



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

---

**Semester:** Spring

**Course Prefix:** MGMT

**Course Title:** Organizational Behavior

**Year:** 2025

**Course and Section #:** 3000-X05

**Credits:** 3

---

### ***Course Description***

This course studies behavioral theories and concepts for creating effective organizations. It emphasizes knowledge of individual, group, and organizational processes and variables regarding people's attitudes and behaviors in organizational settings. It also presents topics on communication, leadership, motivation, conflict management, socialization, team building, decision making, diversity, ethics, and culture. Includes quizzes, exams, lectures, case studies, oral presentations, written assignments, and group projects. May be delivered hybrid and/or online. Lab access fee of \$32 for computers applies.

### **Course Overview**

All people interact with organizations on a daily basis – both directly and indirectly. How well organizations are managed directly affects individual lives, communities, society at-large, and the global community. This course is an introduction to the basic concepts and topics in Organizational Behavior (OB), Human Resource Management (HRM) and General Management. We will survey topics related to managing people in organizations, including decision making, evaluation, motivation, influence, conflict management and negotiation. Throughout this course we will examine how individuals in organizations function across different contexts and levels of analysis: individually, in groups, and in organizations. An understanding of basic management principles and approaches is critical to success in organizations, whether they are for-profit, non-profit, governmental or of some other organizational type.

---

### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

---

### ***Instructor Information***

**Instructor Name:** Dr. Jared R. Chapman, PhD, MBA, MSc

---

### ***Student Learning Outcomes***

Upon completion of this course, students should be able to:

- Evaluate theory-based approaches for effective management--planning, organizing, leading, and controlling
- Demonstrate self-awareness and awareness of others related to individual differences such as personality, attitudes, perceptions, and motives.
- Practice self-evaluation to strengthen professional skills.
- Apply organizational behavior concepts for effective teamwork.
- Synthesize organizational behavior concepts to resolve managerial issues.
- Apply effective professional-level business writing skills

---

## ***Course Materials and Texts***

The content for this course has been drawn from several free textbooks. You will not need to buy a book.

This course requires a tool called Peerceptiv. If you have opted into the [Wolverine Access Textbook Program](#), click on the “code reveal” button to access the materials for this course. If you have opted out of Wolverine Access, you will need to purchase Peerceptiv. Options for purchasing Peerceptiv can be found in the "Writing and Peer Review" module.

---

## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

Getting Started  
FAQ Quiz  
Fixed vs. Growth Mindsets  
Syllabus (Inside the Quiz)  
Course Evaluation  
SRI Receipt  
Incentives AAPR  
Teams AAPR  
4C - Social Capital Audit  
Stress AAPR  
Structure AAPR  
Personality AAPR  
Motivation AAPR  
4C - Control Audit  
Conflict and Negotiation AAPR  
Leading AAPR  
4C - Structure Audit  
Management and Feedback AAPR  
Values AAPR  
Emotions AAPR  
Discipline and Delegation AAPR  
Ethics AAPR  
Diversity AAPR

Power and Change AAPR  
Politics AAPR  
Culture AAPR  
Global Culture AAPR  
Getting Started AAPR  
Creativity and Decisions AAPR  
4C - Culture Audit  
4C - Strategy Audit  
Attitudes AAPR  
Communication AAPR  
Change - Group Project  
Trust AAPR  
Pre-knowledge AAPR  
Exceptional Idea  
What is an organization?  
What is Organizational Behavior?  
POLC  
Culture  
Job Design  
Structure  
Research in Organizational Behavior  
Mission Vision Values  
Strategy  
Goals and Objectives  
Excellent People  
Decisions  
Teams  
Groups  
Perception  
Emotions  
Attitude  
Personality  
Values  
Behavior  
Society Cultures  
Diversity  
Effectively Aligned  
The Role of Fit  
Control  
Change  
Politics  
Power  
Motivation  
Leadership  
Conflict  
Negotiation

Performance Incentives and Reviews  
Communication  
Influence  
Change - Group Project  
Change - Group Project  
4C Assignments  
4C - Culture Audit  
4C - Structure Audit  
4C - Strategy Audit  
4C - Social Capital Audit  
4C - Control Audit  
AAPR Assignments  
Getting Started AAPR  
Pre-knowledge AAPR  
Culture AAPR  
Structure AAPR  
Emotions AAPR  
Attitudes AAPR  
Values AAPR  
Personality AAPR  
Global Culture AAPR  
Stress AAPR  
Creativity and Decisions AAPR  
Teams AAPR  
Diversity AAPR  
Ethics AAPR  
Leading AAPR  
Trust AAPR  
Communication AAPR  
Motivation AAPR  
Incentives AAPR  
Management and Feedback AAPR  
Discipline and Delegation AAPR  
Conflict and Negotiation AAPR  
Power and Change AAPR  
Politics AAPR  
Exams  
Exam FAQ Quiz  
Idea - Study Guide Quiz  
People - Study Guide Quiz  
Align - Study Guide Quiz  
Exam - Exceptional Idea (Closed book, remotely proctored)  
Exam - Excellent People (Closed book, remotely proctored)  
Exam - Effectively Aligned (Closed book, remotely proctored)

## Grading Scale

Your total points earned will be converted to a percentage that will determine your final course grade based on the following Grading Scale:

	A	100%	to 94%		
B+	< 90%	to 87%	B	< 87%	to 84%
C+	< 80%	to 77%	C	< 77%	to 74%
D+	< 70%	to 67%	D	< 67%	to 64%
	E	< 60%	to 0%		

---

## Required or Recommended Reading Assignments

Contained in assignments

---

## General Description of the Subject Matter of Each Lecture or Discussion

Contained in assignments listed above

---

## *Required Course Syllabus Statements*

### Generative AI

In today's rapidly evolving world, the integration of artificial intelligence (AI) tools has become increasingly widespread, presenting students with a range of opportunities and challenges. Among these tools, AI language models serve as advanced systems capable of addressing a diverse array of inquiries. However, it is crucial for students to navigate this technology responsibly and effectively. To provide you with valuable guidance for your interactions with AI language models, we have compiled a list of guidelines and tips. By adhering to these recommendations, you can enhance your research skills, uphold academic integrity, and leverage AI as an invaluable resource in your educational journey.

Students Should:

- Use AI systems that provide sources for where they got their information, like Co-Pilot.
- Look for AI systems that offer transparency by citing the sources they use to generate their responses. This enables you to verify and delve deeper into the information.
- Add footnotes when you use an AI, including the sources where it got its information from.
- This ensures proper attribution and supports the credibility of your work.
- Confirm that the sources actually contain the information provided by the AI.
- Before accepting the information provided by an AI, cross-check the sources it cites to verify the accuracy and relevance of the information in those sources.

Students Should Not:

- Directly copy and paste AI-generated content into your work.
- Plagiarism not only compromises your integrity but also hinders your understanding and learning process.
- Assume that the data provided by the AI is accurate, as AI systems can "hallucinate" when they have incomplete data, resulting in potentially false information.
- Exercise critical thinking and verify information from multiple trustworthy sources.

---

## Using Remote Testing Software

This course does not use remote testing software.

□ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

---

## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

---

### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

---

### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment,

admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

---

### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.