MBA 6161, Human Behavior in Organizations

Course Description:

The study of organizational behavior encompasses the behavior of individual organization members and groups within organizations; the myriad of organizational processes, dynamics, and conditions of the organization as a whole; and the ways in which all these factors interrelate. This course helps students develop conceptual, diagnostic, and personal skills for dealing with human interaction in complex organizations with diverse workforces. We will take a systems approach to the material, finding in systems theories the common framework that links organizational processes and dynamics at the individual, group, and organizational levels. We will compare behavioral theories and deal with a range of topics, including individual development and motivation, group and team development and dynamics, communication, leadership, conflict, power/politics, culture, diversity, creativity, ethics, decision-making, and the organizational psyche. The student will develop skills in applying these concepts and theories by analyzing realistic organizational cases and processing and discussing those analyses with fellow students and the instructor. The student will bring these skills to their own organizations to assess current management practices and develop recommendations for improvement.

Learning Objectives

The student will:

- Explore the broad outlines of organizational behavior and develop the knowledge and skills to apply organizational behavior concepts and theories.
- Develop an informed view about how both the needs of the organization and the needs of the individual can be met in the organizational setting.
- Utilize a systems view of human behavior at all levels of the organization.
- Consider human behavior in organizations from both “psychodynamic” and “humanistic” perspectives, recognizing that there are other perspectives, including the “behavioralist”.
- Examine the “whole person” concept as it pertains to organizational behavior.
- Understand group development and behavior through a process of doing and thinking.
- Reflect on his/her own motivation and growth in the organizational setting.
Materials required:

- Text: Organizational Behavior 9th Edition (McShane, Von Glinow)

Instructional approaches and activities:

- We will start the semester off with a two week Leadership Training program focusing on “Charismatic Leadership” (These two sessions will be virtual.
- We will have guests join us at the beginning of most sessions (there may be a few class sessions: such as Exam designated dates, where we will not have a guest)
- These guests come with decades of corporate and/or entrepreneurship experience and will bring unique voices into our “Topic of the Night”.

Classroom Rules & Policies:

- I expect full class participation. Students bring their experience to the classroom, constantly engaging in classroom discussion.
- Communication prior if you cannot attend a class.
- Leadership and respect amongst group members on project work
- No extra credit available
- Carefully read and be prepared to discuss all required readings prior to each class meeting.

Grading:

Quiz #1: 20%
Quiz #2: 20%
In Class Participation Exercises: 30%
Course Paper 10%
Comprehensive Final Exam 20%
Total 100%
Quizzes

Quiz material will be drawn from assigned readings. They can be short answer/multiple choice type questions. We will have 4 quizzes on the dates noted in the schedule.

Make-up quizzes will only be conducted for students under extraordinary circumstances (e.g., medical emergencies). All decisions regarding make-ups and exceptions, including what constitutes an ‘extraordinary circumstance’, fall completely under the discretion of the professor.

Course paper: Professional development paper

Will be fully discussed in the assignment posted on Canvas. The final deliverable here is a 10-page paper.

Key evaluation criteria

- Quality
- Thoroughness
- Writing
- Clarity of thought
- Integration of best-self stories

Students often want to know “What’s an A, What’s a B, etc.”. Although the criteria below are somewhat generic, this will give you a good idea of what I’m looking for when I assign an A, B, etc.

A/A+ Excellent work. Significantly exceeds assignment requirements, far above the norm for the class. Unique, insightful analysis is offered, shows strong critical thinking, integrates themes well. Writing nearly flawless. Action plan is insightful and practical.

A-/B+ Very good work. Provides insightful analysis and demonstrates critical thinking. Includes
action plan.

B Good work. Fulfills requirements of the assignment.

B-/C+ OK work. Incomplete or inconsistent. Writing has some noticeable flaws.

C Minimally acceptable work. Does not fully follow instructions. Significant flaws in organization and writing. Meets minimum requirements for a passing grade.

C- and below. Seriously flawed product. Writing may have significant flaws.

Technical information: Typed, double-spaced, on 8.5 by 11 inch paper with 1 inch margins on all sides. Font should be 12-point Times New Roman.

Any paper submitted after the deadline will be penalized 10% of the grade for each day (24-hour period or fraction thereof) it is late.

**Comprehensive Final Exam**

Material will be drawn from assigned readings. They can be short answer/multiple choice type questions.

**Non-discrimination in the classroom**

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person’s actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of University Policy 406, The Code of Student Responsibility. Any student suspected of engaging in such conduct will be referred to the Office of Student Conduct.
Accommodations

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status. If you need special accommodations, please let me know right away and I will be glad to work with you.

Preferred Name and Pronoun

This course affirms people of all gender expressions and gender identities. My preferred pronouns are he/him/his. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Religious Accommodations

UNC Charlotte is committed to diversity, nondiscrimination and inclusiveness, and to supporting its students, regardless of religious affiliation or non-affiliation, in accordance with state and federal laws and regulations. As part of this commitment, the University makes good faith efforts to accommodate a student’s religious practice or belief, unless such accommodation would create undue hardship. The university policy is available at: http://legal.uncc.edu/policies/up-409

My Role as a “Responsible Employee”

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations,
helping with legal protective orders, and more.

• Please be aware that many UNC Charlotte employees, including all faculty, are considered Responsible Employees who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

• If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center; (2) Student Health Center; or (3) Center for Wellness Promotion. Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

**Student Support:**

Students in this course seeking accommodations for disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations. Be sure to take advantage of the wealth of resources and support available at UNC Charlotte. Some of the resources available to you include the University Writing Resource Center, University Counseling Center, and the J. Murrey Atkins Library.

• University Center for Academic Excellence (UCAE) | (704) 687 7837 | uncc-
University Center for Academic Excellence: At, http://ucae.uncc.edu/ucae/ucae_aboutus.html, or the 3rd floor of the Fretwell building, you will find, “The UCAE consists of six units working in conjunction to attain a singular objective - to provide services, programs, materials, and academic support for students in order to satisfy, retain, and graduate them. Our units are:

- Tutorial Services
- Supplemental Instruction
- Building Educational Strengths & Talents (B.E.S.T.)
- Structured Study Groups
- The Learning Lab
- Students Obtaining Success (S.O.S.).”

UNC Charlotte Writing Resource Center: At, http://wrc.uncc.edu/, or at Fretwell 220 and Atkins Library 109 you will find, “Mission: Based on the view that knowledge is fundamentally social, the WRC fosters an environment of active, collaborative learning outside the classroom. The WRC provides one-to-one writing instruction to students, faculty, and staff from first-year to graduate in any discipline. Our goal is not to fix papers, but to develop better writers.”

Counseling Center at UNC Charlotte: At, http://www.counselingcenter.uncc.edu/, or at 158 Atkins Building, the Counseling Center, “supports the academic, personal, and interpersonal development of UNC Charlotte students by providing short-term individual and group counseling, psychological assessment, consultation for faculty, staff, parents, and students, and educational programs to the campus community.” And they “assist students with concerns of a
personal nature by helping them develop better coping strategies, resolve conflicts and handle crisis situations. Typical concerns are depression, anxiety and stress, relationship issues, identity development, substance use problems, eating and body image issues.”

J. Murrey Atkins Library. Business Librarian: Ms. Angel Truesdale E-mail:
adtruesd@uncc.edu

**Office of Disability Services.** The Office of Disability Services (DS) is responsible for ensuring access to academic programs and campus facilities for individuals with disabilities. Registration with DS is required for students who wish to receive accommodations. Registration is simple. Learn more about utilizing the support of the Office of Disability Services at: The Office of Disability Services is part of Academic Services. Academic Services at UNC Charlotte enriches the academic community by offering a broad range of initiatives promoting student success, ensuring access and enhancing the educational experience of all students.

Students or visitors to campus who need accommodations for a public campus event should contact the Office of Disability Services.

http://ds.uncc.edu/ .

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office in Fretwell 230.

**Veteran Student Services Office.** The mission of the Veteran Student Services Office is the successful transition and retention of veteran students through outreach and advocacy. The
Veteran Student Services Office strives to be a one-stop-shop for students utilizing Veterans Affairs benefits and any student with prior US Military service. The combining of the tactical responsibilities of the VA certification process with the strategic initiatives related to academic and individual support, advances UNC Charlotte’s historical, and present-day, commitment to our military veterans. UNC Charlotte veterans are served by the Veterans Student Services Office (VSSO) in Barnard 103. The VSSO is part of the Dean of Students Office and joins the Veterans Affairs certification process and the outreach and advocacy functions conducted by the Dean of Students Office. Across the hall from Veteran Student Services is the Veterans Lounge in Barnard 108. http://unccdso.orgsync.com/org/veteranstudentservices

**What is NinerCare?** https://ninercare.uncc.edu/

NinerCare is a network designed to bring together information in order to identify students who have demonstrated behavior of concern to members of the UNC Charlotte community. This network also allows UNC Charlotte staff and faculty to investigate and then determine if an identified student poses a potential threat to self, others, or the UNC Charlotte community. NinerCare helps to develop an objective, coordinated action plan to collect information, assist the student and protect the University community.

**How Do I Tell Someone?**

- If a student exhibits behavior that indicates an IMMEDIATE DANGER to self or others, call 911 or UNC Charlotte Police and Public Safety at 704-687-2200.
- If a student exhibits disturbing behavior or is disruptive, contact the Dean of Students Office at incidentreport.uncc.edu or 704-687-0345.
• If a student is exhibiting behavior that suggests psychological problems and you seek guidance on how to understand or respond to the behavior, contact the Counseling Center at 704-687-0311.

**Diversity and inclusion**

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

This is a learning environment in which differing opinions are often based on differing experiences, upbringing and beliefs. We can learn from each other as you prepare to be part of a global workforce; take advantage now in the classroom on in your campus experience to see all sides of an issue, meet all types of people, even if it means you must move out of your comfort zone to do so. Sometimes the best way to do this is to listen rather than speak, open your mind, observe, and consider all that you can absorb.

**Academic Integrity**

Students are responsible to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for
handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. Plagiarism. Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty of any type; and grades in this course will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further reduction of the course grade. In almost all cases, the course grade is reduced to F.
Weather

Weather: POLICY STATEMENT #13: CAMPUS OPERATION IN ADVERSE WEATHER OR DURING OTHER UNUSUAL CONDITIONS: The University will operate on its normal schedules unless the Chancellor (or the Vice Chancellor delegate as described herein) publicly announces otherwise. Students, faculty members, and other employees will observe normal schedules unless the University is closed or classes are cancelled by such an announcement.

When no formal announcement has been made that the University will be closed or classes cancelled,

but an individual student, faculty member, or other employee determines that observing the normal schedule would require hazardous travel, and acts on that determination, the following policies shall apply: a. Students may be allowed to make up the absences, at the discretion of the instructor;

The University Police and Public Safety will be notified to activate a recorded message for inquiries regarding the status of campus weather conditions. Telephone number 704/687-2877; local media sources for closing information is posted on the website cited earlier in this section.

(The entire weather policy and related media sources for information is available at:


It is the policy of UNC Charlotte for the Fall 2021 semester that as a condition of on campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the 49er community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in buildings including in classrooms and labs. Students are permitted to remove face coverings in classroom or lab settings only when I explicitly grant permission to do so (such as while asking a question, participating in class discussion, or giving a presentation) and while at an appropriate physical distance from others. Failure to comply with this policy in the classroom or lab may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Office of Student Conduct and Academic Integrity for charges under the Code of Student Responsibility. [Policy on Absenteeism during COVID-19] Students are expected to attend every class and remain in class for the duration of
the session when it is safe to do so in accordance with university guidance regarding COVID-19. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a student’s obligation, as is a responsibility for all the work of class meetings, including tests and written tasks. Students are encouraged to work directly with their instructors regarding their absences. For absences related to COVID-19, please adhere to the following:

- Do not come to class if you are sick. Please protect your health and the health of others by staying home. Contact your healthcare provider if you believe you are ill.

- If you are sick: If you test positive or are evaluated by a healthcare provider for symptoms of COVID-19, complete the COVID-19 Reporting Form to alert the University. Representatives from Emergency Management and/or the Student Health Center will follow up with you as necessary, and your instructors will be notified.

- If you have been exposed to COVID-19 positive individuals and/or have been notified to self-quarantine due to exposure, complete the COVID-19 Reporting Form to alert the University. Representatives from Emergency Management and/or the Student Health Center will follow up with you as necessary, and your instructors will be notified. To return to class after being absent due to a COVID-19 diagnosis or due to a period of self-quarantine, students should submit an online request form to Student Assistance and Support Services (SASS). Instructors will be notified of such absences. You are primarily responsible for catching up on missed materials caused by your absences. If you are absent from class as a result of a COVID-19 diagnosis or quarantine, I will help you continue to make progress in the course.
Calendar Subject to Change: Will communicate changes as needed.

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<th>Date</th>
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<th>Pre-Read</th>
<th>Additional Readings</th>
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<td>Introduction/Syllabus Review</td>
<td>Chapter 1</td>
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<td>August 24, 2021</td>
<td>Leadership Training #1</td>
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<td>September 21, 2021</td>
<td>Workplace Emotions, Attitudes &amp; Stress... Employee Motivations...</td>
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<td>Conflict and Negotiation in the Workplace...</td>
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**Instructor:** Dr. John Tuders

I am a "builder" with over 26 years of experience ranging from start-ups to mega banks. I have been a part of building companies, products, academic curriculum, nonprofits, and careers. I have led teams of all sizes and have been an Adjunct Professor for undergrad, grad, and executive ed students for over 9 years. My passion is centered on people. Helping people during times of life changing bridges to cross. Whether from the classroom to the boardroom, the battlefield to industry, or just from 1st career to the next, I approach each with a unique responsibility of leveraging my experience to be the vehicle to get them across that bridge. I believe solid relationships are the biggest asset anyone can possess, and I bring to this classroom all I have learned from hundreds of diverse leaders the "How" when it comes to owning a successful career.

**Education:**

BSBA East Carolina University

MBA University of North Carolina at Charlotte

DBA University of North Carolina at Charlotte

**Some of my past job titles:**

Executive Director, Growth & Innovation

Director, Innovation Design
SVP, Global Fraud Innovation & Strategy Executive

SVP, Global Product Strategy & Payments Innovation Executive

Adjunct Professor of Innovation and Human Behavior

Executive Mentor & Coach (Industry & Academia)