

*Executive MBA Healthcare  
Management Program*

### SYLLABUS – SPRING 2022

|                       |  |
|-----------------------|--|
| <b>COURSE NUMBER</b>  | MANA 5320  |
| <b>COURSE TITLE</b>   | Organizational Behavior                                    |
| <b>INSTRUCTOR</b>     | Vicki Mason, DHSc  |
| <b>EMAIL</b>          | <a href="mailto:vmason@uttyler.edu">vmason@uttyler.edu</a> |
| <b>PHONE</b>          | 281.865.1730 cell  |
| <b>OFFICE HOURS</b>   | By Appointment   |
| <b>CLASS MEETINGS</b> | Refer to EMBA Cohort Schedule                              |

#### I. COURSE DESCRIPTION

Investigation of issues managers face when trying to lead individuals and organizational units to achieve corporate objectives. Focus of the course emphasizes the individual and group levels of analysis. <https://catalogs.uttyler.edu/2021-2022/Catalog/Courses/MANA-Management/5000/MANA-5320>

#### II. REQUIRED TEXT

Borkowski, N. And Meese, K. (2021). Organizational Behavior in Healthcare. 4th edition. ISBN: 9781284183245

#### III. COURSE LEARNING OBJECTIVES

- Review concepts and apply knowledge of theories related to leadership, motivation, communication, and explain their impact on management practices within organizations.
- Assess strategies and managerial skills development for professional proficiency.
- Examine and analyze workplace situations.
- Collaboratively design plans to effect organizational changes and achieve corporate objectives.
- Demonstrate effective verbal and written communication skills.

#### IV. SOULES COLLEGE OF BUSINESS CORE VALUES

Professional Proficiency Technological Competence Global Awareness Social Responsibility Ethical  
Courage

## V. GRADING POLICY

| Assignment   | Weeks         | Points                        | Percentage of grade            |
|--|---------------|-------------------------------|--------------------------------|
| Pre-class prep or discussion submitted to forum                                      | 1,2,3,4,5,6,7 | 10 points each<br>= 70 points | <b>3% each</b><br><b>= 21%</b> |
| Proficiency Awareness Exercises  | 2,3,4,5,6     | 10 points each<br>= 50 points | <b>3% each</b><br><b>= 15%</b> |
| Quizzes (individual and group) ½ hour 3 minutes per question. 10 questions each quiz | 1,2,3,4,5     | 10 points each<br>= 50 points | <b>3% each</b><br><b>= 15%</b> |
| Reflections on problem-based learning/assignments                                    | 1,5,6,7       | 10 points each = 40 points    | <b>3% each</b><br><b>= 12%</b> |
| Student Led Seminar: Leadership Theory Presentations                                 | 3             | 40 points                     | <b>15%</b>                     |
| Final Case analysis and Presentation   | 7             | 50 points                     | <b>22%</b>                     |
| <b>TOTAL</b>   |               | <b>300</b>                    | <b>100%</b>                    |

| Final Grades |   |           |
|--------------|---|-----------|
| A            | = | 90% +     |
| B            | = | 80% - 89% |
| C            | = | 70% - 79% |
| D            | = | 60% - 69% |
| F            | = | <60%      |

## I. ATTENDANCE/WEEKEND MAKE-UP POLICY

The Executive MBA Healthcare Management program is a face-to-face weekend cohort model. It is expected that executive students are present face-to-face in COB 321 on the outlined weekends. In some cases, extenuating circumstances may warrant special accommodations to be made between the student and faculty member. Students are expected to contact and receive prior approval from the faculty member. Please refer to the specific course policy on attendance as outlined below.

*MANA 5320 emphasizes Problem-Based Learning (Miller, 2004) with individual and group analysis reflective of the graduate EMBA program and the healthcare workplace. Students contribute real-world workplace challenges for the class to analyze and design interventions. In addition, students act as consultants on other group's challenges to contribute expertise and expand their knowledge bases.*

*The course is part of a face-to-face weekend EMBA. While Zoom attendance may be arranged in extenuating circumstances, full participation/contribution to the learning community (along with the associated points) in group projects and group quizzes is not possible if one is not onsite. Only 50% of group project and reflection points, and groups quizzes points will be available if the extenuating circumstance is not requested and approved in advance.*

*Note: The COVID situation is continuing to develop as new variants evolve. The university is vigilantly monitoring the situation as are healthcare organizations. We appreciate your flexibility. There may be syllabus or schedule changes as situations unfold.*

**II. CONTENT – Detailed session by session information is included on individual pages of the syllabus. The syllabus overview will occur at the beginning of the first session.**

Pre-class preparation: The problem-based learning will begin with student contributed workplace challenges and examples. The deadline is Wednesday at 11:55 p.m. CT so that the faculty may gather all information for the weekend session.

Proficiency Awareness Exercises in keeping with the SOULES COLLEGE OF BUSINESS CORE VALUES – Professional Proficiency students will complete individual assessments to build awareness of their personal leadership styles and opportunities to enhance their styles and approaches. The **unique value of each student** is respected by building in **choice** on proficiency awareness tools for a personal approach to leader development. These individual assignments are the last item on the session schedule and may be completed in advance.

Quizzes: Quizzes are open book and are formative in nature. The course focuses on concept identification and application to workplace challenges. The quick Quizzes (10 questions – 3 minutes per question) require reading in advance. Some quizzes are individual, and some are group based to facilitate discussion and concept identification.

Student Led Seminars – Self selected student teams (3 members) will present Leadership Theory concepts.

Reflections: As part of problem-based learning (Miller, 2004) students will reflect on the experiences of problem solving, skill development and leadership preparation.

Cases: The problem-based learning will culminate in formal case study assignments for Week 7.

**Chapter reinforcement and resources:**

- PowerPoint Slides – PowerPoint slides will be posted for each chapter covered in the course and should be used as a supplement and not a substitution for chapter reading.
- Articles: Both business and scholarly articles will be included as resources and application of course concepts for in class discussions.
- Videos: Select videos will illustrate concepts and serve as resources for skills development.

### III. CALENDAR – See the individual pages of the syllabus for Week-by-Week Calendar

#### Cohort Weekends SPRING 2022

- EMBA 5362 Healthcare Information Technology and Informatics **Dr. Paula Anthony-McMann**
- MANA 5320 Organizational Behavior **Dr. Vicki Mason**

| Week 1, 3, 5, 7    |                      |                      |
|--------------------|----------------------|----------------------|
| Friday [EMBA 5362] | Saturday [EMBA 5362] | Saturday [MANA 5320] |
| 5:00pm – 9:00pm    | 8:00am-10:00am       | 10:00am-4:00pm       |
| Week 2, 4, 6       |                      |                      |
| Friday [MANA 5320] | Saturday [MANA 5320] | Saturday [EMBA 5362] |
| 5:00pm – 9:00pm    | 8:00am-10:00am       | 10:00am-4:00pm       |

#### Dates

1. January 14-15, 2022
2. January 28-29, 2022
3. February 11-12, 2022
4. February 25-26, 2022
5. March 4-5, 2022
6. March 18-19, 2022
7. April 1-2, 2022

#### ASSIGNMENTS AND RUBRICS:

#### STUDENT LED SEMINAR INSTRUCTIONS AND RUBRIC

**Prior to class: Self-select groups of 3 for Student Led Seminar on Leadership theories.**

Post for topic on discussion forum:

Choose from Transformational, Charismatic, Servant, Collaborative, Traits vs Behavior, Path-Goal, Situational Leadership Model, or Leader-Member Exchange. First-come, first-served. Once a topic is posted it is unavailable and a different topic should be selected. Post subject line should read last names of group members and the topic.

Content should be reflective of a complete yet concise overview of the theory including points on explanation/definition, strengths/weaknesses or pros/cons, who may use this theory model or style – leaders at all levels or just new or more experienced leaders, what makes this different from other theories, workplace situation(s) that reflect the approach or model. Conclude with a discussion: Include three questions or scenarios that engage students in critical analysis and spark conversation, not just yes or no or True or False questions.

| <b>CRITERIA</b>   | <b>DOES NOT MEET EXPECTATIONS<br/>4</b>  | <b>NEEDS IMPROVEMENT<br/>6</b>  | <b>MEETS EXPECTATIONS<br/>8</b>   | <b>EXCEEDS EXPECTATIONS<br/>10</b>  |
|---|--|---|---|---|
| <b>Content includes relevant points with explanations and expansion on concepts.</b>  | Content does not include all relevant points.  | Content would benefit from more structure   | Content is focused and relevant.  | Topic is highly focused and relevant. There are both explanations and expansion on concepts.  |
| <b>Source Use to validate content for evidence-based approach</b>   | Little or no sources used to support the concepts.   | Some sources used to provide support.   | Suitable sources used to provide support for the theory or model.   | Effective use of business/industry and scholarly sources.   |
| <b>Confident delivery that engaged the audience, eye contact, body language, enthusiasm, posture, and pace. Material is presented not read to the audience.</b> | Little to minimum engagement eye contact, body language, enthusiasm, posture, and/or pacing issues. Confidence appeared to be lacking with slides read verbatim. | Some or inconsistent audience engagement eye contact, body language, enthusiasm, posture, and/or pacing issues. Some confidence apparent. | Suitable engagement with eye contact, body language, enthusiasm, posture, and/or pacing. Adequate Demonstration of some level of confidence by all members. | Very effective and clear engagement eye contact, body language, enthusiasm, posture, and/or pacing. All members seem comfortable and confident presenting material. |
| <b>Questions or scenarios posed, facilitation of cohort discussion that extends beyond basic information.</b>   | Yes or no questions or True/False only with little requirement of critical analysis.   | Yes or no, True/False, multiple-choice questions only with little requirement of critical analysis. Minimal discussion elicited.          | Suitable questions and/or workplace scenarios that spark discussion and analysis.   | Highly effective engagement with cohort resulting in executive/leader level discussion.   |

**PRE-CLASS TO DO ITEMS (POSTED IN DISCUSSION FORUMS AND INDIVIDUAL PROFICIENCY AWARENESS ACTIVITIES**

**RUBRIC**

|  |   |
|--|---|
| <b>Timeliness of submission:</b> Not submitted on or before due date/time in syllabus. | 0 |
| <b>Timeliness of submission:</b> Submitted on or before due date/time in syllabus.     | 2 |

| Does Not Meet Standards<br>0             | Needs Improvement<br>1   | Needs Some Improvement<br>2  | Meets Expectations<br>3   | Exceeds Expectations<br>4  |
|--|--|--|---|--|
| <b>Scope of response:</b> Not submitted. | <b>Scope of response:</b> Two or more of the prompts were not addressed or addressed completely. | <b>Scope of response:</b> One of the prompts was not addressed/addressed completely. | <b>Scope of response:</b> Shows evidence of having read, reflected, analyzed, and responded concisely but completely to all components of the prompt(s) and/or providing all requested material/data. | <b>Scope of response:</b> Each component is answered concisely yet completely with the student providing content rich evidence of having read, reflected, and analyzed the prompt(s) and/or providing all requested material/data. |
| Not submitted.                           | <b>Mechanics:</b> Multiple typos and/or grammatical errors.                                      | <b>Mechanics:</b> Two typos or grammatical errors.                                   | <b>Mechanics:</b> One typo or grammatical error.  | <b>Mechanics:</b> No errors noted, work is consistent with attention to proofreading and/or spellchecking.   |

## CLASS REFLECTIONS ON ACTIVITIES

Class Reflections (Miller, 2004) on Activities: The reflections will not exceed 500 words or the equivalent of 1 single-spaced, 12-font, 1" margins. Use the 6 prompts as headers.

- What did you learn about yourself while working on this problem solution?
- What was the most difficult part of the process?
- What part of the project required you to master new skills?
- What could you tell another person about how to effectively solve a problem like this one?
- How would you go about solving this problem differently if you were to work on it again?
- How happy were you with the process and solution?

Miller, J. S. (2004, October). Problem-based learning in organizational behavior class: Solving students' real problems. *Journal of Management Education*, 28(5), 578–590.

| Grading criteria for Reflections   | Perfect Performance<br>10 points | Exceptional Performance<br>9.5 points | Consistently Exceeds Expectations<br>9 points | Exceeds Expectations<br>8.5 points | Meets Expectations<br>8 points | Meets Most Expectations<br>7 points | Needs Some Development<br>6 points | Needs Much Development<br>5 points | Unsatisfactory Performance<br>4 points | Not submitted<br>0 points |
|--|----------------------------------|---------------------------------------|---|------------------------------------|--------------------------------|-------------------------------------|------------------------------------|------------------------------------|--|---------------------------|
| There is strong evidence of analysis and critical thinking. All elements are addressed comprehensively, yet concisely within length stipulated. Innovative and thought-provoking approaches are demonstrated. Citations/References support position to demonstrate knowledge of materials. |                                  |                                       |   |                                    |                                |                                     |                                    |                                    |  |                           |

**Case Study: Week 7 Final project – time allocated for development and presentation in the class.**

Instructor created groups (3-4 people) will each be assigned a case no later than the 6<sup>th</sup> class meeting. The deliverable is a 15-minute PowerPoint presentation and a one-page executive summary of the case. One member from each group should post the group's slide deck on Canvas in advance of the presentation. The slide deck and executive summary will be submitted to Canvas by 1 p.m. on Saturday. Each group will present its case during class with all group members presenting a portion of the case study. Refer to rubric for the components below.

The content of the slide presentation

Mechanics of the slide presentation

The thoroughness of the evaluation in the Executive Summary

The quality of the speaking (presentation skills). Each presenter will receive an individual grade.

| <b>CRITERIA</b>  | <b>DOES NOT MEET EXPECTATIONS<br/>4</b>  | <b>NEEDS IMPROVEMENT<br/>6</b>  | <b>MEETS EXPECTATIONS<br/>8</b>   | <b>EXCEEDS EXPECTATIONS<br/>10</b>   |
|--|--|---|---|--|
| <b>Content includes relevant points with explanations and expansion on concepts. The evaluation is thorough.</b>   | Content does not include all relevant points.  | Content would benefit from more structure   | Content is focused and relevant.  | Topic is highly focused and relevant. There are both explanations and expansion on concepts.                     |
| <b>Material is presented using effective bullet points. Slides are not content heavy. Typeface is easy to read. Bullet point punctuation is consistent. There are no typos and grammar errors.</b> | Slides are content heavy, and/or material is not effectively presented. Multiple issues with bullet point punctuation, grammar, or spelling. | Some slides are content heavy and/or material is not effectively presented. There are issues with bullet point punctuation, grammar, or spelling. | Material is for the most part effectively presented. There is one issue with bullet point punctuation, grammar or spelling. | Material is effectively presented. There are no typos or grammar errors. Bullet point punctuation is consistent. |



|   |  |  |   |  |
|---|--|--|---|--|
| <p><b>Source Use to validate content for evidence-based approach</b></p>  | <p>Little or no sources used to support the concepts.</p>  | <p>Some sources used to provide support.</p>   | <p>Suitable sources used to provide support for the theory or model.</p>  | <p>Effective use of business/industry and scholarly sources.</p>   |
| <p><b>Quality of Speaking/Presentation: Confident delivery that engaged the audience using eye contact, body language, enthusiasm, posture, and pace. Material is presented, not read to the audience with no use of filler words.</b></p>  | <p>Little to minimal engagement with speaker lacking eye contact, body language, enthusiasm, posture, and/or pacing and use of filler words. Confidence appeared to be lacking with slides read verbatim.</p>  | <p>Some or inconsistent audience engagement using eye contact, body language, enthusiasm, posture, and/or pacing and use of filler words. Some confidence apparent.</p>                      | <p>Suitable engagement with eye contact, body language, enthusiasm, and posture. Minimal issues with pacing and filler words. Demonstration of a level of confidence by speaker.</p>        | <p>Very effective and clear engagement with use of eye contact, body language, enthusiasm, posture, and/or pacing. Speaker seemed comfortable and confident presenting material.</p>   |
| <p><b>Executive Summary is thorough with strong evidence of analysis and critical thinking. All elements are addressed comprehensively, yet concisely within length stipulated with logical progression. Innovative and thought-provoking approaches are demonstrated. There are no typos and grammar errors.</b></p> | <p>Concepts and problems are presented with little evidence of analysis and/or lacking logical progression through problems and solutions raising questions. May have multiple typos and grammar errors that detract from message or does not meet length requirements. Conciseness may be an issue.</p> | <p>Some elements are addressed comprehensively, yet concisely within length stipulated with logical progression. Approaches are well thought out. Paper has typos and/or grammar errors.</p> | <p>Most elements are addressed comprehensively, yet concisely within length stipulated with logical progression. Approaches are well thought out. There may be a typo or grammar error.</p> | <p>Very thorough with strong evidence of analysis and critical thinking. All elements are addressed comprehensively, yet concisely within length stipulated with logical progression. Innovative and thought-provoking approaches are demonstrated. There are no typos and grammar errors.</p> |

| <b>Module 1 (Week – January 14-15, 2022<br/>Schedule Saturday 10 a.m. to 4 p. m.)</b><br>Introduction to Org Behavior, Diversity and Inclusion and Perceptions  |   |
|---|---|
| <b>Module Learning Outcomes</b>   | <b>Assigned Activities</b>  |
| 1) Define and apply basic concepts and theories within organizational behavior.<br>2) Gather and evaluate employee perceptions on Diversity and Inclusion (individual analysis).<br>3) Review data and collaboratively develop initial approaches of a diversity management plan.   | Read/review the following prior to class: <ul style="list-style-type: none"> <li>• Organizational Behavior in Health Care. (2021) Borkowski and Meese. Chapters 1, 2, and 3 (note exhibit 3-2 p. 38-41) and 4 (pages 45-62, stop at the end of Stereotyping).</li> <li>• The author recommends the following video on Theory X and Theory Y<br/> <a href="https://www.youtube.com/watch?v=CXAzZRnJo2o">https://www.youtube.com/watch?v=CXAzZRnJo2o</a></li> </ul> |
| <p><b>Assignments</b></p> <p><b>Prior to class: Week 1 Discussion Casual Interviews 5 questions</b><br/>           Use interview template to contribute information for Diversity, Equity, and Inclusion Snapshot Project. Two (one managerial, one non-managerial and yourself (designate yourself as to managerial or non-managerial). These are very casual “interviews” with four Yes/No questions and one 1-5 rating. Complete sheet and post on discussion board with one succinct paragraph of your perceptions regarding your findings by Wednesday 11:55 p.m. CT. Please upload template as a word doc.</p> <p><b>In class:</b></p> <p><b>Syllabus Review:</b> Expectations and Schedules.</p> <p><b>Guest Speaker via Zoom</b></p> <p><b>Pulse Check with in-class discussion: Board and Leadership Diversity.</b> Visit your organization’s website. Review the diversity of the board and the senior leadership team. Is it representative of the community served? (You may check the zip code data of the organization’s address at <a href="https://www.census.gov/quickfacts/fact/table/US/PST045219">https://www.census.gov/quickfacts/fact/table/US/PST045219</a>). Is the board and senior leadership diversity consistent with the overall employee population? What is your perception of the diversity?</p> <p><b>Group project:</b> Using data gathered from all “interviews” groups will examine findings, identify trends or patterns/area of interest or concern, compare and contrast perceptions of managers and non-managers, cause and effects, prioritize concerns, and develop a 5 bullet point initial plan to address issues. Each group will casually present and share findings and approaches.</p> <p><b>Quiz (group exercise)</b> -Chapters 1, 2, 3 and partial 4</p> <p><b>Class Reflection</b> to be completed and submitted – <b>(Last item before end of class). See page 10.</b></p> |   |
| <p><b>DUE DATES:</b></p> <p><b>Wednesday</b> at 11:55 p.m. CT -- post data (sheet) from your interviews on the discussion board.</p> <p><b>Saturday</b> by 4:00 p.m.</p>  |   |

**Module 2 (January 28-29, 2022)**  
**Schedule: Friday 5-9 p.m. and Saturday 8- 10 a.m.**  
Employee Selection; Communication; Power, Politics, and Influence

| Module Learning Outcomes   | Assigned Activities   |
|--|---|
| <ol style="list-style-type: none"> <li>1) Define and apply basic concepts and theories within organizational behavior.</li> <li>2) Collaboratively design a departmental process as part of an organizational change initiative.</li> <li>3) Appraise status in an area of professional proficiency and develop strategies to support growth</li> </ol>  | <p>Read/review the following prior to class:</p> <ul style="list-style-type: none"> <li>• Organizational Behavior in Health Care. (2021) Borkowski and Meese. Chapters 4 (p 62-65), 5 and 9</li> <li>• Miller, S., &amp; Bird, J. (2014). Assessment of practitioners' and students' values when recruiting. <i>Nursing Management (Harrow, London, England)</i>, 21(5), 22-29.<br/><a href="https://uttyler-primo.hosted.exlibrisgroup.com/permalink/f/1u6aish/TN_cdi_proquest_miscellaneous_1558522545">https://uttyler-primo.hosted.exlibrisgroup.com/permalink/f/1u6aish/TN_cdi_proquest_miscellaneous_1558522545</a></li> <li>• Blakely, M. (2021). Unlock your values: Why values-based hiring is critical to success. LinkedIn. Accessed December 7, 2021, at <a href="https://www.linkedin.com/pulse/unlock-your-values-why-values-based-hiring-critical-success-blakley">https://www.linkedin.com/pulse/unlock-your-values-why-values-based-hiring-critical-success-blakley</a></li> <li>• No author, no date. Value-based hiring equals cultural fit. Crowdstaffing. Accessed December 7, 2021, at <a href="https://www.crowdstaffing.com/blog/values-based-hiring-equals-cultural-fit">https://www.crowdstaffing.com/blog/values-based-hiring-equals-cultural-fit</a></li> </ul> |
| <p><b>Assignments:</b></p> <p><b>Prior to class: Week 2 Discussion forum – Organizational Values</b> Visit your organization's website. Identify values reflected (mission, vision, values areas). Post your findings within a thread on the discussion forum. Do you think these values are emphasized to all employees from initial awareness and interview to ongoing employment? Why or why not? Choose one of your organization's values and create an interview question to learn more about how a candidate defines, exemplifies, or aspires to the value.</p> <p><b>In class:</b></p> <p><b>Guest Speaker TBA</b></p> <p>Dr. Mason will present a healthcare research study on how values were presented to potential candidates.</p> <p><b>Department level interviewing for values process – Pair and Share.</b> Like the article in Crowdstaffing, your organization is beginning an initiative on recruiting for values and is creating departmental teams. The organization hopes to increase engagement, reduce turnover, and enhance care. Review the three articles. Choose one of your organizations and create a departmental level process to interview for values. This will include who participates, how the process flows (flow chart) and 5 questions that will be asked to each candidate to ensure an equitable approach. Refer to Chapter 5 to develop a bullet point communication plan to roll out the new process. Include possible barriers to communication and how they will be overcome. Casual presentations with discussion after Call in the Consultants.</p> <p><b>Call in the Consultants:</b> This round robin type approach will include students rotating as "consultants" on the departmental interviewing for values process.</p> <p><b>Quiz: Individual Chapters 5 and 9</b></p> <p><b>Personal PPI Inventory:</b> Using the template provided in Canvas and referring to Chapter 9, construct a plan that reflects your political influence perspective and goals as to political behaviors, upward influence, and power base. This is an inventory of where you are and what you could do to further prepare for career advancement. Last item for the day.</p> |   |
| <p><b>DUE DATES:</b></p> <p><b>Discussion forum post: Wednesday at 11:55 p.m. CT. Quiz and Personal PPI Inventory: By end of class on Saturday</b></p>   |   |

**Looking ahead: Work smarter not harder. Self-select group/topic for Week 3 before you leave.**

**Module 3 (Week February 11-12, 2022)**

**Schedule Saturday 10 a.m. to 4 p. m.)**

Theories of Leadership

| Module Learning Outcomes   | Assigned Activities   |
|--|---|
| <ol style="list-style-type: none"> <li>1) Define and apply basic concepts and theories within organizational behavior.</li> <li>2) Collaboratively develop and present leadership theories with their application in the workplace.</li> <li>3) Enhance communication skills.</li> <li>4) Assess and analyze personal leadership style.</li> </ol>   | <p>Read/review the following prior to class:</p> <ul style="list-style-type: none"> <li>• Organizational Behavior in Health Care. (2021) Borkowski and Meese. Chapters 10, 11, 12</li> <li>• Benmira S, Agboola M. Evolution of leadership theory <i>BMJ Leader</i> 2021;5:3-5. Accessed December 9, 2021, at <a href="https://bmjleader.bmj.com/content/5/1/3">https://bmjleader.bmj.com/content/5/1/3</a> (This brief article walks the reader through leadership theory evolution and application in healthcare.)</li> <li>• Fennell K. Conceptualisations of Leadership and Relevance to Health and Human Service Workforce Development: A Scoping Review. <i>Journal of Multidisciplinary Healthcare</i>. 2021;14:3035-3051 <a href="https://doi.org/10.2147/JMDH.S329628">https://doi.org/10.2147/JMDH.S329628</a> (An interesting article that breaks up the discussion of leaders and leadership into reader friendly chunks of information reflecting chapters 10-12)</li> </ul> |
| <p><b>Week 3 Assignment:</b><br/> <b>Prior to class: Self-select groups of 3 for Student Led Seminar on Leadership theories.</b> Post for topic on discussion forum: NO POINTS Choose from Transformational, Charismatic, Servant, Collaborative, Traits vs Behavior, Path-Goal, Situational Leadership Model, or Leader-Member Exchange. First-come, first-served. Once a topic is posted it is unavailable and a different topic should be selected. Post subject line should read last names of group members and the topic.<br/> <b>Week 3 Discussion forum – Leadership :</b> Reflect on “Leadership is like the abominable snowman whose footprints are everywhere but who is nowhere to be seen” (Fennel, 2021, p. 3035). Fennel maintains that everyone has a different idea of leadership and separates the leader from the process of leadership. Review points 1-6 on pages 3044 and 3045 and share an example of leadership that you have observed in your workplace.</p> <p><b>In Class:</b><br/> <b>Create and present</b> focused 15-minute overviews on a specific Leadership Theory area as above. <i>See rubric. Each group will facilitate a discussion with workplace application.</i><br/> <b>Quiz (individual exercise)</b> on Theories of Leadership Chapters 10, 11 and 12<br/> <b>Individual professional proficiency awareness: Choose and complete <u>ONE</u> of the following (Last item before end of class)</b></p> <ul style="list-style-type: none"> <li>• <i>Exercise 10-5 (p 182-185) Leadership Questionnaire</i> to privately examine your personal leadership style. Log into canvas and add a brief summary of the assignment that includes: What was your final score for people? What was your final score for task? Which style did your analysis reveal – Country club, Team leader, impoverished, or authoritarian? What are the 5 action areas that you will focus on to further your leadership development?</li> <li>• <i>Exhibit 11-2 (p 201-203. Leadership Style Survey.</i> Complete the survey and identify which type of leadership style you normally use and explain the three scores. Were you surprised by the scores? What areas would you like to work on based on the scores?</li> <li>• <i>Exercise 12-2 (p 220-221) Are you a Charismatic Leader?</i> Log into canvas and add a brief summary of the assignment that includes: Did the results indicate you are more of a charismatic leader or a transactional leader? Discuss. Which 5 items would you prioritize for your development and why?</li> <li>• <i>Exercise 12-3 (p 221) What is your EQ?</i> Log into canvas and add a brief summary of the assignment answering the three questions that Borkowski and Meese pose on page 221. Do you think you are at a higher or lower level than most people when it comes to EQ? What might you be able to do to raise your level of EQ? How effective do you think this might be, considering that there is disagreement from researchers on learned vs inborn characteristic?</li> </ul> |   |
| <p><b>DUE DATES:</b></p>   |   |
| <p><b>All items by the end of class on Saturday.</b></p>   |   |

**Module 4 (February 25-26, 2022)**  
**Schedule: Friday 5-9 p.m. and Saturday 8- 10 a.m.**  
 Understanding Individual Behaviors and Motivation

| Module Learning Outcomes  | Assigned Activities  |
|---|--|
| 1) Define and apply basic concepts and theories within organizational behavior.<br>2) Analyze workplace situations and propose interventions.<br>3) Appraise status in an area of professional proficiency and develop strategies to support growth | Read/review the following prior to class: <ul style="list-style-type: none"> <li>• Organizational Behavior in Health Care. (2021) Borkowski and Meese. Chapters 6, 7, and 8 (Revisit Chapter 4 (p 64-65))</li> <li>• Carbajal, E., Moran, N., &amp; Drees, J. (2021). 5 Strategies to keep temporary nurses engaged. Becker’s Hospital Review. Accessed December 6, 2021, at <a href="https://www.beckershospitalreview.com/patient-safety-outcomes/5-strategies-to-keep-temporary-nurses-engaged.html">https://www.beckershospitalreview.com/patient-safety-outcomes/5-strategies-to-keep-temporary-nurses-engaged.html</a></li> <li>• Staff. Becker’s Hospital Review. (2017) What the Fortune 500 Can Teach Healthcare About Employee Retention: Q&amp;A With Bill Sims Jr. on Employee Engagement. Accessed December 6, 2021, at <a href="https://www.beckershospitalreview.com/hr/what-the-fortune-500-can-teach-healthcare-about-employee-retention-q-a-with-bill-sims-jr-on-employee-engagement.html">https://www.beckershospitalreview.com/hr/what-the-fortune-500-can-teach-healthcare-about-employee-retention-q-a-with-bill-sims-jr-on-employee-engagement.html</a></li> <li>• Lloyd, R. Cause and Effect Diagram Video. Institute for Healthcare Improvement. Accessed December 7, 2021 (5:16 minutes)<br/> <a href="http://www.ihl.org/education/IHIOpenSchool/resources/Pages/AudioandVideo/Whiteboard16.aspx">http://www.ihl.org/education/IHIOpenSchool/resources/Pages/AudioandVideo/Whiteboard16.aspx</a></li> </ul> |

**Assignment:**

**Week 4 Discussion Forum** – individual behavior or employee motivation challenge. Post a Problem: Prior to class: Complete *problem template posted* and post on discussion board with two succinct paragraphs of your perceptions regarding an individual behavior or employee motivation challenge by Wednesday evening 11:55 p.m. CT. Respect anonymity, please no use of names.

**In Class:**

**Fishbone Exercise/Root cause analysis** based on *5 Strategies to keep temporary nurses engaged*. Identifying root causes is key in decision making. Review the 5-minute IHI video on fishbone/cause and effect/Ichikawa diagrams.

**Call in the Consultants:** This round robin type approach will include students rotating as “consultants” on student submitted individual behaviors or motivational challenges with identification of root causes and possible interventions. Tools: 22” x 28” sheets will be provided to use and present the groups’ approaches. The use of the oversize sheets and casual presentations will simulate a poster presentation.

**Case Study: (group exercise) Employee Motivation and Performance**

**Quiz (individual exercise)** on Theories of Motivation Chapters 6, 7, and 8

**Individual professional proficiency awareness:** Complete the 8 question -- Attribution Self-Assessment pages 157-158. Answer the 4 questions on page 158 at the end of the assessment and enter your questions into the section on Canvas. **(Last item before end of class.)**

**DUE DATES:**

**Post a problem forum Wednesday** at 11:55 p.m. MT

| All other work by the end of class.   |  |
|---|--|
| <b>Module 5 (March 4-5 2022)</b><br><b>Schedule Saturday 10 a.m. to 4 p. m.)</b><br>Group Dynamics; Groups; Teams and Team Building   |  |
| Module Learning Outcomes  | Assigned Activities  |
| <ol style="list-style-type: none"> <li>1) Define and apply basic concepts and theories within organizational behavior.</li> <li>2) Analyze workplace situations and propose interventions.</li> <li>3) Enhance communication skills.</li> </ol>   | Read/review the following prior to class: <ul style="list-style-type: none"> <li>• Organizational Behavior in Health Care. (2021) Borkowski and Meese. Chapters 16, 17, and 18.</li> <li>• <i>AMA J Ethics</i>. 2016;18(9):933-940. Doi: 10.1001/journalofethics.2016.18.9.stas2-1609. Accessed December 9, 2021, at <a href="https://journalofethics.ama-assn.org/article/teamwork-health-care-maximizing-collective-intelligence-inclusive-collaboration-and-open/2016-09">https://journalofethics.ama-assn.org/article/teamwork-health-care-maximizing-collective-intelligence-inclusive-collaboration-and-open/2016-09</a></li> <li>• Beyond Managing: Leadership for Healthcare Teams. (2021) HealthStream. Accessed December 9, 2021, at <a href="https://www.healthstream.com/resource/blog/beyond-managing-leadership-for-healthcare-teams">https://www.healthstream.com/resource/blog/beyond-managing-leadership-for-healthcare-teams</a>.</li> </ul> |
| <p><b>Assignment:</b></p> <p><b>Prior to class: Week 5 Discussion Workplace group dynamic or team building challenge.</b> Post a problem Complete <i>problem template posted</i> and post on discussion board with two succinct paragraphs of your perceptions regarding a workplace group dynamic or team building challenge problem by Wednesday evening 11:55 p.m. CT. Respect anonymity, please no use of names.</p> <p><b>In Class:</b></p> <p><b>Mind Mapping: What is it and how is it done?</b> Mind mapping the challenges in workplace dynamics or team building.</p> <p><b>Call in the Consultants:</b> This round robin type approach will include students rotating as “consultants” on addressing the workplace group dynamic or team building challenge problems posted referring to the textbook, the articles and personal observations and experiences.</p> <p><b>Case Study</b></p> <p><b>Quiz (group exercise)</b> on Chapters 16, 17 and 18</p> <p><b>Class Reflection</b> to be completed and submitted. See page 10 for instructions.</p> <p><b>Individual professional proficiency awareness: Complete Exercise 16-3 page 313.</b> Using the template and referring to p 307-309, “analyze the level of group cohesiveness in one of the groups to which you belong.” Analyze the factors listed: members’ dependence and physical location/proximity, size of the group, experience of success by the group, group status and outside threats to the group.” Enter results in canvas. <b>(Last item before end of class.</b></p> |  |
| <b>DUE DATES:</b>   |  |
| <p><b>Post a problem forum Wednesday</b> at 11:55 p.m. CT</p> <p>All other work by the end of class.</p>  |  |

**Module 6 (March 18-19, 2022)**  
**Schedule: Friday 5-9 p.m. and Saturday 8- 10 a.m.**  
 Workplace Stress; Decision Making; Conflict Management

| Module Learning Outcomes   | Assigned Activities   |
|--|---|
| 1) Define and apply basic concepts and theories within organizational behavior.<br>2) Analyze workplace situations and challenges and propose interventions.<br>3) Appraise status in an area of professional proficiency and reflect on self-awareness and implications | Read/review the following prior to class: <ul style="list-style-type: none"> <li>• Organizational Behavior in Health Care. (2021) Borkowski and Meese. Chapters 13, 14, and 15</li> <li>• Brooks Harper, K. (2021). Verbal and physical attacks on health workers surge as emotions boil during latest COVID-19 wave. The Texas Tribune. Accessed December 6, 2021, at <a href="https://www.texastribune.org/2021/09/01/coronavirus-texas-hospital-attacks-health-workers/">https://www.texastribune.org/2021/09/01/coronavirus-texas-hospital-attacks-health-workers/</a></li> <li>• Muoio, D. (2021) Pandemic-era burnout, short-staffing has more nurses eyeing the door, survey says. Fierce Healthcare. Accessed at <a href="https://www.fiercehealthcare.com/hospitals/pandemic-era-burnout-short-staffing-has-more-nurses-eyeing-door-survey-says">https://www.fiercehealthcare.com/hospitals/pandemic-era-burnout-short-staffing-has-more-nurses-eyeing-door-survey-says</a></li> </ul> |

**Assignments:**

**Prior to class: Week 6 Discussion Forum:** Post a perk or corporate response that eased the way during the pandemic and post a perk or corporate response that perhaps was not as well received as planned. Why and why not?

**In class**

**Guest Speaker TBA**

**Discussion: Good and Bad decisions. Exercise 14.1 page 272.**

**Lessons learned from the pandemic – using info posted prior to class:** Workplace stress and organization’s responses. You have been asked to join an advisory group on workplace stress. Create an Ishikawa/fishbone diagram to explain the problem, a flow chart to explain the implications – use bullet points to identify the types of conflict involved or anticipated, and then prioritize five steps/approaches you will recommend, which problems and implications they address and why.

**The Usual Suspects – Conflict scenarios:** Groups develop, share and role play conflict scenarios that frequently occur in the workplace. Groups of three with “fishbowl” approach – the class will discuss/identify types and levels of conflict and assess conflict handling modes.

**Class Reflection** to be completed and submitted. See page 10 for instructions.

**Individual professional proficiency awareness: Exercise 14.3 on page 272.** Project Implicit at Harvard <https://implicit.harvard.edu/implicit/takeatest.html> “Choose ONE of the tests on their website and briefly discuss for the assignment in Canvas what you learned about yourself from the results”. (Last item before the end of class)

**DUE DATES:**

**Post a Perk Discussion forum posting Wednesday at 11:55 p.m. CT**  
 All other work by end of class



**Module 7 (April 1-2, 2022)**  
**Schedule Saturday 10 a.m. to 4 p. m.)**  
 Org Development and Managing Change

| Module Learning Outcomes   | Assigned Activities  |
|--|--|
| 1) Define and apply basic concepts and theories within organizational behavior.<br>2) Analyze workplace situations and challenges and propose interventions.<br>3) Enhance communication skills.   | Read/review the following prior to class: <ul style="list-style-type: none"> <li>• Organizational Behavior in Health Care. (2021) Borkowski and Meese. Chapters 19-20</li> <li>• Brickman, J. (2016). How to get healthcare employees on board with change. Harvard Business Review. Accessed online at <a href="https://hbr.org/2016/11/how-to-get-health-care-employees-onboard-with-change">https://hbr.org/2016/11/how-to-get-health-care-employees-onboard-with-change</a></li> <li>• Nilsen, P., Seing, I., Ericsson, C. <i>et al.</i> Characteristics of successful changes in health care organizations: an interview study with physicians, registered nurses and assistant nurses. <i>BMC Health Serv Res</i> <b>20</b>, 147 (2020). <a href="https://doi.org/10.1186/s12913-020-4999-8">https://doi.org/10.1186/s12913-020-4999-8</a>. Accessed December 9, 2021, at <a href="https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-020-4999-8">https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-020-4999-8</a></li> </ul> |
| <p><b>Assignment:</b><br/>           Prior to class:<br/> <b>Week 7 Discussion Forum</b> Spotlight a change/change management process: Identify and reflect on a change made in your organization. Prompts to address: What was the change? Why was the rationale for the change? What processes contributed to the success or less than optimal implementation?</p> <p><b>In class: Discussion of change management</b> through a lens of concepts from Nilson et al. (2020) and Brickman (2016).</p> <p><b>Case Study: Final project – time allocated for development and presentation in the class. Rubric to come.</b><br/>           Instructor created groups (3-4 people) will each be assigned a case no later than the 6<sup>th</sup> class meeting. The deliverable is a 15-minute PowerPoint presentation and a one-page executive summary of the case. One member from each group should post the group’s slide deck on Canvas in advance of the presentation. The slide deck and executive summary will be submitted to Canvas by 1 p.m. on Saturday. Each group will present its case during class with all group members presenting a portion of the case study. Refer to rubric for the three components (one page exec summary, slides, and presentation.)</p> <p><b>Final Class Reflection</b> to be completed and submitted. (Two questions from Miller, 2004, p 586.) See rubric on page 10. Two paragraphs only, use the prompts as headers.</p> <ul style="list-style-type: none"> <li>• In what manner would you use knowledge gained from your course problems to help with business-related problems you may encounter in the future?</li> <li>• In what way did completing this course or course problems change (if at all) your opinions about leadership, coworkers, or people in general?</li> </ul> |  |
| <p><b>DUE DATES:</b></p> <p><b>Saturday in the final class.</b></p>  |  |



#### IV. UNIVERSITY POLICIES

<http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>

##### **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](http://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. 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 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 for 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 SafeAssign™, available on Canvas.

### UT Tyler Resources for Students

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto: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](mailto:uttyler@uttyler.edu) (903.566.7254)