

Organizational Behavior (OB)

Syllabus: Fall 2022 – ONLINE - MGT 417-700

Professor: Dr. Bob Hatfield, Professor of Management.
PhD of Management (Indiana; Kelley School of Business); Juris Doctor (UofL; Brandeis Law)
Office Location: Grise Hall 214 (*I also teach face-to-face in Grise Hall on T and TH mornings*)
Phone/email: 270-792-6750 (cell), drbobhatfield@gmail.com (NOTE: please use this email address)
Connection: We use Blackboard's Discussions for questions (*instead of email*)
Office Contact: Virtual Office Hours, Mondays at 9:30-10:30 am <https://wku.zoom.us/j/96138861481>

Course Description: A study of human and interpersonal behavior to better lead and manage human behavior in organizations. Emphasis is on understanding and developing skills to effectively work with individuals, groups, and organizations. *Prerequisite:* MGT 210. Tell me the 1st day of class if you have not satisfied this prerequisite. *Some programs have comparable courses which can substitute. If you have completed such a course, it is appropriate for you to take this course.*

Course Learning Objectives: To provide appropriate learning resources and an environment of educational opportunity in which you will be able to demonstrate a better understanding of:

- Human behavior in organizations,
- The individual, team, and organizational elements that influence human behavior, and
- How these behaviors affect important organizational outcomes like job performance and job satisfaction.

Personal Development Goals: Course understandings should lead to these two outcomes for you:

1. Improving your personal skills in working with individuals and teams
2. Increasing your value to employers

Instructional Materials:

REQUIRED: Organizational Behavior: A Practical, Problem-Solving Approach 3rd Edition, By Angelo Kinicki, ISBN10: 1260075079 ISBN13: 9781260075076 Copyright: 2021. *Part of Big Red Backpack.* Chapters are linked to our Blackboard course site under CONTENT.



Grading Policies: Based upon PERCENTAGE (*I do not use "points"*) – weightings are shown below

A. 3 Exams (each exam has equal value)	65% of final grade**
B. Discussion Board Participation	20% (see grading rubric below)
C. SmartBook Weekly Chapter Assignments	10%
D. Professional Development Plan	5%
TOTAL	100%

Basis for Final Grades: 90's = A, 80's = B, 70's = C, 60's = D, below 60 = E

Performance in class is like performance in the working world - there are differences between people. These differences are likely to be reflected in grades. I ask students to dedicate themselves to this class and assignments and work towards the "A" -- a mark of achievement. ****You MUST pass at least one exam to earn a passing grade in this course.**

ASSIGNMENTS:

General Expectations. This is not a correspondence course. We are going through and discussing important OB topics together, *week by week*. This class is interactive and requires 2-way communication each week. The release of assignments reflects this week-by-week approach.

This course is focused upon developing organizational leaders, managers, owners, and others interested in the effective and efficient management of employees. It is now a core class for all Management students.

A. Exams - 65% of total grade.

Three exams will be given – each of equal weight. Each exam focuses upon different chapters as designated (about 5 chapters for each exam). Exams are almost exclusively short answer “objective” questions (*primarily multiple choice*). These exams will be timed and taken online within the Blackboard environment. Each individual student's exam will be unique, but the questions will be drawn from a very large pool of questions I create for each chapter. In theory, no two tests will be the same.

B. "Class Discussion" - Discussion Board Participation. 20%

No later than 9 am on Monday each week I will post a choice of questions about the chapter assigned for that week – coordinated with the chapter we are studying (SmartBook). The questions may be about a concept, case, a video of mine, or exercise. I will assign you to a specific Discussion GROUP – A, B, or C. You will only need to DISCUSS the questions under your group. You need to write answers in a timely manner because we keep moving on through the book. Discussions will help you understand the material, learn core and additional information, and help prepare for the exams.

Blackboard is our "classroom" – **DISCUSSION posts** are our "class discussions" in our classroom. I consider the Discussion exchanges important. I do not respond to each post. I will often respond to perhaps 1/3 of the postings – just like I would in a face-to-face class. I respond generally when your answer provides a good opportunity for me to expand, explain, or correct information. *I will be glad to also interact with you one-on-one during office hours or another time.*

I "lecture" in discussion threads in the same way I would respond to comments in a class meeting. **Reading my comments in - ALL 3 Discussion Sets - is therefore a requirement.** *(Mark the thread and hit "collect" in a Discussion Forum) to collect my comments (yours, and your fellow student's alphabetically).* HINT: My "teaching" on Discussion shows up on exams.

RUBRIC FOR GRADING: Writing your initial answers to the question set will normally earn a "C" (70%).

However, *responding* to follow-up questions from me and/or engaging fellow students can yield a score of "A" (90%).

Here are the details on posting:

- **You need to write a response to YOUR Discussion set each week by Thursday at noon - and respond to follow-up comments to your post along the way.** This is the latest time for you to post – but not the best time.
 - There are generally 2-3 questions per set. Answer them all (*see - GUIDELINES for your POSTINGS on the Weekly Discussion Board below*)
- **Please keep track of your discussion.** *Here's the simple rubric which allows you to grade yourself.*
 - *Earn a 70 ("C") for simply answering all the questions adequately (clearly demonstrating understanding and thought) in your question set. Your comments must not repeat the post of another student.*
 - *Earn a 90 ("A") for ALSO engaging in our discussion by either expanding the comments of others and/or responding to comments I may have made to your answers at least ONE time per chapter.*
 - **There is no requirement to post beyond that these two posts** – since we all need to read the comments.
 - *I will officially grade your discussions only twice in the semester – once around midterm and once at the end of the term. So, use this rubric to see where you stand.*
- Old posts (past the due date) do not add to our discussion and therefore do not count. *Again, these questions are invented to drive discussion – not just get you to write answers for me.*

GUIDELINES for your POSTINGS on the Weekly DISCUSSION Board

- **Don't repeat my question** -- I'm already wordy!
- **Your comments need to be substantive and show understanding.** A short paragraph for each subpart might be about right – if it shows understanding.
- I will score your responses twice – once sometime after midterm and again after the final.
- **You must read any comment that has already been posted before you post your comment on that question. Do not repeat their answer.** *You may acknowledge a prior post but do not repeat it.*
- Do not cut and paste comments that are not yours. I may use "SafeAssign" which is a tool within Blackboard which assures authenticity. I am not interested in the thoughts of others at all – just yours.
- You *can* include a link to something, but you must explain and discuss the link. However, I am not really looking for links unless I ask for them.
- Brief comments like "I agree" do not count as comments and they *waste our reading time. Feel free to encourage your classmates – but do that with emails directly to them.*
- You do not have to respond to any comment I make about your post **unless I ask you a direct question.**

C. SmartBook Chapter Assignments. 10% (possible score of 100 on each)

I have chosen SmartBook questions in Connect for the chapters assigned weekly. These readings and questions will help to prepare you for the Discussion Board questions required at that time, tests, and other assignments. I advise you to read the chapter and complete the SmartBook questions together. You can repeat the quizzes – and so most students repeat until they earn 100 (the highest score) on most chapters. I think that is a good learning approach.

Since you will be completing a set of SmartBook answers for each chapter, and since the relative value of each is small, do not panic if you have a lower grade than you wish on one or two chapters. I will finally average the scores from ALL of the chapters and weight it at 10%. You can see your scores for SmartBook in your Gradebook – they are automatically entered.

- **Each SmartBook activity must be submitted by 10:59 p.m. on Thursday nights (Central time).**

D. Professional Development Plan - Individual (5%). Invest in yourself.

Each student will individually write a professional/personal development plan. **Use this outline** for your PD Plan:

- I. **“Where am I now in building my career?”**
 - a. Discuss your strengths and weaknesses
- II. **“What are my career goals?”**
 - a. Short term (<1 year)
 - b. Medium term (1-5 years)
 - c. Long term (5+ years)
- III. **“How can I develop myself to help me reach my career goals?”** (on the Short, Medium, and Long term) (*College is one such activity.*) How do such activities correct for your weaknesses under “I.”)?

TIPS: The best PD plans discuss insights drawn from **indicators** including:

- a) a discussion with a business professional/manager in the *career field* or *location* where you'd like to work;
 - Chat with someone... in HR if you want to work in HR; in banking if you want to work in banking, etc.;
- b) a discussion with someone already close to you (relatives, best friends, etc.); and/or
- c) results of self-assessments, questionnaires, and class exercises that you learned from. *Since **personality** has very little correlation with job success, I strongly suggest not emphasizing personality in your PD plan. Discuss OTHER questionnaires - there are plenty in our book.*

Blackboard: NOTE: Students need regular access to the Internet. Materials used in class will be posted on Blackboard and some announcements will be emailed to your WKU account through the Blackboard mail interface (using your WKU email). *Stay connected to class.*

****A Reading and Assignments *Schedule* will be released as a separate document – by the first class**

Statement On Academic Honesty

Academic dishonesty in any form whatsoever will be punished by providing the appropriate consequences allowed by WKU. This means that cheating, turning in work that is not your own on papers or assignments, cheating electronically, and engaging in other forms of academic dishonesty is cause for failing the class and may lead to expulsion from WKU. If you have a question about whether some behavior crosses a line, please ask your professor in an email.

Required Syllabus Content Provided by WKU You can also access the WKU statements directly from: <https://www.wku.edu/syllabusinfo/>

ADA Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX: Discrimination; Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff, and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

- o Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

COVID-19

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

WKU Counseling and Testing Center

The university experience should be challenging, but not overwhelming. To this end, the WKU Counseling Center provides a variety of services to help strengthen students' capacity to tolerate distress, form healthy relationships, and seek healthy expressions of their ideals and values. If you would like to speak with someone, you may contact WKU's Counseling and Testing Center at **270-745-3159** or

use their Here To Help service at <https://www.wku.edu/heretohelp/heretohelpemail.php>. If you need immediate help, please visit the Counseling Center in 409 Potter Hall or call the **24-hour emergency help line at 270-745-2548**.

Big Red Backpack

The Big Red Backpack program is the title of WKU's partnership with Barnes & Noble College for their *First Day Complete* initiative. Big Red Backpack is a course materials delivery program that ensures students have their required course materials on the first day of class and may reduce the costs of materials for many of their courses. Enrollment in the program occurs automatically when students register for classes. Students may opt out of the program each semester, as long as they choose to opt out for all of their classes. Students **MUST** carefully and completely follow all instructions regarding the Big Red Backpack Program. Those instructions will be provided by:

1. An email to all Topper email addresses from the Big Red Backpack Program one month prior to the start of classes.
2. The Big Red Backpack Program site: <https://www.wku.edu/bigredbackpack/>. Students should refer to the Big Red Backpack Program site referenced above for opt-out deadlines and any additional details.