

SYLLABUS MGTR 4361
Organizational Behavior
Fall 2025 – Online Synchronous
Meets Thursday 6:00 – 8:45 P.M. Central Time

Instructor:	Nanette Scarpellini Metz, Ph.D.
Office Hours:	By appointment
Office Location:	Virtual
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Email Address:	Nanette.Metz@SulRoss.edu
Class Schedule:	Online Synchronous Every Thursday
Classroom Location:	Online
Required Texts:	<i>Organizational Behavior: Emerging Knowledge, Global Reality</i> , by McShane, S. & Von Glinow, M. 10th edition McGraw Hill ISBN10: 1266715509 ISBN13: 9781266715501

Official Communication:

All official communication by the University or me will be sent to your Sul Ross email account. As a result, you are required to activate your email account and check it from time to time for personal communication. I encourage you to email me if you have questions or comments, BUT PLEASE include your full name and the course for which you have questions. Even if you submit your email through the Blackboard site, I cannot tell which course you are in nor what your real name is (i.e., egar123) unless you put it in the body of your email.

Course Requirements and Grading

Requirement	Points Possible	Grading Scale
Weekly Attendance (10 Points per Week)	150 Points	A = 900 to 1000 points
Discussion Posts (15 x 15 points)	225 Points	B = 800 to 899 points
16 Personalities Assessment and submit paper	75 Points	C = 700 to 799 points
Self-Assessment CONNECT activities	150 Points	D = 600 to 699 points
Role Play CONNECT Final	100 Points	F = less than 599 points
Final Research Paper Proposal	25 Points	
Final Research Paper Briefing	50 Points	
Final Research Paper	225 Points	
TOTAL	1000 Points	

Course Description:

Organizational Behavior (OB) concentrates in helping students develop skills necessary for problem solving. The course teaches students to use a 3-step problem approach that consist of: (1) Define the problem, (2) Identify the causes, and (3) Recommend a solution. OB objective is to provide students with the higher-level soft skills employers seek such as problem solving, critical thinking, leadership, and decision-making

Technology Help:

Obtain your RGC email account name and password directly from the **Central Help Desk at 1-888-837-2882**. For most technology problems, first go to the Lobo Technology Assistance Center (LTAC). The quick link to this site is available from our home page under the "My SRSU" tab. For specific help with any aspect of Blackboard, including problems with online exams, contact our Blackboard administrators in Alpine. **BLACKBOARD HELP: 432-837-6055**.

SRSU Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook

ADA Statement: SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Counseling: Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries: The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Library Services: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Course Learning Objectives:

1. Develop a general management orientation; being able to analyze broad, organization-wide problems from the perspective of management
Assessment: Written assignments, exams and class discussion.
2. Describe how the forces in the external environment have an influence on management practices.
Assessment: Written assignments, exams and class discussion.
3. Describe how managers build a strong organization culture and provide leadership.
Assessment: Written assignments, exams and class discussion.
4. Recognize the interdependence of attracting, developing, and retaining human capital. Understand the vital role of technology in leveraging knowledge and human capital.
Assessment: Written assignments, exams and class discussion

Student Learning Outcomes for the BBA Degree:

- 1. Chapter 1: Introduction to the field of Organizational Behavior** — Making OB Work for Me. Application of OB knowledge to enhance job performance. Understand the concept of human capital and how it affects job performance. Understand how people incur into ethical lapses and what lessons can be derived from the experience. Identify the practical relevance and power of OB to help solve problems. Explain how the Integrative Framework can help to apply OB knowledge and tools, and improve problem solving.
- 2. Chapter 2: Individual Differences and Emotions** — Understanding the relative stability of individual differences. Explain how multiple intelligences and personality affect performance. Define emotional intelligence. Explain how understanding emotions increase work effectiveness.
- 3. Chapter 3: Values and Attitudes** — Identify what role values play in identifying behavior. Explain how personal attitudes affect workplace behavior and work-related outcomes. Understand how changes in the workplace can improve job satisfaction. Identify work-related outcomes associated with job satisfaction.
- 4. Chapter 4: Social Perception and Managing Diversity** — Identify how does the perception process affects the quality of decisions and interpersonal relationships. Identify how knowledge of stereotypes improves decision making and effectiveness. Understand how awareness about the layers of diversity help organizations effectively manage diversity. Identify the most common barriers to implementing successful diversity programs.

- 5. Chapter 5: Foundations of Employee Motivation** — Define motivation and how does it affect behavior. Compare and contrast the content theories of motivation. Identify the differences among top-down approaches, bottom-up approaches and “idiosyncratic deals” in job design.
- 6. Chapter 6: Performance Practices** — Identify the elements of effective performance management. Define how performance monitoring and evaluation improves performance and managing performance. Understand the use of feedback and coaching to review and improve performance. Explain the use of various forms of reinforcement and consequences to improve performance.
- 7. Chapter 7: Decision Making and Creativity** — Explain how to integrate rational and non-rational models of decision making. Understand how to use evidence—based decision making. Identify the pros and cons of group decision making
- 8. Chapter 8: Groups and Team Dynamics** — Explain the benefits of understanding the group development process. Identify the characteristics of effective team players and team building, and how this knowledge improves performance. Explore ways to build and repair trust.
- 9. Chapter 9: Communicating in Teams and Organizations** — Identify the key aspects of interpersonal communication. Explain how social media can increase effectiveness at work.
- 10. Chapter 10: Power, Influence and Politics** — Identify the basic forms of power and how they can help achieve desired outcomes. Explain the consequences of sharing power. Evaluate how the use of influence tactics affects effectiveness.
- 11. Chapter 11: Conflict and Negotiations in the Workplace** — Explain how understanding a modern perspective of conflict increases effectiveness. Identify different kinds of conflicts. Identify best practices for effective negotiation.
- 12. Chapter 12: Leadership in Organizational Settings** — Analyze different leadership theories (e.g., transformational, servant, situational) and explain their relevance to organizational effectiveness. Apply leadership concepts to evaluate and recommend strategies for motivating and influencing teams in case study scenarios.
- 13. Chapter 13: Designing Organizational Structures** — Compare and contrast types of organizational structures (functional, divisional, matrix, network) and their impact on communication and decision-making.
- 14. Chapter 14: Organizational Culture** — Identify elements of organizational culture (artifacts, values, assumptions) and assess their influence on employee behavior and performance. Evaluate how leaders can shape, reinforce, or change culture to improve organizational outcomes.
- 15. Chapter 15: Organizational Change** — Explain major models of organizational change (e.g., Lewin’s 3-step, Kotter’s 8-step) and their application in real-world context.

Marketable Skills for the BBA Degree:

Marketable Skill 1: Students will have the ability to apply the principles of business they learn in the BBA to the management of existing businesses or the creation of new businesses.

Marketable Skill 2: Students will have the ability to use research and analysis to make informed decisions

Marketable Skill 3: Students will have the ability to write business letters, emails, resumes and reports

Marketable Skill 4: Students will have the ability to make effective oral presentations to both professional and general audiences.

Assessments: Discussion Board. Written Papers. b. Module assessments are due on the date in the syllabus course schedule. It is a policy for this course that after the due date there will be no make-up or reposition for the work required; this policy includes all assessments, meaning; homework, exercises, and assignments. Late or partially completed work not accepted for grading purposes. After missing four (4) submissions the student will be dropped from the course.

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Schedule for MGTR 4361– Fall 2025

Date	Topic	Readings
Aug. 28	Introduction to the field of Organizational Behavior	Textbook: Chapter 1
Sept. 4	Individual Differences: Personality and Values 16 Personalities Assessment and submit paper Sept. 7	Textbook: Chapter 2
Sept. 11	Perceiving Ourselves and Others in Organizations Research Proposal Sept. 14	Textbook: Chapter 3
Sept. 18	Workplace Emotions, Attitudes, and Stress Self-Assessment CONNECT Activity Sept. 21	Textbook: Chapter 4
Sept. 25	Foundations of Employee Motivation Self-Assessment CONNECT Activity Sept. 28	Textbook: Chapter 5
Oct. 2	Applied Performance Practices	Textbook: Chapter 6
Oct. 9	Decision Making and Creativity	Textbook: Chapter 7
Oct. 16	Team Dynamics Self-Assessment CONNECT Activity Oct 19	Textbook: Chapter 8
Oct. 23	Communicating in Teams and Organizations	Textbook: Chapter 9
Oct. 30	Power and Influence in the Workplace Self-Assessment CONNECT Activity Nov. 2	Textbook: Chapter 10
Nov. 6	Conflict and Negotiation in the Workplace	Textbook: Chapter 11
Nov. 13	Leadership in Organizational Settings Self-Assessment CONNECT Activity Nov. 16	Textbook: Chapter 12
Nov. 20	Designing Organizational Structures	Textbook: Chapter 13
Nov. 27	Organizational Culture Final Research Paper Briefing	Textbook: Chapter 14
Dec. 4	Organizational Change Final Research Paper Briefing Role Play CONNECT Final Dec. 7	Textbook: Chapter 15
Dec. 11	Final Research Paper Due Monday, December 7, 2025	

