



## MAN 320F: Foundations of Management and Organizational Behavior (17350)

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**Course Assistance:** Use the Inbox link on the Canvas homepage for questions

### COURSE DESCRIPTION

This survey course in organizational behavior is designed to give you exposure to essential theories and concepts for analyzing, understanding, and managing human behavior in organizations. In this course, we will tie concrete organizational situations (as reflected in cases) to essential theories and effective management practices. We will investigate:

- Individual behavior in organizations, including personality, decision-making, personal networks, and ethics
- Interpersonal behavior, including teamwork, conflict, leadership, and power and influence
- Organizational factors affecting behavior, including reward systems, culture, and organizational design

### COURSE OUTCOMES

Upon successful completion of this course, you will understand and be able to apply:

1. High-performance and evidenced-based management practices.
2. Essential team processes that directly impact team effectiveness.
3. Concepts of power, influence and conflict to accomplish organizational objectives.
4. Theoretical concepts of leadership.
5. Change models to successfully initiate and accomplish organizational change objectives.
6. Concepts of motivation to build and maintain employee engagement in organizations.
7. Strategies for creating, changing and strengthening organizational culture.
8. Organizational structure and design concepts to create alignment in organizations.

Virtually all employees must work within a team context and learn how to manage their own performance and careers through other people. Despite this course's asynchronous format, you will have opportunities to view, critique, and respond to other students' work. By taking advantage of these opportunities, you will practice and evaluate your effectiveness at problem-solving, analyzing cases, and working towards specific goals outlined in the course.

## REQUIRED MATERIALS

All materials are provided electronically. The link for you to pay for your materials is provided on Canvas (see Getting Started module). You must pay for your materials before you can enter the course.

- **Textbook:** Osborn, Richard, N & Schermerhorn Jr, John, R, & Uhl-Bien, Mary. (2014). *Organizational Behavior*. Hoboken, N.J. John Wiley & Sons, Inc.
- **Online Articles/Resources/Materials:** These textbook, readings and materials are covered in your course materials fee and are provided through Canvas.

## SOUTHWEST AIRLINES VIDEO SERIES

Throughout this course, you will have the chance to watch Southwest Airlines executives discuss their philosophies on various course related content. These executives will connect their personal experience to course content that you will be learning about. Please pay special attention to these videos as your final paper will ask you to connect this video content to what you have learned throughout the course.

There will be six videos in this series discussing emotional intelligence (Unit 2), motivation (Unit 4), individual decision making (Unit 5), teams (Unit 6), leadership (Unit 8), and culture (Unit 10). Videos will appear in different places in their respective unit, but will all be labeled with *Southwest Airlines Video Series* for your easy identification.

## ASSIGNMENTS AND EXAMS

Please note that the activities in this course build in complexity as the course progresses; the activities in the first half of the course are considerably less time-intensive than the activities in the latter half of the course.

### Quizzes

There are graded quizzes at the end of units 3, 5, 7, and 10. Each quiz comprises 20 questions.

- **Time limitation:** 45 minutes.  
  
Time begins from the moment you start a quiz and runs continuously: once time begins there is no way to pause it, including loss of connectivity or logging out, so please plan accordingly and make sure you have a strong internet connection.
- **Number of attempts allowed before submission.** One. Once you submit your answers, you will not be able to edit them.
- **Resources you may use:** Written and digital materials and a self-created note sheet.

Direct or indirect assistance from any individual(s) is(are) **STRICTLY PROHIBITED** and is an unequivocal violation of the McCombs School of Business Code of Ethics and the University's policy on Academic Dishonesty and Cheating.

Your ability to use the allowed resources will be constrained by the time limit and you are only allowed one attempt at each quiz.

**RECOMMENDATION.** In addition to diligent review and practice before taking each quiz, it is highly recommended that you craft a self-created note sheet for use during the quiz—it is an excellent aid for reviewing the material and taking the quizzes.

Your performance on graded quizzes is worth 30% of your final grade.

### Exams

Each exam is closed-book, closed-note, closed-material; you are not to access any materials during the exam. Each exam has 50 questions and you will have 90 minutes to complete the exam. The exams are not cumulative. In general, 80-90% of the questions will come from the textbook readings and 10-20% will come from the various cases, exercises and readings. For more information, see the exam overview pages.

**You must pass the final exam to pass the course.**

### Online Activities

In addition to the assessments, you are expected to participate in all of the online activities in this course, including discussion forums, video-based peer exchanges, ungraded knowledge checks, and case analyses. These activities are designed to supplement the readings and support your learning, and are required to unlock the assessments.

## **GRADES AND COURSE EXTENSIONS**

Your final grade for the course will be calculated as follows:

4 Quizzes	30%
Midterm Exam	35%
Final Exam	35%

**You must pass the Final Exam to pass the course. You must also earn an overall passing grade:**

A 100-93%	B+ 89-86%	C+ 79-76%	D+ 69-66%	F 59-0%
A- 92-90%	B 85-83%	C 76-73%	D 66-63%	
	B- 82-80%	C- 72-70%	D- 62-60%	

## **COURSE POLICIES AND PROCEDURES**

### Course Policies

You are encouraged to access this course daily including weekends. By doing so you will be able to actively participate, complete your assignments, and access announcements in a timely manner.

### Academic Integrity – University of Texas at Austin

Students of the University of Texas and this course may not share or distribute materials that could be an advantage to another current or future student. Violations are indefensible acts of scholastic dishonesty. For more on the University of Texas policy of Academic Dishonesty and Cheating, follow the link at <http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>

### 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 BBA Program's Statement on Scholastic Dishonesty at <http://www.mcombs.utexas.edu/BBA/Code-of-Ethics.aspx>

By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification.

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, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

## **Academic Integrity and MAN 320f**

Students are not allowed to use outside materials. All required materials are provided in Canvas and there is no need to use outside materials such as, but not limited to, Quizlet and CourseHero. Failure to abide by this may result in an academic integrity violation and may be reported to Student Conduct and Academic Integrity. Sanctions may include up to an F in the course and suspension. Discussing classroom assignments, exams and quizzes outside of Canvas is strictly prohibited. This includes sites, but not limited to, GroupMe, Facebook, and Google.

Posting, copying or utilizing sites such as CourseHero, Quizlet, and other such services is strictly forbidden. You are expected to complete 100% of this course strictly based on the material provided in Canvas. The use of outside resources is a violation of the course rules and will be reported to the Dean of Students as academic dishonesty. A special note about GroupMe and other similar websites. If GroupMe (and other similar websites) are used to share information related to questions and answers on quizzes or exams, this will be considered a violation of the course rules and considered academic dishonesty.

In addition to the assessments, you are expected to participate in all of the online activities in this course, including discussion forums, video-based peer exchanges, ungraded knowledge checks, and case analyses. These activities are designed to supplement the readings and support your learning, and are required in this course and to unlock graded assessments.

Regarding the discussion forums, case questions and other non-graded homework assignments, your responses need to demonstrate a well thought-out and cohesive argument. Simply responding with one or two words may meet the criteria to unlock the next assignment but it does not demonstrate your learning nor does it contribute to the body of knowledge about the issue at hand. In the past, I have seen students do this repeatedly and will not tolerate such behavior. Even though discussion forums, case questions and other required submissions are not graded, if your responses to the required homework submissions are clearly an attempt to simply unlock the next assignment, this will be considered academic dishonesty. The same holds true for all other ungraded assignments such as the case quizzes where the final question specifically asks "I have attempted to answer all questions to the best of my ability." My expectation is that you will provide a thoughtful and relevant response to each of the questions before submitting your responses. Simply adding no relevant content or inappropriate responses to simply unlock the next module will be considered academic dishonesty and reported to the Dean of Students.

## Course Outline

UNIT	COURSE ACTIVITIES
<b>Unit 1:</b> Introduction to Management	<b>Reading and Online Content</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textbook, Chapter 1 – Introducing Organizational Behavior</li> <li><input type="checkbox"/> Key Concepts</li> <li><input type="checkbox"/> Home Towne Hardware case study</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poll(s)</li> <li><input type="checkbox"/> Home Towne Hardware Case Analysis</li> </ul>
<b>Unit 2:</b> Personality & Emotional Intelligence	<b>Reading and Online Content</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textbook, Chapter 2 (pp. 29---35, 40---45) – Diversity, Personality, and Values</li> <li><input type="checkbox"/> Textbook, Chapter 4 (pp. 76---82) – Emotions, Attitudes, and Job Satisfaction</li> <li><input type="checkbox"/> Key Concepts</li> <li><input type="checkbox"/> Emotional Intelligence and Emotional Leadership</li> <li><input type="checkbox"/> SWA Video Series</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Big 5 Personality Test</li> <li><input type="checkbox"/> Discussion Forum: Emotional Intelligence in Hiring</li> <li><input type="checkbox"/> Practice Quiz: Big 5 Personality Traits</li> </ul>
<b>Unit 3:</b> Perception, Social Identity, & Biases	<b>Reading and Online Content</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textbook, Chapter 3 – Perception, Attribution, and Learning</li> <li><input type="checkbox"/> Key Concepts</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poll(s)</li> <li><input type="checkbox"/> What is Happening Here?</li> <li><input type="checkbox"/> Social Learning Theory</li> <li><input type="checkbox"/> Employer/Employee Expectations</li> </ul>
<b>Assessment: Quiz 1</b>	
<b>Unit 4:</b> Motivation	<b>Reading and Online Content</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textbook, Chapter 5 – Motivation</li> <li><input type="checkbox"/> Textbook, Chapter 6 – Motivation and Performance</li> <li><input type="checkbox"/> Key Concepts</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poll(s)</li> <li><input type="checkbox"/> Case Analysis Discussion Forum: National Burgers</li> <li><input type="checkbox"/> SWA Video Series</li> </ul>
<b>Unit 5:</b> Individual	<b>Reading and Online Content</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textbook, Chapter 9 – Decision Making and Creativity</li> </ul>

Decision--- Making	<input type="checkbox"/> <i>Carter Racing</i> case study <input type="checkbox"/> Key Concepts <b>Activities</b> <input type="checkbox"/> Poll(s) <input type="checkbox"/> Decision Biases and Heuristics <input type="checkbox"/> Movie Mogul <input type="checkbox"/> Runaway Trolley
<b>Assessment: Quiz 2</b>	
<b>Assessment: Midterm Exam (Units 1-5)</b>	
<b>Unit 6:</b> Teams	<b>Reading and Online Content</b> <input type="checkbox"/> Textbook, Chapter 7 – The Nature of Teams <input type="checkbox"/> Textbook, Chapter 8 – Teamwork and Team Performance <input type="checkbox"/> Key Concepts <input type="checkbox"/> SWA Video Series <input type="checkbox"/> <i>The Team That Wasn't</i> case study <b>Activities</b> <input type="checkbox"/> Discussion Forum: Team Experiences <input type="checkbox"/> Making Teams Work Better <input type="checkbox"/> Case Analysis Discussion Forum: The Team That Wasn't <input type="checkbox"/> The Team That Wasn't, Part 1 <input type="checkbox"/> The Team That Wasn't, Part 2 <input type="checkbox"/> Murder Mystery
<b>Unit 7:</b> Power, Influence & Conflict	<b>Reading and Online Content</b> <input type="checkbox"/> Textbook, Chapter 10 – Conflict and Negotiation <input type="checkbox"/> Textbook, Chapter 12 – Power and Politics <input type="checkbox"/> Key Concepts <input type="checkbox"/> <i>Power and Influence: Achieving Your Objectives in Organizations</i> <input type="checkbox"/> Thomas Green: Power, Office Politics and a Career in Crisis case study <b>Activities</b> <input type="checkbox"/> Poll(s) <input type="checkbox"/> Case Analysis Discussion Forum: Thomas Green <input type="checkbox"/> Environmental Program Participation <input type="checkbox"/> Using Power to Manage Conflict in the Thomas Green Case
<b>Assessment: Quiz 3</b>	
<b>Unit 8:</b> Leadership	<b>Reading and Online Content</b> <input type="checkbox"/> Textbook, Chapter 13 – The Leadership Process <input type="checkbox"/> Textbook, Chapter 14 – Leader Traits and Behavior Styles <input type="checkbox"/> Key Concepts <input type="checkbox"/> SWA Video Series <input type="checkbox"/> <i>Leadership That Gets Result</i>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Merck Sharp &amp; Dohme Argentina, Inc (A) case</li> <li><input type="checkbox"/> Merck Sharp &amp; Dohme Argentina, Inc (B) case</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tower---Building</li> <li><input type="checkbox"/> Mosquera's Value System</li> <li><input type="checkbox"/> How Mosquera Has Fundamentally Changed the Organization</li> <li><input type="checkbox"/> Case Analysis Discussion Forum: Mosquera's Options</li> <li><input type="checkbox"/> What Should Mosquera Do?</li> </ul>
<b>Unit 9:</b> Organization Structure and Design	<b>Reading and Online Content</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textbook, Chapter 16 – Organizational Structure and Design</li> <li><input type="checkbox"/> Key Concepts (Videos)</li> <li><input type="checkbox"/> Remaking Microsoft: Why America's Most Successful Company Needed an Overhaul</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poll(s)</li> <li><input type="checkbox"/> The Jupiter Corporation (discussion forum)</li> <li><input type="checkbox"/> Six Dimensions of Structure</li> <li><input type="checkbox"/> Microsoft's Dynamic Structure practice quiz</li> </ul>
<b>Unit 10:</b> Organization Culture	<b>Reading and Online Content</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textbook, Chapter 15 – Organizational Culture and Innovation</li> <li><input type="checkbox"/> Key Concepts</li> <li><input type="checkbox"/> SWA Video Series</li> <li><input type="checkbox"/> <i>Leading by Leveraging Culture</i></li> <li><input type="checkbox"/> <i>How to Change a Culture: Lessons From NUMMI</i></li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poll(s)</li> <li><input type="checkbox"/> A Conversation with Professor Dierking about Leveraging Culture</li> <li><input type="checkbox"/> SnapApps, Part 1</li> <li><input type="checkbox"/> SnapApps, Part 2</li> <li><input type="checkbox"/> A Conversation with Professor Dierking About Culture's Effects on Organizations</li> </ul>
<b>Assessment: Quiz 4</b>	
<b>Unit 11:</b> Organizational Change	<b>Reading and Online Content</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Key Concepts</li> <li><input type="checkbox"/> Pierre Frankel in Moscow (A): Unfreezing Change case study</li> <li><input type="checkbox"/> Pierre Frankel in Moscow (B): Unfreezing Change case study</li> <li><input type="checkbox"/> Pierre Frankel in Moscow (C): Unfreezing Change case study</li> <li><input type="checkbox"/> Leading Change: Why Transformation Efforts Fail case study</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poll(s)</li> <li><input type="checkbox"/> Case Analysis Activity: Leading Change, Part A</li> <li><input type="checkbox"/> Practice Quiz: Why Transformation Efforts Fail</li> <li><input type="checkbox"/> Kotter's 8 Steps</li> <li><input type="checkbox"/> Change Plan Comparison</li> </ul>



	<input type="checkbox"/> Assessment of Frankel's Change Leadership
<b>Assessment: Final Exam (Units 6-11)</b>	

## How This Course Works

This course is online and is self-paced. Students have five months from their date of enrollment to complete the course. All coursework and proctored exams are submitted or taken online.

While this course is self-paced in terms of when you complete the work and submit assignments, periodic assessments are critical to ensuring that students receive adequate support and are able to achieve the intended learning outcomes. Thus, this course is organized into modules that must be completed in order. Students will only be able to move forward once they have received a grade on all assessments within a given module.

Review the course outline and assignment descriptions carefully. Computer-graded assignments are scored immediately. You can expect to receive feedback on instructor-graded assignments or exams within three business days following submission. This does not include weekends or holidays. Requests for expedited grading are not accommodated, so please plan accordingly. During certain times (end of semester, spring break, etc.), instructors may experience higher-than-usual demands on their time and may need additional time for evaluation. Students should reach out to University Extension at [uex@austin.utexas.edu](mailto:uex@austin.utexas.edu) with any concerns regarding grading turnaround.

University Extension strongly advises students to be aware of when they may need a course grade to be recorded on their transcript. It can take up to two weeks after the final exam is complete for a grade to be officially recorded with the Office of the Registrar.

## Getting Help

- Technical Support: [uextechsupport@austin.utexas.edu](mailto:uextechsupport@austin.utexas.edu)
- For content questions or questions about assignment and grades, use the Inbox tool within Canvas to contact the course instructor.
- For other questions (registration, transcripts, etc.), contact University Extension at [uex@austin.utexas.edu](mailto:uex@austin.utexas.edu) or 512-471-2900

## University Extension Policies

Full University Extension policies for self-paced courses may be found on the University Extension website.

## Scholastic Dishonesty

Students in this course are expected to work independently, without direct supervision, and to conduct themselves responsibly in accordance with that freedom. To obtain the greatest benefit from their course work, and for the sake of everyone enrolled in our courses, students must demonstrate the willingness to exercise self-discipline, personal responsibility, and scholastic integrity.

We expect the course work and exams that you submit for course credit to be yours and yours alone. Plagiarism and other forms of scholastic dishonesty are serious academic violations that will not be tolerated. The penalties for scholastic dishonesty include the possibility of failure in the course. Scholastic dishonesty in examinations will automatically result in a grade of *F* on the exam and an *F* in the course.