



MGMT 5311 (CRN 27308)
Organizational Management Seminar
The University of Texas at El Paso
Spring 2024

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Class Meetings:

1. Monday, January 8, 2024	Room 520B	5:30 p.m. to 9:30 p.m.
2. Thursday, January 11, 2024	Room 520B	5:30 p.m. to 9:30 p.m.
3. Thursday, January 18, 2024	Room 520B	5:30 p.m. to 9:30 p.m.
4. Monday, January 22, 2024	Room 520B	5:30 p.m. to 9:30 p.m.
5. Thursday, January 25, 2024	Room 520B	5:30 p.m. to 9:30 p.m.
6. Monday, January 29, 2024	Room 520B	5:30 p.m. to 9:30 p.m.
7. Thursday, February 1, 2024	Room 520B	5:30 p.m. to 9:30 p.m.
8. Monday, February 5, 2024	Room 520B	5:30 p.m. to 9:30 p.m.
9. Thursday, February 8, 2024	Room 520B	5:30 p.m. to 9:30 p.m.
10. Monday, February 12, 2024	Room 520B	5:30 p.m. to 9:30 p.m.
11. Thursday, February 15, 2024	Room 520B	5:30 p.m. to 9:30 p.m.

Office Hours: Office hours will be before class (5:00-5:30 p.m.) and after class (9:00-9:30 p.m.) on class meeting days (Monday and Thursday) in GBC. I will be additionally available in my COBA office (Room 252) on Monday (4:20-4:50 p.m.) and Wednesday (4:20-4:50 p.m.).

Meeting Location: Room 520B, GBC.

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 sections).

UTEP Edge Statement

UTEP students are talented, asset rich, and ready to succeed in the classroom, the world of work, and the global community. The UTEP Edge, our Quality Enhancement Plan, focuses on developing these assets through a variety of high-impact practices and Integrative and Applied Learning experiences, known as Edge Experiences. These experiences, which are possible by the expertise and dedication of our faculty, staff, alumni, and community partners, increase students' confidence, enhance their personal and professional skills, and equip them with a competitive advantage when they graduate and enter the workforce.

Some of the UTEP Edge Experiences in this course includes:

- Community engagement
- Creative activities
- Student leadership

Further, some of the UTEP Edge advantages included in the course are:

- Leadership
- Problem solving
- Communication
- Global awareness
- Teamwork
- Critical thinking
- Confidence.

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.

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/2606943>)

Cases:

1. Making the Case Method Work for You
2. Carlos Ghosn: The Rise and Fall of an Automobile Legend (B)
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)
6. Managing Up (A): Grace
7. Leader as Coach: Restoring Employee Motivation and Performance (A)
8. Teamwork Turmoil
9. Adobe Systems: Working Towards a "Suite" Release (B)

Note: The cases are included in Harvard Business Publishing Education course pack PMBA MGMT 5311 Spring 2024. The website access link to course pack is:

<https://hbsp.harvard.edu/import/1131571>

Other materials:

Any other supplemental readings and exercises will be posted in Blackboard during the course.

Grades

Components and Points

Participation, discussion, and activities	25
Persuasion Assignment	15
OB journaling	10
Case study / Project work	25
Quizzes	100
Final Exam	100
Total Points	275

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

Employees, 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.

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 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.? One way to journal is to write your thoughts, emotions, learning, agreements and disagreements etc. at the end of each class. Your journal entry should be about 100-200 words each time. You will submit your writing (for all the classes) towards the end of the course.

Case Study / Project Work

Case Study – An important component of the coursework will involve case study method. Students will form groups of 4-5 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 (10-20 slides). This shall be followed by review and answer of 5

questions that students have identified to be discussed in the class. The estimated total time will be about 30 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.

Project work - Because the primary objective of the course is to understand and show evidence to apply OB to work practices in organizations, students are optionally 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 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 four to five members. The study should culminate in a project presentation. The project presentation should be followed by question/answer session. The total estimated time is about 30 minutes. 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.

Quizzes

You will be given about 10 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 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

MBA Policy

Students must complete all course requirements within the term of the course.

Emergency Evacuation Procedure:

Evacuate the GBC immediately after fire alarm and strobe lights activate [do not use the elevators]. Ensure everyone is calm and moving at a safe pace. Please exit through the double doors and enter the stairwell across the men’s restroom. Exit stairwell on first floor and exit

North Door. Walk toward the GBC Assembly Point located in the WestStar Bank surface lot [E. Franklin Ave. and N. Stanton St.]. Fire Wardens will take a headcount once all students, faculty, and staff are gathered in the Assembly Point.

COVID-19 Precaution Statement

The Dean of Students Office can provide you with support and help with regarding COVID-19 situation and recommendation.

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.

Carlos Barba is COBA's designated Blackboard course designer
cebarba@utep.edu, (915) 747-7903.

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 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 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. 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

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.

Session	Chapters	Activity/Quiz/Assignment/Reading/Case/Exam
1. Monday, January 8, 2024	<ul style="list-style-type: none"> • Introduction, Syllabus, and OB • Introduction of students and professor • Class requirements and expectations • How to get an A in this class • Form teams • Chapter 1 – Organizational Behavior 	
2. Thursday, January 11, 2024	Chapter 1 – Organizational Behavior (Continue) <ul style="list-style-type: none"> • What is OB? Why does it matter? • Importance of research in OB • Challenges and opportunities 	<ul style="list-style-type: none"> • Quiz – Chapter 1 • Case: Making the Case Method Work for You • Project #1
3. Thursday, January 18, 2024	Chapter 2 - Managing Demographic and Cultural Diversity <ul style="list-style-type: none"> • Primary and secondary sources • Legal and moral perspectives • Culture and its implications 	<ul style="list-style-type: none"> • Quiz – Chapter 2 • Case: Was That Harassment? (HBR Case Study) • Project #2

<p>4. Monday, January 22, 2024</p>	<p>Chapter 3 - Understanding people at work: individual differences and perception</p> <ul style="list-style-type: none"> • Definition of individual differences • Differences between personality and values • Implications at the workplace 	<ul style="list-style-type: none"> • Quiz – Chapter 3 • Assignment: Take a personality test at http://www.humanmetrics.com/cgi-win/jtypes2.asp and write one page reflection paper. • Case: Carlos Ghosn: The Rise and Fall of an Automobile Legend (B) • Project #3
<p>5. Thursday, January 25, 2024</p>	<p>Chapter 4 - Individual attitudes and behaviors</p> <ul style="list-style-type: none"> • Differences between attitudes and behaviors • Impact on work outcomes including work-related attitudes • Person-organization fit and person-job fit 	<ul style="list-style-type: none"> • Quiz – Chapter 4 • Case: Managing Up (A): Grace • Project #4
<p>6. Monday, January 29, 2024</p>	<p>Chapter 5 - Theories of motivation and</p> <ul style="list-style-type: none"> • What is a theory? • Motivation theories • Validity and popularity <p>Chapter 6 - Designing a motivating work environment</p> <ul style="list-style-type: none"> • Job characteristics model • Motivation at work • Contemporary practices 	<ul style="list-style-type: none"> • Quiz – Chapter 5 & 6 • Case: Leader as Coach: Restoring Employee Motivation and Performance (A) • Project #5

<p>7. Thursday, February 1, 2024</p>	<p>Chapter 7 - Managing stress and emotions</p> <ul style="list-style-type: none"> • What is stress? • What are emotions? • Impact of stress and emotions in the workplace 	<ul style="list-style-type: none"> • Quiz – Chapter 7 • Case: Sensing (and Monetizing) Happiness at Hitachi • Project #6
<p>8. Monday, February 5, 2024</p>	<p>Chapter 8 – Communications</p> <ul style="list-style-type: none"> • Effective and non-verbal communication • Business and non-business • Listening and cross-culture <p>Chapter 9 - Managing groups and teams</p> <ul style="list-style-type: none"> • Groups • Group dynamics • Dysfunctions 	<ul style="list-style-type: none"> • Quiz – Chapter 8 & 9 • Case: Teamwork Turmoil • Project #7
<p>9. Thursday, February 8, 2024</p>	<p>Chapter 10 - Conflict and Negotiations</p> <ul style="list-style-type: none"> • Conflict and how to address it • Negotiations • Rules of success 	<ul style="list-style-type: none"> • Quiz – Chapter 10 • Case: Adobe Systems: Working Towards a "Suite" Release (B) • Project #8

<p>10. Monday, February 12, 2024</p>	<p>Chapter 11 - Making decisions</p> <ul style="list-style-type: none"> • Understanding decision making • Faulty decision making • Decision making in groups <p>Chapter 12 - Leading people within organizations</p> <ul style="list-style-type: none"> • Leadership theories • Classic theories • LMX and other contemporary theories 	<ul style="list-style-type: none"> • Quiz – Chapter 11 & 12 • Case: The Perils and Pitfalls of Leading Change: A Young Manager's Turnaround Journey • Project #9 • Persuasive assignment due • OB journal due
<p>11. Thursday, February 15, 2024</p>	<p>Optional special topic (TBD)</p>	<ul style="list-style-type: none"> • Final Exam