science and Practice  
Version 4.0

By Talya Bauer and Berrin Erdogan

(Website: <https://students.flatworldknowledge.com/course/2597483>)

Simulation:

1. Leadership and Team Simulation: Everest V3

Cases:

1. Making the Case Method Work for You
2. Carlos Ghosn: The Rise and Fall of an Automobile Legend (A)
3. Sensing (and Monetizing) Happiness at Hitachi
4. The Perils and Pitfalls of Leading Change: A Young Manager's Turnaround Journey
5. Was That Harassment? (HBR Case Study)

Notes:

- The simulation and cases are included in Harvard Business Publishing Education course pack EMBA MGMT 5311. The website access link to course pack is: <https://hbsp.harvard.edu/import/845439>
- Any supplemental readings and exercises will be posted in Blackboard during the course.

## Grades

### Components and Points

|   |            |
|---|------------|
| Participation, discussion, and activities | 25         |
| Simulation                                | 25         |
| Persuasion Assignment                     | 15         |
| OB journaling                             | 10         |
| Project work (group)                      | 25         |
| Case Study                                | 25         |
| Quizzes (4 x 25 points)                   | 100        |
| Final Exam                                | 100        |
| <b>Total Points</b>                       | <b>325</b> |

### Grading Scale (in percentage)

|   |          |
|---|----------|
| A | 90-100 % |
| B | 80-89 %  |
| C | 70-79 %  |
| D | 60-69 %  |

F

Below 60 %

## **Blackboard**

To supplement teaching this course Blackboard - an online learning management system (accessed through <https://my.utep.edu/>) - will be used. My recommendation is to check Blackboard on regular basis for course materials and updates.

## **Course components:**

### **Participation, discussion, and activities**

Managers and executives 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 this course. Preparation is important to contribute effectively to class discussions; thus you should read the assigned material before you contribute to discussion. Furthermore, students may also be required to participate in several exercises that are relevant to the topic of discussion. These exercises may include briefly summarizing the material, discussing opinion, writing short papers/paragraphs and explaining relevance to the topic. Group activities are composed of work in small groups for class exercises and debates. Each group will be asked to discuss issues and concerns regarding aspects of OB and present their conclusions to the class. The topics can be from textbook or outside. Credit for class participation counts towards the final grade.

### **Simulation Work**

In this course we will do one simulation exercise. The purpose of this simulation will be to apply our learnings in realistic scenarios. The interactive simulation game will require you to apply concepts from various topics (such as leadership, teamwork, decision making) concurrently in order to interact, resolve, and decide on relevant management situations. Your performance and assessment is also dependent on how others in your team cooperate and contribute. The simulation will grade your responses and your conclusions.

Note: You may be asked to re-play the simulation game with same or different group of students. The decision on re-playing will be in consultation with the class. I will notify you of re-play later in the course.

### **Persuasion Assignment**

This assignment is about using the evidence to persuade your boss or CEO or shareholders or the board of directors about a work-related issue. You are required to prepare a short report in which you attempt to convince your (hypothetical or real) boss/CEO to take a particular action related to an organizational behavior topic. Your topic should be related to a chapter we cover (or it can be related to another interest you have and which is pertinent to OB). Your task includes a review of the topic in detail, evaluate relevant research and identify arguments that supports your action. Please write a 5-6 page report addressing your boss. Here is a rough template:

- Introduce yourself (if needed)
- The issue or concern at hand.....(Problem)
- Why this (Problem) is worth your Boss's attention. Example: you can provide data/argument on costs incurred (financial or otherwise due to lost productivity, low morale, turnover, waste, etc.
- What you suggest that be done. Explain in detail what you are proposing and how it can be implemented
- Evidence to support the strength of your idea/suggestion.
- Pros and cons of your suggestion(s).
- Why it is worthwhile despite the weaknesses highlighted

## **OB Journaling**

Journaling is a process of writing out thoughts and emotions on a regular basis. Please refer to Chapter 1 of the textbook to learn more about journaling. You can also write about your reflections on each class and this course. For example, what are some of the class concepts you found particularly relevant to your past experiences and/or future career goals? How will this course shape your future decision-making style, social capital building, career choices, etc.? For this class, I require students to journal what they learned in the preceding two weeks. One way to do this is that towards the end of each class you write your thoughts, emotions, learning, agreements and disagreements etc. for that day and the previous two weeks of the class. You will submit your writing (for all the classes) towards the end of the course.

## **Class project (group)**

Because the primary objective of the course is to understand and show evidence to apply OB to work practices in organizations, students are required to do a project that will help develop the required knowledge, skill and ability through a class project. Accordingly this project consists of an in-depth study of an issue or concern that they are currently facing or have encountered in previous work.

The project involves selecting an organization and researching what, how, and why an issue/concern has affected the individual or individuals, or a work group. The project study should expose the link between the issue and OB and present how and what interventions would likely resolve the issue. In so doing, one must answer the "why" question while drawing from conceptual knowledge learned in this class.

The project study should be done in teams of two or three members. The study should culminate in a project presentation. The project presentation should be of 20 minutes followed by question/answer session. Because one can learn from others' work, each team is encouraged to share the slides with the class. Students are encouraged to gather information from various sources including scientific journals available in the library, searching online resources on the Internet, and visiting and meeting key stakeholders of the researched organization.

### **Case Study (group)**

One component of the coursework will involve case study method. Students will be divided in groups (3-4 students) and each group will lead discussion on an assigned case. On the designated day the group will first present a summary of the case. The group is encouraged to use powerpoint (10-15 slides) for about 20 minutes. This shall be followed by review and answer of 5 questions that students have identified to be discussed in the class. This shall take about 10 minutes. Members of the group should involve the whole class in discussing the case questions. The case study (leading summarization and discussion questions) will contribute 25 points towards the grade. The list of assigned cases and the group student members will be posted in blackboard as soon as it is finalized.

### **Quizzes**

You will be given 4 (or 5) quizzes to test your learning and application of chapter concepts. These may also be based on the material presented in the chapters, assigned readings and other course activities. These will be in multiple choice and true/false format. You should keep up with reading the assigned chapters. *There will be no make-up options for missed quizzes.*

### **Final Exam**

There will be a cumulative final exam at the end of the course. The exam will include multiple choice and one or more essay type scenario-based questions taken from the textbook, supplemental readings, and other course activities. Based on students' preference the exam may also include short-answer questions. *There will be no make-up final exam for any reason.*

### **Course Policies**

#### **COVID-19 PRECAUTION STATEMENT**

If you have tested positive for COVID-19, you are encouraged to report your results to 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. Your instructor will work with the Dean of Students Office to determine the extent of any such accommodations.

We 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 areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge

on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

## **Participation**

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

- Read/view all assigned course materials to ensure understanding of the topics
- Participate in engaging discussions with your peers
- Complete all activities under each module (assignments, quizzes, etc.)
- Complete all major assignments, quizzes, and the final exam

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

## **Late Work**

Due dates and deadlines are firm. Any assignments which are turned in after the deadline (date and time) are late and may not be accepted.

## **Technology Requirements**

You are expected to have access to a computer, the internet, and email. You will need a stable internet connection to access Blackboard and do other web-based activities.

If you encounter technical difficulties with your computer, software, or Blackboard at any point during the semester, please contact the Help Desk at 915-747-4357 or [helpdesk@utep.edu](mailto:helpdesk@utep.edu).

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/>.

## **Professionalism (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>. In the corporate world, violating these netiquette guidelines 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.

## **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 during and after the class and during face-to-face and online office hours. The second-best way to contact me is through emails. 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 your Miners Email or Blackboard. You are responsible for checking your Miners Email account and Blackboard 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 contact 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 at [cass@utep.edu](mailto:cass@utep.edu) or by phone at (915)747-5148 for additional information and to discuss academic accommodation. 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.

## **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**

I may use tools such as Blackboard's SafeAssign to check and prevent plagiarism in 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.

## **Student Resources**

### **Technology Support**

This is an online course that 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 recommend you schedule an appointment with the University Writing Center for help with your writing. The University Writing Center 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 writing center'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 writing center, 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 appointments. You can contact them by phone (915-747-5112) or schedule an appointment on their website. The center 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 on Blackboard.

| Session                      | Module   | Chapters and Case & Simulation   | Activity/Quiz/Discussion/Assignment/Reading/Exam  |
|------------------------------|----------|--|---|
| Saturday, August 14 , 2021   | Module 1 | <ul style="list-style-type: none"> <li>Chapter 1 – Organizational Behavior</li> <li>Chapter 2 - Managing Demographic and Cultural Diversity</li> </ul> <p>Case: Making the Case Method Work for You</p>  | <ul style="list-style-type: none"> <li>Syllabus</li> <li>Introduction</li> <li>Discussion</li> </ul>  |
| Saturday, August 28, 2021    | Module 2 | <ul style="list-style-type: none"> <li>Chapter 3 - Understanding people at work: individual differences and perception</li> <li>Chapter 4 - Individual attitudes and behaviors</li> <li>Chapter 5 - Theories of motivation</li> </ul> <p>Case: Carlos Ghosn: The Rise and Fall of an Automobile Legend (A)</p> | <ul style="list-style-type: none"> <li>Assignment: Take a personality test at <a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">http://www.humanmetrics.com/cgi-win/jtypes2.asp</a> and write one page reflection paper.</li> <li>Quiz</li> <li>Discussion</li> <li>Project presentation</li> <li>Simulation - Everest</li> </ul> |
| Saturday, September 11, 2021 | Module 3 | <ul style="list-style-type: none"> <li>Chapter 6 - Designing a motivating work environment</li> <li>Chapter 7 - Managing stress and emotions</li> <li>Chapter 8 – Communications</li> </ul> <p>Case: Sensing (and Monetizing) Happiness at Hitachi</p>   | <ul style="list-style-type: none"> <li>Quiz</li> <li>Discussion</li> <li>Simulation (continue)</li> <li>Project presentation</li> </ul>   |

|                                    |          |  |   |
|------------------------------------|----------|--|---|
| Saturday,<br>September<br>25, 2021 | Module 4 | <ul style="list-style-type: none"> <li>• Chapter 9 - Managing groups and teams</li> <li>• Chapter 10 - Conflict and Negotiations</li> </ul> <p>Case: The Perils and Pitfalls of Leading Change: A Young Manager's Turnaround Journey</p> | <ul style="list-style-type: none"> <li>• Simulation (possible re-play)</li> <li>• Project presentation</li> <li>• Discussion</li> <li>• Exercise</li> <li>• Quiz</li> </ul> |
| Saturday,<br>October 9,<br>2021*   | Module 5 | <ul style="list-style-type: none"> <li>• Chapter 11 - Making decisions</li> <li>• Chapter 12 - Leading people within organizations</li> </ul> <p>Case: Was That Harassment? (HBR Case Study)</p>   | <ul style="list-style-type: none"> <li>• Quiz</li> <li>• OB journal due</li> <li>• Persuasion assignment due</li> <li>• Final Exam</li> </ul>                               |

\* I am traveling on this day so I will teach this class using an alternate method. I will detail my plan and I will make a formal announcement in the preceding weeks.