

<b>Professor</b>	Mary B. Dunn, Ph.D.
<b>Office</b>	GSB 4.126D
<b>Office Hours</b>	Mondays and Wednesdays 1-2:30pm, and by appointment (email me to schedule)
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<b>Course Web Page</b>	via Blackboard
<b>Teaching Assistant</b>	TBA

### Course Objectives

This upper division course in Organizational Behavior is designed to enhance your understanding of human behavior in organizations and increase your effectiveness as a professional and leader. We will move quickly and survey essential theories and frameworks for analyzing, understanding, and managing human behavior in organizations. We will emphasize the key themes of ethics and leadership across the topics that we study.

Understanding organizational behavior may never have been more important than it is now. Over the past several years, dramatic changes have taken place in organizations. The business and popular press continually report that organizations are becoming flatter, more diverse, more global, more flexible, and more temporary. Organizations have to cope with and respond to the crises that have plagued the financial markets. There is also a heightened emphasis on ethical behavior in organizations across industries. To succeed in this new environment, aspiring professionals need to be able to learn, adapt and work with and through other people to accomplish their objectives. Aspiring professionals also need to develop skills to lead others to accomplish their organization's objectives in an ethical manner.

This course emphasizes the application of theories and concepts to concrete organizations and situations. We will study cases of organizations and employees to help you develop analytical skills. We will use critical reflection as a way for you to improve your thinking about your own work experiences and to help you create strategies for improving your performance as well as the performance of your groups and organizations.

My specific goals are to help you:

1. Improve your ability to work with and through other people
2. Improve your ability to work effectively with people who have different values, backgrounds or areas of expertise
3. Improve your ability to lead others to succeed
4. Develop critical analytical skills that will help you diagnose problems in organizations, assess strengths and weaknesses, and generate effective solutions to problems

## Teaching Philosophy

My goal is to create a high-quality learning environment where students actively participate and engage with course material. While I provide the structure and guide the content for this course, ultimately, students are responsible for learning through their thorough preparation and active participation in class, integration of course concepts to cases and personal experiences, and reflection on experiences outside of class. I combine formal lectures, group discussions, case studies and in-class exercises to provide multiple opportunities for learning. I also provide multiple opportunities for you to demonstrate your learning.

## Required Materials

1. Robbins, S.P., Judge, T.A. 2010. *Essentials of organizational behavior*. 10<sup>th</sup> Edition. Upper Saddle River, NJ: Prentice Hall. ["R & J"]
2. Packet of cases available for purchase at JENNS- on 21<sup>st</sup> Street and Guadalupe ["Packet"].
3. Articles and assignments on Blackboard ["Blackboard"]

## Course Requirements and Grading

Your grade in the course will be determined as follows:

	<u>Percentage</u>
<b>Class Participation and Attendance</b>	15%
<b>Quizzes (1% each)</b>	5%
<b>Exam 1</b>	15%
<b>Exam 2</b>	15%
<b>Exam 3 (cumulative)</b>	20%
<b>Final Group Project and Presentation</b>	30%
Final Paper- 15%	
Contract, Proposal & Progress Report 1%	
Presentation- 9%	
Team Participation Score* - 5%	
(*I assign based on team members' evaluations)	

100%

Your grade for the course will be calculated using the weightings for each assignment above and the scale below. Please note, I do not round up.

A = 93.0% - 100%	C = 73.0% - 76.9%
A- = 90.0% - 92.9%	C- = 70.0% - 72.9%
B+ = 87.0% - 89.9%	D+ = 67.0% - 69.9%
B = 83.0% - 86.9%	D = 63.0% - 66.9%
B- = 80.0% - 82.9%	D- = 60.0% - 62.9%
C+ = 77.0% - 79.9%	F = 59.9% and below

Note: Like all of your other business school courses, this is a rigorous class. You should expect to work hard. In order to attain an “A” grade, you must demonstrate insight and creativity that goes over and above the stated requirements. “A” grades are reserved for truly exceptional contributions.

### **McCombs Classroom Professionalism Policy**

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas BBA 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 Texas BBA 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 are fully prepared for each class.** Much of the learning in the Texas BBA 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 the class as a whole.
- **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. Please keep the laptops closed.
- **Phones and wireless devices are turned off.** We’ve all heard the annoying ringing in the middle of a meeting or class. Not only is it disruptive in this setting, but it also 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 or other emergency) please inform me prior to class.

**Academic honesty is expected at all times. All aspects of UT's policy apply:**

*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.*

**This course follows UT's guidelines for accommodating students with disabilities:**

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

**Students' requests for privacy will be respected in this course as per UT's policy:**

*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>.*

## Guide to Effective Class Participation

### Excellent participation (A-level):

- Contribute actively in all class discussions, exercises and activities.
- Share insights of relevant information from reading and from personal experience
- Make succinct comments to move discussion forward rather than repeat what others have said
- Clarify points that others may not understand
- Demonstrate excellent ability to apply, analyze, and synthesize course material
- Demonstrate willingness to take risks by answering challenging questions or offering important insights from personal experience
- Never miss class (except for an unavoidable emergency)

### Good Participation (B-level):

- Participate enthusiastically in all class exercises and activities.
- Participate regularly and voluntarily in class discussions
- Contribute relevant and important points to topics of discussion
- Analyze, apply, and synthesize course material
- Almost never miss class

### Fair Participation (C-level):

- Participate in class discussion only when called upon
- Contribute relevant and important points to topics of discussion
- Attend class regularly, but miss more classes than others in the course

### Poor Participation: any of the following (D-level):

- Reluctantly participate in discussion, exercises and activities
- Make comments that are irrelevant, inaccurate or not helpful
- Miss class often

### Unacceptable Participation: any of the following will result in failing participation grade

- Fail to contribute in class, even when called upon
- Fail to participate in class exercises and activities
- Make comments that are inappropriate or offensive to others
- Behave in a manner that is distracting or disruptive to the class
- Miss class regularly

**\* As students at McCombs, I expect you all to participate at the A and B levels. Please use this sheet as a guide to inform and reflect upon your participation in class. Keep in mind that active listening is a key part of A level participation. If you think your participation is not up to A or B standards, it is your responsibility to come to me to discuss ways to enhance your participation.\***

**I keep track of participation each day of the semester. Your peers also keep track and know who makes valuable contributions. Each student will receive my score and the average score from the class. I may weight these approximately 75% (my score) and 25% (average class score of your participation).**