

**Semester:** Spring

**Year:** 2025

**Course Prefix:** MGMT

**Course and Section #:** 3000-X12

**Course Title:** Introduction to Organizational Behavior **Credits:** 3

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### ***Course Description***

In this course, you will study behavioral theories and concepts for creating effective organizations. You will gain knowledge of individual, group, and organizational processes and variables focusing on people's attitudes and behaviors in organizational settings. Topics include communication, leadership, motivation, personality, perceptions, management, team building, decision-making, and diversity, among others.

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### ***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
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### ***Instructor Information***

**Instructor Name:** Dana Oaks

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

- 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, perception, 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.

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

- *Organizational behavior in practice*. 2nd ed. Dubuque, IA: Great River Learning.
- *Peerceptiv*

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## ***Course Requirements***

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

#### eBook

- 12 topics with activities and knowledge checks = 530 points

#### ePortfolio

An “ePortfolio is a powerful pedagogical approach that requires meaningful student reflection and deepens learning while making achievement visible—to students themselves, to their peers and faculty, and to external audiences” (Kuh, O’Donnell, & Schneider, 2017). For this assignment, you will explore insights and applications with your team and create ePortfolio artifacts to demonstrate what you are learning. You will also give feedback to other teams on their posts.

The audience for your ePortfolio is not just your professor and classmates, but future employers. It demonstrates that you are capable of collaboration, project design, written communication, technological skill, and even goal-setting, goal achievement, and response to constructive criticism. It illustrates what you have learned and what you can do more effectively than a test score or grade.

- home page - 10 points
- 3 management challenges with peer review, team member evaluations, & reflection = 90 points
- 2 management challenges - teacher scored = 20 points
- team reflection - 10 points

#### Consulting project

- project proposal = 10 points
- project draft = 30 points
- tutor appointments = 20 points
- project final = 100 points

This is a service learning course. You will spend a minimum of 20 hours on a community project. You will act as management consultant teams who have been hired to identify and solve an organizational problem by applying organizational behavior theories and principles. Your project will culminate in an ePortfolio artifact. *Note* — you will not be working in a company or have set hours; you will determine

responsibilities with your team and can work around your schedules to coordinate with the company and collect data.

TOTAL points = 820

| Grade   | A      | A-     | B+     | B      | B-     | C+     | C      | C-     | D+     | D      | D-     | E     |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|
| Percent | 100-94 | <94-90 | <90-87 | <87-83 | <83-80 | <80-77 | <77-73 | <73-70 | <70-67 | <67-63 | <63-60 | <60-0 |

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## Required Reading Assignments

All required readings use chapters from the course text.

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## General Description of the Subject Matter

- Topic 1: Organizational Behavior
- Topic 2: Groups, Teams
- Topic 3: Personality, Perception, Values
- Topic 4: Attitudes, Job Satisfaction
- Topic 5: Emotions, Moods
- Topic 6: Diversity
- Topic 7: Motivation
- Topic 8: Communication
- Topic 9: Power, Politics
- Topic 10: Conflict, Negotiation
- Topic 11: Leadership
- Topic 12: Culture, Decision Making, Change

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## *Required Course Syllabus Statements*

### Generative AI

The use of AI to generate content is emerging in higher education. The use of AI tools to draw insights, data, or content for assignments must be cited in the same way you would reference a textbook or article.

Assignments in this course do not require the use of sources other than the eBook. The content of your assignments must be specific to the assignment and show that you understand and can apply the concepts. They require your unique perspective and voice.

If you want to use AI to help you improve your learning, below is an example of how you might use it appropriately.

“You are a [insert name of discipline] professor. Give me feedback on this [type of writing [type of writing - term paper, reflection, paragraph...]] focusing on the following criteria [list criteria from the

assignment or rubric]. Generate a list of four things that should be improved, explain how they can be improved, and review any punctuation and or spelling mistakes. Here is the piece: [insert writing piece]” the university’s policy. If you have questions about acceptable use of AI tools, please consult the instructor before submitting your work.

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## 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.

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## *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](mailto:accessibilityservices@uvu.edu) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-8638747.

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.

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### **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*.

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### **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.

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### **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.