

**MGMT 5311 – Organizational Management Seminar**  
**College of Business Administration**  
**University of Texas at El Paso**  
**Spring 2015**

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<b>Class Time</b>	Monday and Thursday 1730-2130 (or 5:30-9:30 p.m.)
<b>Class Room</b>	UTEP Graduate Business Center in the Chase Building, 201 E. Main Drive, in Suite 110C.
<b>Instructor</b>	Prajya R. Vidyarthi
<b>Office</b>	Main campus office: Business Building, Room 229
<b>Office Hours</b>	Monday 10:20 a.m. to 12:20 p.m. Wednesday 10:20 a.m. to 12:20 p.m.
<b>Phone</b>	(915) 747-5380 (Office)
<b>E-mail</b>	<a href="mailto:prvidyarthi@utep.edu">prvidyarthi@utep.edu</a> (Note: Please do not use the blackboard system to e-mail me)
<b>Required Text</b>	Organizational Behavior: V1.1 Bauer & Erdogan Publisher: Flat World Knowledge Available through flatworldknowledge.com.

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### **Course 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 impact behavior within an organization. The goal of OB is to understand, predict, and influence employee attitudes and behavior in order to improve organizational effectiveness.

The goals of this course are:

1. Increase students' ability to observe and research individual and group behavior in organizations
2. Develop students' skills in analyzing causes, effects, and context of individual and group behavior
3. Help students learn to apply theories and concepts of OB to actual business and organizational situations
4. 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. 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 lecture, class discussion, project work, case analysis, individual and group exercises, and videos. 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.

## **Course Requirements**

1. **Participation and in-class individual & group activities** – In order to get credit for individual-level participation, students need to come to class prepared, contribute to class discussion by sharing and highlighting ideas and issues pertinent to the course matter, and possibly bring to class material (newspaper or magazine articles and clippings) that add to the topic of class discussion. Furthermore, students will 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. In-class 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.
2. **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 also required to submit slides electronically to the instructor so that they can be shared through the blackboard system. 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.

3. **Persuasion assignment (individual):** This assignment is about using the evidence to persuade one's manager/peer/HR about a work-related issue. You are to prepare a short report in which you attempt to convince your (hypothetical or real) manager or a co-worker 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 pertinent to OB with my approval), e.g., why team-based rewards should be used instead of individual rewards. Your task include a review of the topic in detail, evaluate relevant research and identify arguments that supports your action. Students will write a 5-6 page report addressing a hypothetical manager/coworker/HR. Here is a rough template:

- Introduce yourself (if needed)
- The issue or concern at hand.....(Problem)
- Why this (Problem) is worth the Manager/Coworker/HR Executive 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

The short formal paper is required to be submitted on the day of your class project presentation (although assignment need not be related to project at all). The paper should be no more than 8 pages long including cover page and citations.

4. **OB journaling** – Journaling is a process of writing out thoughts and emotions on a regular basis (Bauer & Erdogan, 2013). Please refer to p. 12 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 each class. Towards the end of each class, you will be given about 10 minutes to write your thoughts, emotions, learning, agreements and disagreements etc. for each day of the class. You will submit your writing (for all the classes) towards the end of the course.
5. **Quizzes** - There will also be a number of quizzes to determine the extent to which students are prepared for class. These will be in multiple choice and true/false format. Students are expected to bring Scantrons and a pencil to every class session. ONLY those students who arrive to class on time will be able to take the quizzes. The best 5 scores will count towards the final grade.

6. **Final Examinations** – There will be one in-class closed-book final exams comprising true/false, multiple choice and short-answer type questions. These will be based on the entire materials covered in class and the assigned readings. No make-up examination will be scheduled. Exceptional circumstances only with prior approval of the instructor and proper documentation can be considered. Final exam will be administered on the final day of this course. More details on the format, time, etc. shall be provided in the weeks prior to the exam.

## Grading

### Measure and points

Attendance, participation, in-class activities	20
Class Project (group presentation)	30
Persuasion Assignment (individual)	15
OB journaling	10
Quizzes	50
Final exam	50
<b>Total Points</b>	<b>175</b>

### Grading scale (in percentage) and letter grade

90 – 100	A
80 – 89.99	B
70 – 79.99	C
60 – 69.99	D
0 – 59.99	F

## **Important notes:**

1. Students are responsible for all the chapters in the textbooks and any additional assigned readings. Because only limited number of topics can be covered during the class hours, all the materials in the text, whether or not covered in class, will be on the examinations.
2. Supplemental readings, case studies, and experiential activities will be distributed throughout the semester. Blackboard web-site and email will be used as the primary communication tools for this class. Please make sure your correct email address is in the university information system. But please note that you should use my primary e-mail address (on the first page of the syllabus) instead of my blackboard e-mail.
3. Classroom conduct: Students are expected to attend all classes, and be well-prepared. They are responsible for completing all readings and other assignments for each class. Laptop, cellphone and internet usage are not allowed in class unless you are instructed to do so for the purposes of education and learning. Students are expected to be respectful and engaged in the classroom.
4. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).
5. Rules on plagiarism and academic integrity: Plagiarism and other violations of academic integrity are strictly prohibited and subject to penalty as defined by the University. Original writing consists of thinking through ideas and expressing them in your own way. If the ideas are from other sources, use footnotes or other citation methods to indicate the source of the ideas. Plagiarism is the act of passing off someone else's work or ideas as your own. The sanctions include, but are not limited to, expulsion and the imposition of a punitive grade.

## Class schedule and outline

A detailed class schedule is given below. The topics and days shown are indicative and may change during the semester depending upon the class interest. The dates for presentations and exams are shown in the class schedule.

<b>Session</b>	<b>Date</b>	<b>Chapter and Subjects</b>	<b>Exam/Presentation/ Remark</b>
#1	01/29	Introduction, Syllabus, and OB <ul style="list-style-type: none"> <li>• Introduction of students and professor</li> <li>• Class requirements and expectations</li> <li>• How to get an A in this class</li> <li>• Form teams</li> </ul>	
#2	02/02	Chapter 1 – Organizational Behavior <ul style="list-style-type: none"> <li>• What is OB? Why does it matter?</li> <li>• Importance of research in OB</li> <li>• Challenges and opportunities</li> </ul>	
#3	02/05	Chapter 2 - Managing Demographic and Cultural Diversity <ul style="list-style-type: none"> <li>• Primary and secondary sources</li> <li>• Legal and moral perspectives</li> <li>• Culture and its implications</li> </ul>	
#4	02/09	Chapter 3 - Understanding people at work: individual differences and perception <ul style="list-style-type: none"> <li>• Definition of individual differences</li> <li>• Differences between personality and values</li> <li>• Implications at the workplace</li> </ul>	Project 1, 2

#5	02/12	<p>Chapter 4 - Individual attitudes and behaviors</p> <ul style="list-style-type: none"> <li>• Differences between attitudes and behaviors</li> <li>• Impact on work outcomes including work-related attitudes</li> <li>• Person-organization fit and person-job fit</li> </ul>	Project 3, 4
#6	02/16	<p>Chapter 5 - Theories of motivation and</p> <ul style="list-style-type: none"> <li>• What is a theory?</li> <li>• Motivation theories</li> <li>• Validity and popularity</li> </ul> <p>Chapter 6 - Designing a motivating work environment</p> <ul style="list-style-type: none"> <li>• Job characteristics model</li> <li>• Motivation at work</li> <li>• Contemporary practices</li> </ul>	Project 5, 6
#7	02/19	<p>Chapter 7 - Managing stress and emotions</p> <ul style="list-style-type: none"> <li>• What is stress?</li> <li>• What are emotions?</li> <li>• Impact of stress and emotions in the workplace</li> </ul>	Project 7, 8
#8	02/23	<p>Chapter 9 - Managing groups and teams</p> <ul style="list-style-type: none"> <li>• Groups</li> <li>• Group dynamics</li> <li>• Dysfunctions</li> </ul>	Project 9, 10
#9	02/26	<p>Chapter 10 - Conflict and Negotiations</p> <ul style="list-style-type: none"> <li>• Conflict and how to address it</li> <li>• Negotiations</li> <li>• Rules of success</li> </ul>	Project 11, 12

#10	03/02	<p>Chapter 11 - Making decisions</p> <ul style="list-style-type: none"> <li>• Understanding decision making</li> <li>• Faulty decision making</li> <li>• Decision making in groups</li> </ul>	Project 13, 14
#11	03/05	<p>Chapter 12 - Leading people within organizations</p> <ul style="list-style-type: none"> <li>• Leadership theories</li> <li>• Classic theories</li> <li>• LMX and other contemporary theories</li> </ul>	<p>Project 15, 16</p> <p>OB journal due</p>
	03/09 and 03/12		Spring Break; No Class
#12	03/16		Final Exam