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## **COURSE SYLLABUS**

### **Course Overview**

The goal of this course is to enhance students' managerial and organizational skills by developing a sound understanding of organizational behavior (OB). The course surveys various topics in OB, which are grouped roughly into the individual, group, and organizational levels of analysis. The course uses a variety of instructional techniques, and balances conceptual knowledge with practical application. The conceptual background on topics covered in the course is imparted through the text, any assigned readings, and lectures. Students' facility with this knowledge is enhanced through classroom discussion of the conceptual material, video clips, and cases. Students' skills in applying this knowledge to practical situations are developed through assignments, exams, and in-class experiential exercises.

### **Required Course Materials**

- Textbook: *Essentials of Organizational Behavior (10<sup>th</sup> Edition)*, by S. Robbins and T. Judge. Upper Saddle River, NJ: Prentice Hall. 2010.
- Additional materials may be handed out in class.

### **Learning Objectives**

The course is designed to achieve several learning objectives that are important to the development of managerial talent. Specifically, the course seeks to develop/sharpen participants' abilities to:

- manage individuals for high performance by developing a well-grounded understanding of individual and interpersonal behavior.
- effectively build and lead groups, and to use interpersonal interactions to communicate purpose and vision, inspire commitment, and motivate others.
- demonstrate leadership, teamwork, and communication skills.
- think critically about organizational behavior problems and use suitable concepts and frameworks in making decisions on the problems.
- effectively manage change.

### **Course Requirements and Grading**

The text and any other assigned readings provide the background for lectures. In general, lectures will provide a broad overview of the topic, explain key concepts, and present new material culled from academic and practitioner publications. Please **read all assigned readings** before you come to class. Further, since new material discussed in class will also be covered in the exams, please **take good notes** in class.

In order to ensure that you fully understand the material, it is important that you **participate actively in class discussions**. You are encouraged to ask for clarification of concepts you found difficult to understand in your reading of the material, to provide examples of how the material applies to your experience, and to critique the material presented. Whereas lectures primarily build your *knowledge*, class discussions develop your *understanding* of the topics.

In-class experiential exercises are designed to develop and apply organizational behavior skills. However, most of the learning from an exercise occurs through analyzing the behavior that you and others demonstrated in the course of the exercise. Therefore, to obtain the full learning benefits of the exercises, you should not only **participate actively in the exercises**, but also **analyze the exercises through introspection, small group discussions, and class discussions**.

Your final grade for the course will be determined as a combination of the following components:

Three exams	Individual	60%
Attendance	Individual	20%
Team capstone case analysis write-up	Team	15%
Individual teamwork reflection paper	Individual	5%

Grading is based strictly on mastery of course material. No “curves” will be used. Letter grades will be assigned as follows:

A	93 – 100
A-	90 – 92.99
B+	86.67 – 89.99
B	83.33 – 86.66
B-	80 – 83.32
C+	76.67 – 79.99
C	73.33 – 76.66
C-	70 – 73.32
D+	66.67 – 69.99
D	63.33 – 66.66
D-	60 – 63.32
F	Below 60

**EXAMS**

- All exams will cover the text, any other assigned readings, lectures, class discussions, and exercises.
- The exams may include a mix of multiple-choice, true/false, and short-answer questions.
- The exams will test your knowledge of theories and concepts as well as your understanding of how these theories and concepts apply to organizational situations.
- Make-up exams may be given under extreme circumstances, at the discretion of the instructor and in accordance with the rules and regulations of the University. The format of questions for any make-up exam may be different from that of the original missed exam.

**ATTENDANCE**

- A very large part of the learning in this course is of the “tacit” variety and occurs through class discussions and experiential exercises. If you miss a class session, you will not be able to acquire

the tacit learning of organizational behavior skills from that session. Even though you may be able to make up for “explicit” learning by reading assigned material, getting class notes from a colleague, etc., due to the nature of tacit learning, such learning cannot be made up through assignments. Therefore, attendance is required.

- Since missing part of the in-class experience can seriously impede your total learning from that session, missing part of a session will be counted as missing the whole session.
- I understand that sometimes unavoidable circumstances require you to miss all or part of a class session. Thus, each student will be allowed two absences during the semester. For every absence over the two allowed absences, one percentage point will be deducted from the possible course grade up to a maximum of 20 points.
- I will be using a seating chart to mark attendance. By the second class session, please select a permanent seat for yourself in the classroom.

### **TEAM CAPSTONE CASE ANALYSIS WRITE-UP**

The objectives of the team capstone case analysis write-up are: (i) to provide you with an opportunity to apply concepts learned in class to assess an organization and its practices, (ii) to practice teamwork concepts covered in class, and (iii) to learn about effective use of organizational behaviour concepts in designing and managing organizations. Your deliverable for the assignment is a 7-page (12 point Times New Roman font, double spaced, 1-inch margins) written assessment of an organization (Nucor Steel) described in a feature article titled “*The Art of Motivation*” from *Business Week* magazine, available at: [http://www.businessweek.com/magazine/content/06\\_18/b3982075.htm](http://www.businessweek.com/magazine/content/06_18/b3982075.htm). The article is a starting point. Please supplement the article with 5-7 additional articles or other information sources (e.g., the company’s annual report) that you seek out on your own. Your analysis should include an assessment of how the organization is designed and managed (using organization-level OB concepts), how teams are formed and how they function at the organization (using team-level OB concepts), and the characteristics, attitudes, and behaviors of employees that fit well at the organization (using individual-level OB concepts). You will be graded on the quality of your analysis as well as on the quality of your research supporting the analysis. The write-up is **due at the start of class on Monday, May 2**. Late submissions will incur a grade penalty of 5 out of the 15 points assigned for the write-up per day or part thereof late. Please submit your write-up in hard copy.

### **NOTES ON TEAM WORK:**

At the end of the course, you will be asked to assess the contributions of each team member to the team’s work on the write-up. Based on your feedback, individual grades for the write-up may be adjusted by an instructor-determined amount to ensure equity.

During your work on the assignment, if you feel that one or more of your team’s members is/are not contributing sufficiently to the team’s work, please provide this feedback to the team member(s), along with the changes that you would like to see. If the person’s behavior does not change, please inform me.

### **INDIVIDUAL TEAMWORK REFLECTION PAPER**

The deliverable for the team reflection paper, which is an individual assignment, is a 2-page (12 point Times New Roman font, double spaced, 1-inch margins) written analysis of the functioning of your team for the team capstone case analysis write-up, using team-level concepts discussed in class. Please use the concepts to assess what went well and what could have been done differently in the team’s work on the write-up. Please also state your top 2 take-aways about working in a team, based on your analysis. The paper is **due by 5 PM (US Central Time) on Friday, May 6**. Please submit your paper via e-mail as a .pdf file attachment to: [luis.martins@mcombs.utexas.edu](mailto:luis.martins@mcombs.utexas.edu). Late submissions will not be accepted.

## Administrative Policies

**Policy on McCombs classroom professionalism.** The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the undergraduate program experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. The classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the undergraduate program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform me prior to class.

**Policy on re-reads of graded coursework:** In the event that you feel something was missed in the grading of your work (be it mathematical error or other), please write a brief summary of what you feel needs further attention and submit this re-read request with your original work with my comments within one week of receiving your grade. If you request a re-read, I will read the work again from scratch and your grade may go up or down. Each grade component is considered final one week after it is given to the class and will no longer be open for re-reading or discussion.

**Policy on Accommodations for students with disabilities:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, please contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

**Policy on class website (Blackboard) and student privacy:** Password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi02-03/app/appc09.html>.

**Policy on scholastic dishonesty:** The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business:

By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all of the student responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification. Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> or the General Information Catalog to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

## Schedule of Classes

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Wednesday, January 19	Overview of the course; introduction to OB	Ch. 1
Monday, January 24	Personality and values	Ch. 2
Wednesday, January 26	Perception and individual decision making	Ch. 3
Monday, January 31	Perception and individual decision making (continued)	Ch. 3
Wednesday, February 2	Job attitudes	Ch. 4
Monday, February 7	Motivation concepts	Ch. 5
Wednesday, February 9	Motivation concepts (continued)	Ch. 5
Monday, February 14	Motivation: From concepts to applications	Ch. 6
Wednesday, February 16	Motivation: From concepts to applications (continued)	Ch. 6
Monday, February 21	<i>Exam 1</i>	Ch. 2-6
Wednesday, February 23	Emotions and moods	Ch. 7
Monday, February 28	Foundations of group behavior	Ch. 8
Wednesday, March 2	Foundations of group behavior (continued)	Ch. 8
Monday, March 7	Understanding work teams	Ch. 9
Wednesday, March 9	Understanding work teams (continued)	Ch. 9
Monday, March 21	Communication	Ch. 10
Wednesday, March 23	Communication (continued)	Ch. 10
Monday, March 28	Leadership	Ch. 11
Wednesday, March 30	Leadership (continued)	Ch. 11
Monday, April 4	<i>Exam 2</i>	Ch. 7-11
Wednesday, April 6	Power and politics	Ch. 12
Monday, April 11	Conflict and negotiation	Ch. 13
Wednesday, April 13	Conflict and negotiation (continued)	Ch. 13
Monday, April 18	Foundations of organization structure	Ch. 14
Wednesday, April 20	Organizational culture	Ch. 15
Monday, April 25	Organizational culture (continued)	Ch. 15
Wednesday, April 27	Organizational change and development	Ch. 16
Monday, May 2	Organizational change and development (continued)	Ch. 16
Wednesday, May 4.	<i>Exam 3</i>	Ch 12-16