Welcome to  
MANA 3318.004 MANAGING ORGANIZATIONAL BEHAVIOR  
Fall 2020

| Instructor: | Dr. Faye Cocchiara, [faye.cocchiara@uta.edu](mailto:faye.cocchiara@uta.edu)  
Office Phone, 817-272-3865  
Office Location, Coba Rm 216  
[http://mentis.uta.edu/explore/profile/faye-cocchiara](http://mentis.uta.edu/explore/profile/faye-cocchiara) | Office Hours: via Teams by appointment |
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<tbody>
<tr>
<td>Faculty Profile:</td>
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<tr>
<td>Class Days/Times:</td>
<td>MoWe, 9: 00 a.m. – 10:20 a.m.</td>
<td>Class Location: SEIR 198</td>
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<tr>
<td>Required Text:</td>
<td>ORGB6 by D.L. Nelson and J.C. Quick</td>
<td>Access Code NOT required</td>
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| Course Assessments/Grades: | Assignments (1 @ 50 pts; 5 @ 100 pts)  
*Participation (5 @ 20 pts)  
Top 2 Semester Exams (2 @ 100 pts)  
Comprehensive Final Exam (150 points)  
Total | 550 points  
100 points  
200 points  
150 points  
1000 points | 1000 – 900 = A  
899 – 800 = B  
799 – 700 = C  
699 – 600 = D  
<599 = F |

**COURSE DESCRIPTION**
Organizational Behavior (OB) aims to help students predict, explain, and manage individual and team behavior in the workplace to achieve organizational objectives. The field of OB was built from decades of research in a variety of disciplines, namely psychology, sociology, anthropology, engineering, medicine, and management. As a result, you will be introduced to a broad range of topics at the individual, team, and organizational level of analysis. Some of the topics we will discuss include understanding individual differences and diversity, motivating and leading individuals and teams, rewarding and improving work performance and coping with the new realities of work life.

**STUDENT LEARNING OUTCOMES**
After completing this course, students should be able to:
- Understand how organizational and individual actions affect workplace behaviors and organizational outcomes.
- Recognize OB concepts and apply them to managerial and other workplace situations.
- Possess a broad understanding of knowledge of organizational behavior and effectively communicate that understanding to others.

**Format:** We will use the textbook, additional readings, relevant assignments, and video clips to achieve these learning outcomes. The general class format will consist of lecture and (a lot of) discussion. Your questions, comments, and ideas are important to the learning process, so I hope you will feel comfortable sharing your own work experiences as they relate to course content. I also encourage you to bring in relevant articles from the business and/or popular press to help us gain a better understanding of organizational behavior in the workplace.
We will explore the following four “Big Ideas” (italicized) throughout the semester. The dates listed below are tentative and may need to be changed. I will let you know in class and on Canvas if that happens.

1. All organizations are open systems that are impacted by events and other changes that take place outside the organization’s boundaries. Effectively managing the behavior of individuals and groups inside organizations is key to meeting organizational challenges and achieving goals.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>8/26</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td>Organizational Behavior and Opportunity</td>
<td>Ch 1</td>
</tr>
<tr>
<td>9/2</td>
<td>Challenges for Managers</td>
<td>Ch 2</td>
</tr>
<tr>
<td>9/5</td>
<td>Assignment One (50 points)</td>
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<tr>
<td>9/7</td>
<td>Labor Day – No Class</td>
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2. We cannot explain employee behavior without considering aspects of the individual and the organization. Individual aspects include employee personality, attitudes, and values, and how they handle stress. How organizations view ethical behavior, meeting deadlines, and managing performance are all examples of organizational aspects that affect employee behavior.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>9/9</td>
<td>Personality, Perception, and Attribution</td>
<td>Ch 3</td>
</tr>
<tr>
<td>9/14</td>
<td>Exam One (100 points)</td>
<td>Chapters 1 – 3</td>
</tr>
<tr>
<td>9/21</td>
<td>Attitudes, Emotions, and Ethics</td>
<td>Ch 4</td>
</tr>
<tr>
<td>9/23 &amp; 9/28</td>
<td>Motivation</td>
<td>Ch 5</td>
</tr>
<tr>
<td>9/26</td>
<td>Assignment Two (100 points)</td>
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</tr>
<tr>
<td>9/30</td>
<td>Learning and Performance Management</td>
<td>Ch 6</td>
</tr>
<tr>
<td>10/3</td>
<td>Assignment Three (100 points)</td>
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<tr>
<td>10/5 &amp; 10/8</td>
<td>Stress and Well-Being at Work</td>
<td>Ch 7</td>
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<tr>
<td>10/10</td>
<td>Assignment Four (100 points)</td>
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<td>10/12</td>
<td>Exam Two (100 points)</td>
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3. Much of the work in organizations takes place between employees. At a minimum, employees must understand how to work effectively in teams, communicate despite differences, reduce conflict, navigate the power dynamics in organizations, and be effective leaders and followers. These are all interpersonal behaviors that enable organizations to flourish.

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<thead>
<tr>
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<th>Topic</th>
<th>Chapter</th>
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<tr>
<td>10/14</td>
<td>Communication</td>
<td>Ch 8</td>
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<td>10/19</td>
<td>Work Teams and Groups</td>
<td>Ch 9</td>
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<tr>
<td>10/21</td>
<td>Decision Making by Individuals and Groups</td>
<td>Ch 10</td>
</tr>
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<td>10/24</td>
<td>Assignment Five (100 points)</td>
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<tr>
<td>10/26 &amp; 10/28</td>
<td>Power and Political Behavior</td>
<td>Ch 11</td>
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<tr>
<td>11/2 &amp; 11/4</td>
<td>Leadership and Followership</td>
<td>Ch 12</td>
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<tr>
<td>11/6</td>
<td>Last Day to Drop – Notify Advisor by 4:00 p.m.</td>
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<tr>
<td>11/9 &amp; 11/11</td>
<td>Conflict and Negotiation</td>
<td>Ch 13</td>
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<tr>
<td>11/16</td>
<td>Exam Three (100 points)</td>
<td>Chapters 8 – 13</td>
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4. The importance that organizations place on designing jobs and structuring the organization demonstrates what the organization values. Indeed, an organization’s culture, including how it manages change and nurtures worker careers, can either promote or discourage the recruitment and retention of high-performing employees.

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<thead>
<tr>
<th>Date</th>
<th>Assignment / Event</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>11/18</td>
<td>Jobs and the Design of Work</td>
<td>Ch 14</td>
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<tr>
<td>11/21</td>
<td>Assignment Six (100 points)</td>
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</tr>
<tr>
<td>11/23</td>
<td>Organization Design and Structure</td>
<td>Ch 15</td>
</tr>
<tr>
<td>11/25</td>
<td>Thanksgiving Break – No Class</td>
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<td>Class will meet virtually via Teams beginning 11/30</td>
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<td>11/30</td>
<td>Organizational Culture</td>
<td>Ch 16</td>
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<tr>
<td>12/2</td>
<td>Career Management</td>
<td>Ch 17</td>
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<tr>
<td>12/5</td>
<td>Extra Credit Assignment (20 points)</td>
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<tr>
<td>12/7</td>
<td>Managing Change</td>
<td>Ch 18</td>
</tr>
<tr>
<td>12/9</td>
<td>Study for Final – Last Class Day</td>
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</tr>
<tr>
<td>12/16</td>
<td>Comprehensive Final Exam (150 points)</td>
<td>Location TBD</td>
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COURSE ASSESSMENTS

Assignments (550 pts)
Assignments will be related to class discussions, videos, and material covered during the lectures. I will provide assignment details in class and will announce them on Canvas. Unless I state otherwise, all assignments should be submitted on Canvas. If you happen to miss class when an assignment is made, please check Canvas for the details and due date. I will allow students to make up assignments only until correct answers have been posted to Canvas. I will deduct 10 pts for late assignments.

Exams (200 pts)
There will be three (3) exams. I will drop your lowest-scoring exam at the end of the semester and will use your top two (2) exam scores to compute your semester exam average. Exams will consist of 50 questions; some multiple-choice, others; true/false, covering readings, videos, and/or assignments.

Comprehensive Final (150 pts)
The final exam date is listed above, location TBD. This exam is mandatory and cannot be substituted for any other exam. I will provide information that will help you prepare for the final.

Participation (100 pts)
At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will measure your participation at least five (5) times during the semester through “Reflection” papers submitted online during the final minutes of class. These reflections may be announced or unannounced, so please keep up with the readings and ask questions. NOTE: It is possible that the modality of this class may change to online. Should this be the case, I will replace Reflections with Discussion Boards to measure your performance.

Your success in this class requires that you attend class regularly and actively participate while you are there. Excessive absences will not only negatively affect your final grade; it will lead to decreased learning. If you must miss class, please ask one of your classmates to give you notes and/or update you on what you missed.
While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a grade of F, faculty must report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

UNIVERSITY POLICIES AND PROCEDURES

Mandatory Face Covering Policy
All students and instructional staff are required to wear properly placed (e.g., covering nose and mouth) facial coverings while they are on campus, inside buildings and classrooms. Students who fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct. For more information on your responsibilities, please visit https://www.uta.edu/announcements/coronavirus/student-resources.

Drop Policy
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. Refer to the University Academic Calendar (https://www.uta.edu/academics/academic-calendar/fall-2020) for specific dates. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/ses/fao).

Student Success Programs
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website. Please take advantage of these resources.

The IDEAS Center (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

Disability Accommodations
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAA), and Section 504 of the Rehabilitation Act. All instructors at UT
Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate based on disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other learning barriers may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)**  [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364 or

**Counseling and Psychological Services, (CAPS)**  [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX**
The University of Texas at Arlington does not discriminate based on race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity**
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Academic dishonesty includes, but is 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.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Per UT System **Regents’ Rule** 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct.

**Electronic Communication Policy**
UT Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation
are now sent to students through the MavMail system. All students are assigned a MavMail account. Please ensure you use this email address for all your correspondence in this course and make sure it is listed in Canvas. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php. There is no additional charge to students for using this account.

Suggestions for E-mail correspondence:
The following are quick tips for writing effective e-mails (These focus on e-mails to your professors, but they provide good information for e-mails with people whom you’ve asked for references, prospective employers, and others outside your close network of friends.)

- Use appropriate salutations and titles. Begin your message with “Hello Dr. Smith” or “Hi Dr. Smith” but avoid the kinds of casual greetings you would use with friends (e.g., “Hey” “Hi”) or no greeting at all.
- Identify yourself including the class (and section) you are taking or how you know the professor. Sign the e-mail and include your student ID number (but not your SSN).
- Avoid text acronyms, period.
- Beware of your tone. “Please” and “Thank you” are helpful.
- Make sure there are no errors in spelling, grammar, or word-usage in the e-mail.


Student Feedback Survey
At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move towards the south exit of the College of Business. When exiting the building during an emergency, use the stairwell, never the elevators. Faculty members and instructional staff will assist
students in selecting the safest route for evacuation and will arrange to assist individuals with disabilities.

**ACTIVE THREAT PROCEDURES**

*Stop. Think. Protect Yourself. You Have Choices.*

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. The graphic below provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action, and commit to it.

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### YOUR OPTIONS TO AN ACTIVE THREAT

#### You Have Choices!

| AVOID | • **AVOID** the situation. **Stay away** from the area and campus.  
• If you can safely leave the area, **RUN**.  
• Get others to leave the area, if possible.  
• Prevent others from entering the area. | • Know your exit and escape options.  
• If in a parking lot, get to your car and leave.  
• If in an unaffected area, stay where you are.  
• When you are safe, call UTA PD at 817.272.3003 or 911 with information you have. |
|---|---|

| DENY | If you can’t leave the area safely, **DENY** or slow entry to the intruder:  
• Lock/barricade doors with heavy items.  
• Turn off lights/projectors/equipment.  
• Close blinds and block windows.  
• Stay away from doors and windows. | • Silence phones and remain quiet. **Don’t let your phone give you away.**  
• HIDE and take cover to protect yourself.  
• Be prepared to run or defend yourself. |
|---|---|

| DEFEND | If you can’t AVOID or DENY entry to the intruder, **DEFEND** your location:  
• As a last resort, **FIGHT** for your life.  
• Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc. | • Use the element of surprise.  
• Work together as a team. Develop a plan.  
• Commit to your actions. Your life depends on it.  
• Be aggressive, loud, and determined in your actions. |
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Follow ALL instructions.  
For more information, go to: [police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)

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Additional information for active threat and other emergency situations can be found through the links below:

- [police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)
- [police.uta.edu/em](http://police.uta.edu/em)
ABOUT YOUR INSTRUCTOR
Dr. Cocchiara is Clinical Associate Professor of Management at the University of Texas at Arlington. She currently teaches organizational behavior and diversity at the undergraduate level and leadership in the MBA program and is credentialed by the Association of College and University Educators (ACUE) for demonstrating comprehensive knowledge and skills across all core teaching competencies. Prior to entering higher education, Dr. Cocchiara worked for more than a decade in a variety of mid-level management positions at Sabre, Inc. As Installation Services Supervisor, she led a staff of 25 help desk and installation services technicians stationed at Sabre headquarters and throughout the central region of the U.S., respectively. As Marketing Manager, she wrote advertising copy and sales promotion materials for eAAsy Sabre, the precursor to Travelocity. As HR Business Partner, she executed executive-level succession planning and diversity management programs. Her research focuses on fairness in employment selection, performance stereotypes, and sex-based stressors and coping. Her research appears in the Journal of Organizational Behavior, Organizational Behavior and Human Decision Processes, Human Resource Management, and the Academy of Management Learning & Education, among others. She lives in Keller, Texas with her husband, Charlie and her two dogs, Ralph Emerson (RalphE) and Benjamin Franklin (Benji).