SYLLABUS
Spring 2022
MANA 5320.001
Organizational Behavior

Instructor: Stephen C. Bushardt
Office: Soules College of Business 350.21
Telephone: 903-330-5570 (Cell)
e-Mail: SBushardt@uttyler.edu (Best contact)
Office Hours: By Appointment
Course: Hybrid and zoom

Course Description
Description: Integration of issues managers face when trying to lead individuals and organizational units to achieve organizational objectives. Focus of the course emphasizes the individual and group level analysis.

Course Outcomes
1. To enhance critical thinking skills used in decision making and interpersonal communication skills.
2. To develop an understanding of the theories, principles, terminology, and concepts associated with individual and group behavior within an organizational context. A primary emphasis is on the integration of knowledge.
3. Develop analytical and integration skills in applying knowledge to enhancing individual and organizational effectiveness in a wide range of organizations (profit, nonprofit and governmental) in a complex global economy.
4. Develop an understanding of leadership theories and application skills.
5. To encourage self-reflection regarding your role as a business practitioner.

Course Learning Objectives
1. Synthesize the Critical Thinking Model and skills regarding issues in the business environment.
2. Examine behavior, attitude, performance and the Elements of Reasoning.
3. Demonstrate effective written and verbal communication skills.
4. Develop knowledge of the theories related to motivation, communication, and structural properties of organizations.
5. Demonstrate an ability to integrate various theories and illustrate their impact on management practices.
6. Examine active listening, develop active listening techniques, and the power of the mind.
7. Examine organizational culture model and identify organizational strategies, demonstrating how to change the organizational culture.
8. Assess interpersonal conflict, conflict resolution styles, individual effectiveness, and develop knowledge your relationship with yourself and others.
9. Examine performance appraisal and methods of giving and receiving feedback.
10. Examine the theory of delegation and the role in management.
11. Develop Knowledge of Leader effectiveness and the awareness of one's own leadership styles.
12. Assess career advancement strategies and career success.

Teaching Approach and Pedagogy
The course will utilize lectures, case studies, experiential learning, and Socratic Method and group discussions to facilitate learning. Individual students are responsible for preparation before class and participation in class. Learning is the responsibility of the individual student.

Text and Supplementary Materials
- Textbook: No textbook
- Articles are available on Canvas.
- Machiavelli, N. *The Prince*, Selections from the Discourses and other writings. **(Not Required)**
- Roanne, Susan. *How to Work a Room: The Ultimate Guide to Savvy Socializing or the updated version How to Work a Room: A Guide to Successfully Managing the Mingling.* **(Not Required)**

Prerequisite:
A bachelor's degree

Internet Access:
It is vital that you have reliable internet access. This is important because this is an **online course delivered through Canvas LMS**, which will require you to complete activities every week online. Important announcements and correspondence will also take place in this course through Canvas. You are responsible for monitoring announcements and emails online and it is recommended that you engage in Canvas through Google Chrome or Firefox.

Evaluation and Grading

Getting Acquainted
You will find your first post in a discussion board form to get acquainted with each other. Please log into your group and introduce you self in terms of background, experience and who you are as a person.

Discussion Board
There are a total of five discussion board entries (Module 2, 4, 7, 11, and 13) for this course worth 20% of your overall grade. To earn credit for the discussion board you are required to complete your initial response to the discussion question by Thursday at 11:59 p.m., followed by a responses to two other group member's post by the end of Sunday at midnight.

Exams
There are a total of two exams for this course with each exam worth 40% of your overall grade.
Exam One is a cumulative of reading and video content for Module 1 through Module 8.
Exam Two is a cumulative of reading and video content for Module 9 through Modules 15.

ProctorU Auto
This course requires all student s to be tested with a proctoring system. ProctorU Auto is On-Demand Access 24/7 proctoring system where you the test-taker can take exams on-demand at any time, on any day within the testing date from the comfort of your home. As a test-takers you will be guided through an automated step-by-step process to verify your identity to get the exam. Test-takers are monitored by an AI platform that gets smarter with every exam. The system automatically flags suspicious behavior for review and all exam sessions are recorded end-to-end.

Grade Determination

Test One   40%
Test Two   40%
Group Discussion Board   20%

Final grades
Determined using the evaluative criteria as described above with a ten-point format.

Class Policies
Academic Dishonesty and/or Impropriety Policy. Please review the policy. In short, any student who engages in any form of cheating, including plagiarism, will receive a grade of F in the course. (Plagiarism – to take and pass off as one's own the ideas, writings, etc. of another. Webster's Dictionary.

Schedule of Assignments:
All assignments are subject to change at the discretion of the instructor.

Course Schedule

Week 1   *[1/10/22-1/16/22]*

Getting Started

Read:
Getting Started instructions
Course Syllabus and Schedule

Discussion Board
Getting acquainted **(Optional)**

Module 1 - Introduction, Attitudes vs. Behavior

Read:
Employee evaluations: Measure performance, not attitude

Week 2   *[1/17/22-1/23/22]*

Module 2 - Critical Thinking

Read:
http://www.criticalthinking.org/ (optional readings)

Discussion Board [Important]
Discuss the analysis of education in America in your groups using the critical thinking model.

Week 3   *[1/24/22-1/30/22]*

Module 3 - Motivation Theory: Cognitive theories: Need theories

Read:
Motivation Part 1 & 2

Week 4   *[1/31/22-2/6/22]*

Module 4 - Motivation theory: Cognitive theories: Process theory of Expectancy Theory and Active Listening

Read:
Motivation Part 3 & 4

Discussion Board [Important]
Discuss expectancy theory cases in groups

Week 5   [2/7/22 – 2/13/22]

Module 5 - Active Listening

Week 6   *[2/14/22 – 2/20/22]*

Module 6 - Motivation Theory: Behavioral theory

Read:
Bushardt, S.C., Fowler, A. & Debnath, S. (1988) Sales force motivation: A theoretical analysis, Human Relations, 41, 12, 901-914.

Fowler, A., Duhon, D., Brown, G., & Bushardt, S.C. (1997) Sales force compensation and motivation to perform: An application of expectancy theory and operant conditioning, Proceedings Academy of Marketing Studies, Allied Academies National Conference, Las Vegas, Nevada, 38-43. **(Optional)**

Bushardt, S.C., Toso, R. & Schnake, M.E. (1981) Can money motivate? Management World, 10, 11, 25-26. The original article was summarized and published in Changing Times, vol 36 no 2 (May 1982), pp. 20-21. Portions of the article was syndicated by Copley's National Radio Service, (summer 1992).

Bushardt, S.C. & Fowler, A. (1982) Compensation and benefits: Today's dilemma in motivation, The Personnel Administrator, 27, 4, 23-26.

Bushardt, S.C. & Debnath S. 1984) Pay secrecy: The boomerang effect, Business Insights, 3, 1, 22-24.

Week 7   *[2/21/22 – 2/27/22]*

Module 7 - Organizational culture; Organizational Culture

Review
Exam review

Read:
Bushardt, S.C. & Fowler A. (1987) Improving teaching effectiveness: Merit pay vs. Organizational culture, <u>Capstone Journal of Education</u>, 7, 2, 28-8.

Bushardt, S. C., Lambert, J., & Duhon, D. L. (2007). Selecting a Better Carrot: Organizational learning, formal rewards and culture; A Behavioral Perspective. <u>Journal of Organizational Culture, Communication and   Conflict,</u> vol. 11, no. 2, 67-79.

Bushardt, S. C., Glascoff, D. W., & Doty, D. H. (2011). Organizational Culture, Formal Reward Structures, and Effective Strategy Implementation: A Conceptual Model. <u>Journal of Organizational Culture, Communication and Conflict</u>, vol. 15, no. 2, 57-70

Discussion Board [Important]
Discuss organizational culture in your groups

Week 8   *[2/28/22 -3/6/22]*

   Module 8

Mid-term Exam [Important]
Exam is given online – [Important] the exam will open at 8:00 A.M. on Monday, February 28 and will close on Sunday, March 6 at 11:59 P.M.

Spring Break [3/7/22 – 3/13/22]

Week 9   *[3/14/22 -3/20/22]*

   Module 9 - Interpersonal Conflict

Read:
Win-lose

Fowler, A., Bushardt, S.C. & Jones, A. (1993). Retaining nurses through conflict resolution. Health Progress. 74, 5, 25-29. **(Optional)**

Wolfe, D.E. & Bushardt, S.C. (1985) Interpersonal conflict: Strategies and guidelines for resolution, Journal of the American Medical Records Association, 56, 2, 18-22. **(Optional)**

Week 10   *[3/21/21 – 3/27/22]*

   Module 10 - FIRO-B and Jo Hari's Window

Read
The Johari widow: A model for soliciting and giving feedback

Week 11   *[3/28/22 -4/3/22]*

   Module 11 - Interpersonal Skills: Giving and Receiving Feedback

Read
Bushardt, S.C., Jenkins, M. & Cumbest, P.B. (1990) Performance appraisal: Enhancing employee development through interpersonal feedback appraisals,
Training and Development Journal, 44, 3, 29-32 less

Bushardt, S.C., Jenkins, J.M. & Cumbest, P.B. (1990) Less Odious Performance Appraisal
Training and Development Journal, 44, 3, 29-33 **(Optional)**

Discussion Board [Important]
Discuss the results of FIRO-B and Conflict resolutions styles

Week 12   *[4/4/33 – 4/10/22]*

Module 12 - Delegations, Authority and Responsibility

Read
Bushardt, S.C., Duhon, D. & Fowler, A. (1991). Management delegation   myths and the paradox of task assignment: An integrative review. Business Horizons, 34, 2, 37-43.

Bushardt, S.C., Fowler, A. & Fuselier, E.P. (1988) Delegation: Authority and responsibility: the myth and the reality, Akron Business and Economic Review, 19, 1, 71-77. **(Optional)**

Bushardt, S. C., Glascoff, D. W. &Doty, D. H. (2010). Delegation, authority, and responsibility: A reconfiguration of an old Paradigm. Advances in Management, vol.3 no. 9, 9-12. **(Optional)**

Week 13   *[4/11/22 – 4/17/22]*

Module 13 - Leadership

Read
Situational Leadership
Discussion Board [Important]
Discuss results of situational leadership styles and effectiveness scores.

Week 14   *[4/18/22 – 4/24/22]*

Module 14 - Success theory: Mentoring

Read
Bushardt, S.C., Moore, R.N. & Debnath, S. (1982) Picking the right person for your mentor, Advance Management Journal, 47, 3, 46-51.

Bushardt, S.C., Fretwell, C. & Holdnak, B.J. (1991). The mentor/protégé relationship: A biological perspective. Human Relations, 44, 6, 619- 639.

Bushardt, S.C. & Brooking, S. (1982) Managing the boss: Learning to manage your superior and reap recognition and reward, <u>Management World</u>, 11, 5, 38-39.
Bushardt, S. C., Glascoff, D. W., & Doty, D. H. (2010). Career advancement strategies for the new decade: Out with the old; In with the new. <u>Journal of Business</u> <u>and Training Education</u>, vol. 19, Fall, 29-34.

Transitioning to Management: Challenges and Opportunities for the Millennial Generation

Understanding Work Passion: An Important Element for Career Success and Improvement Quality of Life

The cunning nature of man: excerpts from the Fountainhead by Ayn Rand

Week 15   *[4/25/20 – 4/30/22]*

Module 15

Exam 2 [Important]
Exam is given online – [Important] the exam will open at 8:00 A.M. on Monday, April 25 and will close on Saturday, April 30 at 11:59 P.M.
This exam covers only material covered since Exam I.

Course Readings List
Exam 1 Reading
1. Critical Thinking website: https://www.criticalthinking.org/ [Module 1]
2. Critical Thinking Model [Module 1]
3. Employee evaluation- measure performance, not attitude [Module 1]
4. Motivation: Part 1 [Module 3]
5. Motivation: Part 2 [Module 3]
6. Motivation: Part 3 [Module 4]
7. Motivation: Part 4 [Module 4]
8. Sales Force motivation: A theoretical analysis [Module 6]
9. Sales force compensation and motivation to perform: An application of expectancy theory and operant conditioning **(Optional)** [Module 6]
10. Can money Motivate? [Module 6]
11. Compensation and benefits- today's dilemma in motivation [Module 6]
12. Pay secrecy: the boomerang effect [Module 6]
13. Improving teaching effectiveness: merit pay vs. organizational culture [Module 7]
14. Selecting a better carrot: organizational learning, formal rewards and culture: A behavioral perspective [Module 7]
15. Organizational culture, culture, formal rewards structures, and effective strategy implementation: A conceptual model [Module 7]

Exam 2 Reading
16. Interpersonal conflict; Strategies and guidelines for resolution **(Optional)** [Module 9]
17. Retaining nurses through conflict resolution **(Optional)** [Module 9]
18. Win-lose situation [Module 9]
19. JoHari"s Window [Module 10]

20. Performance appraisal enhancing employee development through interpersonal feedback [Module 11]
21. Less Odious performance appraisals **(Optional)** [Module 11]
22. Delegation Authority and responsibility the myth and the reality **(Optional)** [Module 12]
23. Management Delegation myths and the paradox of task assignment [Module 12]
24. Delegation, authority and responsibility: a reconfiguration of an old paradigm **(Optional)** [Module 12]
25. Situational Leadership [Module 13]
26. Picking the right person for your mentor [Module 14]
27. The mentor protégé relationship: a biological perspective [Module 14]
28. Managing the boss: Lessons in reality theory [Module 14]
29. Career advancement strategies for the new decade [Module 14]
30. Transitioning to management; challenges and opportunities for the Millennial generation [Module 14]
31. Understanding work passion; an important element in career success and improved quality of life [Module 14]
32. The cunning nature of man: excerpts from the fountainhead by Ayn Rand [Module 14]

Withdrawal Dates:
Last day to withdraw from one or more courses is March 28.2022.

Make-up Procedure:
If you must miss an exam, you must make every effort to contact me before the exam. Failure to do so may result in a zero for that exam. Make-up exams, if allowed, must be taken within a week of the scheduled exam. The format of the make-up exam will be at my discretion (multiple-choice, short

Academic Honesty Policy:
No form of academic misconduct will be tolerated. The University has a strict code for cheating and students should refer to the Student Code of Conduct to understand the consequences. University policy will be followed if a student is caught cheating.

Attendance Policy:
Class attendance is highly recommended and will be factored into your class participation grade.

College of Business STATEMENT OF ETHICS:
The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus.

University Policies

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions or exemptions must be submitted to the Enrollment Services
Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources
(SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i.   "Cheating" includes, but is not limited to:
- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or
- specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically
- prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key,
- homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the
- instructors has designated that the examination is not to be removed from the examination room or not to be returned
- or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any
- course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test
- key, homework solution, or computer program or information about an unadministered test, test key, home solution or
- computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student
- knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial
- benefit or injuring another student academically or financially.

ii.   "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii.   "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv.   All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)