

**UNIVERSITY OF THE INCARNATE WORD**  
**School of Professional Studies**  
**MGT 4355 Organizational Behavior**  
**COURSE OUTLINE**

**See Instructor Section of Blackboard Course for More Information**

**Overview of the Course**

This course focuses on the theories and realities of behavior within organizations at the leadership and other levels. Requirements essential to the course: Textbook readings, mid-term and final exams, text assignments, group presentation, and relevant literature review. Research tools essential to the course: Access to and an operational knowledge of email and the worldwide web.

**Study Topics:**

- Organizational Behavior (O.B.)
- Organization interdependencies and their consequences for individuals.
- Modifying behavior and predicting the effects upon productivity, satisfaction, and development of individuals as members of the business unit

**Description of the course:**

Presentation of theory and research in OB combined with experiential exercises to develop students' ability to take responsibility for making and living with decisions about their behavior. Awareness of the realities of organization interdependencies and their consequences for individuals. Focus is on modifying behavior and predicting the effects upon productivity, satisfaction, and development of individuals as members of the business unit. Prerequisite: MGT 3340, Junior Standing This course may not be repeated for credit.

**This course is part of:** Bachelor of Arts in Applied Science, Bachelor of Arts in Administration, Bachelor of Arts in Human Resources, Bachelor of Arts in Organizational Development, Bachelor of Science in Business Administration with an eBusiness concentration. Bachelor of Science in Business Administration with and Management concentration, Bachelor of Science in Business Administration with a Project Management concentration, Bachelor of Science in Health Sciences with an Administration concentration, Bachelor of Science in Organizational Leadership This course may be offered in a face- to- face, blended and online format.

<b>Outcomes</b>	<b>Assessments will be a combination of the following</b>
1. Explain the influence of personality, attitudes, perceptions, and attributions on organizational behavior.	1. Instructor designed examinations evaluating terminology, objective, and applied concepts.
2. Describe the motivational process and apply motivational theories to organizational scenarios.	2. In class discussion of lecture content and participation in the assigned case studies and activities.

3. Define group types, group development, group norms, and group decision-making techniques.  4. Analyze and apply leadership theories.  5. Analyze power bases and influence tactics.  6. Identify tactics for handling stress, interpersonal communications, and conflict.  7. Describe the characteristics, determinants, and methods of creating and sustaining organizational culture.  8. Explain the impact that different cultural attitudes and values have on organizational behavior.	3. Applied knowledge of management in the institution of change in an organization in a research paper on a selected topic relevant to the industry in which the student desires to be employed or in their present industry of employment.
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### Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments
Week #1	Chapter 1: Organizational Behavior  Chapter 2: Managing Demographic and Cultural Diversity	Homework/Class Activities (3) <ul style="list-style-type: none"> <li>Class Introductions</li> <li>Lecture - Ch 1, 2</li> <li>Homework – Read Ch 1,2</li> </ul> Course Materials Review and Discussion (2) <ul style="list-style-type: none"> <li>You Tube Video on OB</li> <li>Discussion of Course Requirements</li> <li>Summary – Ch 1,2</li> </ul> Paper/Project Development (1) <ul style="list-style-type: none"> <li>Discuss Paper requirement</li> </ul>
Week #2	Chapter 3: Understanding People at Work: Individual Differences and Perception  Chapter 4: Individual Attitudes and Behaviors	Homework/Class Activities (3) <ul style="list-style-type: none"> <li>Lecture - Ch 3, 4</li> <li>Homework- Read Ch 3,4</li> </ul> Course Materials Review and Discussion (2) <ul style="list-style-type: none"> <li>Video on Ch 3, 4</li> <li>Summary – Ch 3, 4</li> </ul> Paper/Project Development (1) <ul style="list-style-type: none"> <li>Submit topic for research paper/ project</li> </ul>

Week #3	Chapter 5: Theories of Motivation	Homework/Class Activities (3) <ul style="list-style-type: none"> <li>Lecture - Ch 5,6</li> <li>Homework – Read Ch 5,6</li> </ul>
	Chapter 6: Designing a Motivating Work Environment	

		Course Materials Review and Discussion (2) <ul style="list-style-type: none"> <li>Video - Ch 5,6</li> <li>Summary – Ch 5,6</li> </ul> Paper/Project Development (1) <ul style="list-style-type: none"> <li>Discussion on Library resources</li> </ul>
Week #4	Chapter 7: Managing Stress and Emotions	Homework/Class Activities (3) <ul style="list-style-type: none"> <li>Lecture - Ch 7,8</li> <li>Homework – Read Ch 7,8</li> </ul> Course Materials Review and Discussion (2) <ul style="list-style-type: none"> <li>Video - Ch 7,8</li> <li>Summary – Ch 7,8</li> </ul> Paper/Project Development (1) <ul style="list-style-type: none"> <li>Submit outline of research paper/project</li> </ul> <u><b>Midterm Examination (covers first half of the course)</b></u>
	Chapter 8: Communication	
Week #5	Chapter 9: Managing Groups and Teams	Homework/Class Activities (3) <ul style="list-style-type: none"> <li>Lecture - Ch 9,10</li> <li>Homework – Read Ch 9, 10</li> </ul> Course Materials Review and Discussion (2) <ul style="list-style-type: none"> <li>Video - Ch 9,10</li> <li>Summary – Ch 9,10</li> </ul> Paper/Project Development (1)
	Chapter 10: Conflict and Negotiations	
Week #6	Chapter 11: Making Decisions	Homework/Class Activities (3) <ul style="list-style-type: none"> <li>Lecture - Ch 11,12</li> <li>Homework – Read Ch 11,12</li> </ul> Course Materials Review and Discussion (2) <ul style="list-style-type: none"> <li>Video - Ch 9,10</li> <li>Summary – Ch 9,10</li> </ul> Paper/Project Development (1)
	Chapter 12: Leading People Within Organizations	

Week #7	Chapter 13: Power and Politics  Chapter 14: Organizational Structure and Change	Homework/Class Activities (3) <ul style="list-style-type: none"> <li>Lecture - Ch 13,14</li> <li>Homework – Read Ch 13,14</li> </ul> Course Materials Review and Discussion (2) <ul style="list-style-type: none"> <li>Video - Ch 13,14</li> <li>Summary – Ch 13,14</li> </ul>
		Paper/Project Development (1)
Week #8	Chapter 15: Organizational Culture	Homework/Class Activities (3) <ul style="list-style-type: none"> <li>Lecture - Ch 15</li> <li>Homework – Read Ch 15</li> </ul> Course Materials Review and Discussion (2) <ul style="list-style-type: none"> <li>Video - Ch 15</li> <li>Summary – Ch 15</li> </ul> Paper/Project Development (1) <p><b><u>Submit completed research paper/project</u></b></p> <p><b><u>Final Examination (covers second half of the course)</u></b></p>

### Total 48 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic during the week. Its primary purpose is for accreditation.

### Grading Activities Criteria and Guidelines

#### Grading Standards:

Discussion/Participation	20%
Homework/Assignment	15%
Research Paper/Project	15%
Midterm Examination	25%
Final Examination	25%
<b>Total</b>	<b>100%</b>

#### Grading Scale:

A	93 - 100	B-	80 – 82	D+	67 – 69
A-	90 - 92	C+	77 – 79	D	63 – 66
B+	87 - 89	C	70 – 76	D-	60 – 62

B	83 - 86	There is no C- grade at UIW	F	< 60
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**A and A-** indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

**B+, B, and B-** indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

**C+ and C** indicates an acceptable grasp of the essentials of the course.

**D+, D, and D-** indicates less than average performance in the course.

**F** indicates failure to master the minimum essentials of the course. The course must be repeated.

#### Discussion:

Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

#### Participation, Punctuality and Attendance: Requirements and Expectations for In-person Classes

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: <https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies>
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and homework with due dates: Expected to be turned-in on time

#### Homework Rubric:

Use APA style writing as the standard format. Homework will be graded using the rubric below:

Homework Rubric				
Criteria	90 - 100% Excellent	80 – 89% Good	70 – 79% Fair	Below 70% Poor
<b>Completeness</b>	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
<b>Analysis, evaluation, and recommendations</b>	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified

		concepts from the reading		
<b>Research</b>	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
<b>Writing mechanics</b>	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized

**Discussion Rubric:**

	<b>&lt;70%</b>	<b>70%-79%</b>	<b>80%-89%</b>	<b>90%-100%</b>
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<b>Business Acumen</b>	Does not demonstrate competence in course concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with room for improvement in terms of consistency, and level of detail.	Frequently uses a wide range of concepts from the class materials, demonstrating competence and accuracy in the use of concepts.
<b>Critical Thinking</b>	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content
		peers to outline approaches to covering course content. Room for improvement in terms of critically examining course content.	with peers to structure learning processes. Occasionally critically examines arguments, alternatives, and analyses.	coverage. Critically examines arguments, alternatives, and analyses.
<b>Personal Effectiveness</b>	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort occasionally has a	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is room for improvement in terms of engaging	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions and the learning of self and others.

		negative impact.	peers using a variety of contribution guidelines.	
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### [Academic Integrity Policy](#)

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

### [UIW Course Policies, Guidelines and Accommodations](#)

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class. Hyperlink takes you to Blackboard, please click on UIW Course Policies, Guidelines and Accommodations tab.

**Updated 01/2020**