MANAGEMENT 6100: Seminar in Organizational Behavior
The University of North Texas
College of Business Administration
Fall 2020
Remote Class via Zoom Tuesday 11:00am-1:50pm

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Office Hours: Wednesday 10am-1pm and by appointment

OVERVIEW: This seminar examines theory and empirical research in major topic areas of organizational behavior. The topics we cover include the role of individual differences and organizational contexts in organizational behavior, motivation, leadership, employee identification and commitment, decision-making, emotion, diversity, and group processes.

OBJECTIVES:

1) Become familiar with a wide range of theories in the area of organizational behavior

2) Improve critical examination of theoretical and empirical research

3) Identify and develop individual research interests

4) Formulate and develop new research questions and hypotheses drawing from organization behavior research

COURSE MATERIALS:

Readings include a variety of academic articles. These readings are available through the class Canvas website for this course and the UNT library. Readings are organized by weekly topic areas on the course website.
EVALUATION OF COURSE PERFORMANCE

GRADE WEIGHTS:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Seminar Participation</td>
<td>10 %</td>
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<tr>
<td>Discussion Leader</td>
<td>10 %</td>
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<tr>
<td>Research Paper</td>
<td>10 %</td>
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<tr>
<td>Idea Proposal</td>
<td>5 %</td>
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<tr>
<td>Model Proposal</td>
<td>5 %</td>
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<tr>
<td>Final Paper</td>
<td>30 %</td>
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<tr>
<td>Presentation</td>
<td>10 %</td>
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<td>Final Exam</td>
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100 %

Grade Percentage

A  90-100
B  80-89
C  70-79
D  60-69
F  Below 60

SEMINAR PARTICIPATION: Students are expected to come to class prepared to discuss the week’s assigned readings. Class discussion is an integral part of the learning experience in the course. Students should be prepared to discuss the following questions for each reading:

➢ What are the core research questions?
➢ What is the basic theoretical model (independent variables, dependent variables, moderators, mediators)?
➢ What drives the theory?
➢ What are the underlying assumptions?
➢ How does the work relate to other literature?
➢ What are potential controversial issues?
➢ What are possible theoretical extensions?
➢ What are the strengths and weaknesses of the conceptual arguments and assumptions of this article?
➢ If you were doing research in the same content area as the article, what would you do next or differently?

In addition, for empirical papers:

➢ How are variables operationalized?
➢ Does the operationalization correspond to theory?
➢ How was the data analyzed? Was the method appropriate?
➢ Is the interpretation of the data appropriate and adequate?
➢ What are the strengths and weaknesses of the methodological approach used to test the research questions in this article?
Participation is evidenced by actively listening to other members’ ideas, asking questions and suggesting ideas about the material, and proposing possible connections across different works.

Students’ participation grades will also be influenced by a weekly post on Canvas discussion board before class. **By 5 p.m. each Monday, students should write a post on the weekly discussion board,** with at least one question and at least one comment related to the assigned readings. The nature of questions/comments is up to each student (e.g., substantive research question, point of clarification, integrative question across all readings, specific question on one reading). This will allow us to gauge what students are thinking about during their reading and will also help to structure the discussion time.

**DISCUSSION LEADER:** Student pairs will take turns leading the class discussions. Each pair will be assigned weeks/topics for which they will serve as the discussion facilitators (see schedule below). The responsibility of the facilitators is to guide our discussion for that day and to provide some integration and synthesis of the key themes emerging on the topic of the day. Discussion leaders guide the class to compare and contrast perspectives, discuss the primary themes and contributions of the research, identify gaps and potential areas for future research, and stay focused on the topic. This will include analysis and critique of specific articles as well as integration across articles. Discussion facilitators should encourage participation across class members. **Facilitators are required to email me a write up/class handout (word or ppt) by Monday 5pm,** that include a very brief overview of the week’s articles as well as the items listed above and will serve as a map for that week discussion. I will share this document with the rest of the class at the beginning of each class, so students can focus on participation rather than simply note taking.

**RESEARCH PAPER:** Students will write a research paper that relates topics covered in class to their own research interests. It is strongly recommended that you begin thinking about potential paper topics early in the semester. The paper includes a number of individually graded steps.

1. **Idea Proposal:** Students are required to submit a paper idea to begin the process of their paper development. The idea proposal includes a research question and a brief rationale for why it is an interesting/important question to address. The proposal idea is approximately one-page, double-spaced. An additional page including references should be attached. **Due September 29**

2. **Model Proposal:** In the model proposal, students refine their ideas for the paper. The model proposal includes a) a revised one page introduction of the research question, b) a conceptual figure illustrating the proposed model and the linkages among the constructs, c) an outline of the research paper with section and subsection headings, and d) a list of proposed hypotheses. **Due October 27**

3. **Research Paper:** The final product should include 1) a literature review of your research topic, 2) a developed theory-driven, testable model with explanations for each proposed hypothesis, and 3) a proposed approach to testing your model. The
format should resemble the first half of a journal article and should follow the Academy of Management Journal style guidelines. The paper should be approximately 20-25 pages. Due December 1st

4. **Presentation:** Students will present their research papers to others in the class. The presentation will be about 10 minutes in length with about 5 minutes for questions. The presentation should cover the main research question, an overview of the conceptual model, and implications of the paper. Due December 1st

**FINAL EXAM:** Students will take an essay exam consisting of broad essay questions designed to test students’ knowledge of the material as well as their ability to integrate that knowledge and suggest future research questions. Students will be expected to draw from the literature read in class in answering these exam questions. Answers will be graded based on (a) quality of insight brought to the issue; (b) incorporation of relevant theory and research from the literature; and (c) integration across topic areas. Direction for taking the final exam will be provided on Canvas. Due December 8th

**CLASS SCHEDULE:**

* Required Readings

Class Introduction: August 25

Module 1: Sept 1

**TOPIC: Directions and Theory in Organizational Behavior**


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Module 2: September 8

**TOPIC: Individual Differences**


*Judge, T., Hurst, C., & Simon, L.S. 2009. Does it pay to be smart, attractive, or confident (or all three)? Relationships among general mental ability, physical attractiveness, core self-evaluations, and income. *Journal of Applied Psychology*, 94: 742-755.


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*Module 3: September 15*

**TOPIC: Individual in Context: Organizational Culture/Socialization**


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Module 4: September 22

*TOPIC: Motivation*


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Module 5: September 29

**Idea Proposal Due**

**TOPIC: Decision-making/Sensemaking**


*Dane, E., & Pratt, M. G. 2007. Exploring intuition and its role in managerial decision-


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Module 6: October 6

**TOPIC: Social Identity Theory and Identification in Organizations/Person-Organization Fit**


Module 7: October 13

**TOPIC: Affect/Expressed Emotion/Emotional Intelligence**


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**Module 8: October 20**

**TOPIC: Leadership**


Module 9: October 27

**TOPIC: Attitudes: Job Satisfaction and Commitment**


Module 10: November 3

**TOPIC: Groups and Teams**


Klein, K. J., & Kozlowski, S. W. J. 2000. From micro to meso: Critical steps in
conceptualizing and conducting multilevel research. *Organizational Research Methods*, 3(3): 211-236

Module 11: November 10

**TOPIC: Justice and Fairness**


Module 12: November 17

**TOPIC: Diversity/Conflict**


*de Wit, F. C., Greer, L. L., & Jehn, K. A. 2012. The paradox of intragroup conflict: A


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Thanksgiving Break: November 24

*HAPPY THANKSGIVING!*
Module 13: December 1

Class Papers & Presentation Due

**TOPIC: Cross-Cultural Organizational Behavior**


Final Week: December 13

**FINAL EXAM:** 11:00 a.m. - 1:50 p.m. (CANVAS)
CLASSROOM MANAGEMENT ISSUES:

The following lists some procedural items that are in your best individual interest and in the interest of the class as a whole. Please take this information into account. This will help make the course more worthwhile to all participants.

STUDENT RESPONSIBILITIES/SCHOLASTIC INTEGRITY AND HONESTY:

Students are responsible for the assignments outlined in this syllabus and for the course content reviewed during lectures, class sessions and activities.

Students are expected to uphold University rules and standards of scholastic honesty and integrity. Cheating or other academic misconduct will not be tolerated. Violations will be subject to disciplinary action. Cheating includes collaboration on any assignments that will be graded on an individual basis. It also includes plagiarism, unauthorized preparation of notes for use on exams, looking at another students examination answers, or requesting or passing information during an examination. Students who become aware of suspicious activities are asked to promptly notify the professor so that immediate corrective action can be taken. Please refer to the University’s policy on academic

OFFICE OF DISABILITY ACCESS:
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course.

You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation via email attachment, during faculty office hours, or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at https://disability.unt.edu. You may also contact ODA by phone at (940) 565-4323.

COVID-19 POLICY AND CLASS ATTENDANCE:
While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.
If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

POLICY ON FACE COVERINGS:
Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

ASSIGNMENT POLICY:
All due dates are for each assignment can be found on this Syllabus and Canvas as well as assignment instructions, please ensure that your submission vis Canvas are indeed posted. I will be using Turnitin or similar software for assignment submission to check for plagiarism.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number, as well as email me ASAP. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

REQUIRED SOFTWARE, AND HARDWARE:
Microsoft Office Suite® and Adobe PDF Reader are the official software packages for this class. You are enrolled in a College of Business class therefore, you may obtain a free-of-charge copy at https://cob.unt.edu/students/microsoft-campus-licensing-agreement. Do not send me assignments in Pages®, Word Perfect®, or linked to Google Docs®.

You will also need access to a Windows or Apple compatible PC/ Tablet/ Smartphone connected to an electrical source and the Internet. Additional requirements include a screen, web cam, microphone, keyboard, mouse, speakers, printer, and video codec software. Most computers less than five years old have the necessary codec software. Campus access labs are also fully equipped.