

MGT 3101–F Organizational Behavior Fall 2026

INSTRUCTOR INFORMATION

COURSE INFORMATION

Class Time: Tuesday & Thursday
[Section F] 11:00 PM – 12:15 PM
Class Location: Scheller 202

When emailing me, please include your course and class section in the subject line.

“An organization, no matter how well designed, is only as good as the people who live and work in it.”

– Dee Hock, Founder and Former CEO of Visa Inc.

“To win in the marketplace, you must first win in the workplace”

– Doug Conant, Former CEO of Campbell Soup

CLASS FORMAT

This class is designated as a fully residential mode and all lectures will be live and in-person throughout the semester during the assigned class time.

RECOMMENDED READING

Organizational Behavior, Improving Performance and Commitment in the Workplace by Colquitt, LePine, & Wesson (McGraw Hill | ISBN13: 9781265711368)

- You can refer to an older edition of the textbook. However, note that the editions may have different cases, numbering of chapters and pages.
- You are encouraged to read the assigned chapters prior to each class and review them for exam preparation and course assignments.
- Other supplementary readings will be available through the course website on Canvas.

COURSE OVERVIEW AND OBJECTIVES

Organizations are realizing that the people they employ, especially the knowledge and expertise they hold and the relationships among them, serve as a key source of competitive advantage in today’s increasingly turbulent business environment. The field of Organizational Behavior (OB) has evolved to help organizations manage their people in a way that maximizes the organization’s success. Given that organizations are only as effective as the people who comprise them, OB research seeks to understand, explain, and ultimately improve human behavior in organizations.

In this course, you will be introduced to the theories and concepts that help to explain the behavior of employees and groups within organizations. You will analyze real-world cases of organizational behavior and discuss the broad implications that various types of workplace behavior have for employees, teams, and organizations.

By the end of this course,

- 1) You will have developed your knowledge of OB concepts so that you can understand and analyze how organizations and the people within them work.
- 2) You will be able to apply OB concepts to address real-world dilemmas that arise in the workplace, thereby enabling you to be a more productive and effective employee and leader.
- 3) You will have improved your professionally-relevant personal skills including critical thinking, decision making, written and oral communication, teamwork, and leadership.

CLASSROOM AND COURSE POLICIES

Attendance: Students are expected to attend all scheduled class sessions and arrive on time. Arriving late or leaving early can be distracting to others and disrupt the learning environment. If you anticipate being late, needing to leave early, or missing a class for a valid reason, please inform me in advance whenever possible. If you miss a class, you are responsible for obtaining any missed materials, announcements, or assignments.

Name tents: I will do my best to learn everyone's name as quickly as possible, but with a large class it may take some time. To help me get there faster, I would appreciate it if you could complete a name tent and place it in front of you during each class—at least for the first several weeks. If you lose your name tent, please make another one. Thank you for helping me learn your names! 😊

Respect: Please be mindful of creating a respectful learning environment for everyone. This includes avoiding disruptive behaviors such as talking with other students while I am speaking, allowing doors to slam when arriving late, working on material for other classes, sleeping, or making comments that are disrespectful toward classmates or the instructor.

Technology: Laptops and tablets may be used in class for note-taking and course-related activities. If their use becomes distracting to you or to others, or if it appears that they are being used for non-course purposes, I may ask that devices be put away. Please silence and put away phones during class unless they are needed for a course activity. Also, the use of AI tools (e.g., ChatGPT, Gemini) is only permitted as a support tool for brainstorming, editing, or clarifying ideas or concepts. All submitted work must therefore reflect your own understanding and original thinking. That is, AI tools should not be used to

generate complete assignments or replace independent work. You are responsible for the accuracy and integrity of anything you submit.

Late assignments: Late work will be accepted for potential full credit only if you make prior arrangements with me. If you have no prior arrangements with me, your first late assignment will be accepted for a maximum of half credit. Any subsequent late assignments will not be accepted, and you will receive a zero on the assignment.

This policy does not apply to rare situations (e.g., illness, family emergency). For such circumstances as these, Georgia Tech has their own policy which can be located here: <https://catalog.gatech.edu/policies/student-absence-regulations/>. Submit documentation here: <https://studentlife.gatech.edu/request-assistance>. Completing this form streamlines the process as the Dean of Students reaches out to faculty on your behalf to indicate that you have been ill or have extenuating circumstances.

ACADEMIC HONOR CODE

Students are expected to act according to the highest ethical standards. The immediate objective of an Honor Code is to prevent any students from gaining an unfair advantage over other students through academic misconduct. Academic misconduct is any act that does or could improperly distort student grades or other student academic records. Such acts include but need not be limited to the following:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, lab report, examination, or other assignment included in an academic course
- Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism)
- False claims of performance or work that has been submitted by the claimant
- Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit
- Deliberate falsification of a written or verbal statement of fact to a member of the faculty so as to obtain unearned academic credit
- Forgery, alteration or misuse of any institute document relating to the academic status of the student

Suspicion of academic misconduct will be reported to Georgia Tech's Office of Student Integrity. If you have any questions about whether something is an honor code violation, ask me. If you witness potential academic misconduct, please let me know as soon as possible after the fact. You may do so privately by e-mailing me or making an appointment to see me. Even if it appears the offending student has been caught, witnesses are helpful during the investigation process. For any questions involving these or any other Academic Honor Code Issues, please consult me or look this website <http://www.honor.gatech.edu>.

COURSE ASSIGNMENT AND GRADING

Assignments	Points Possible	% of Final Grade
Exam I	75	15%
Exam II	75	15%
Exam III	75	15%
Class Reflection Journals	60	12%
Case Study Learning Activities (3 cases)	90	18%
Team Consulting Project	100	20%
Research Participation	25	5%
Total	500	100%

Points	Percentage	Letter Grade
450 and above	89.5 and above	A
400-449.99	79.5–89.4	B
350-399.99	69.5–79.4	C
300-349.99	59.5–69.4	D
Below 300	Below 59.4	F

Rounding: For final grades, the policy is to round up if you are on the border between letter grades and if the decimal in the tenths place is equal to or greater than 5. For example, if your final grade is 89.5%, it will be rounded up to an A. If your grade is an 89.4%, your final grade will be a B.

1. Exams (3 x 75 points)

During the semester, you will take three exams (consisting of a combination of multiple-choice, true-false, and/or short answers). These exams will cover materials and topics from the syllabus, course lectures, class activities, and case studies. *Exams are not cumulative and will be closed-book.* You will need to bring your laptop to take the exams.

There will be no make-up exams except for:

- 1) Absences required by Georgia Tech with appropriate documentation (e.g., Institute Approved Absences). Students MUST contact the instructor at least three business days before the exam for any Institute Approved Absence, provide documentation, and schedule the make-up exam.
- 2) A rare situation in which a student must miss an exam for a legitimate, unavoidable reason (e.g., illness, family emergency). For these situations, the student must contact the Dean of Students to provide appropriate

documentation (see above link in attendance section). *No make-up exams will be allowed without verification from the Dean of Students.*

For both instances, make-up exams should be taken no later than one week after the regularly scheduled exam. Unless you have made prior arrangements with me, you will receive a zero if you do not sit for a scheduled exam. If you need special accommodation, please let me know as soon as possible. You have the right to have your needs met.

2. Class Reflection Journals (10 * 5 points; Pass/Fail + 10 bonus points)

Just as you are expected to show up and engage at work, you are expected to be present and involved in class. Learning happens most effectively when you attend regularly and actively participate in your education. However, I recognize that unexpected events—such as job interviews, illness, or personal matters—may arise during the semester. For this reason, you are permitted up to three unexcused absences on regular lecture days. These unexcused absences do not apply to exam days, case study sessions, or team presentations, for which attendance is mandatory. Absences from these sessions require prior communication and a valid reason, communicated as early as possible and at least three days before the scheduled exam, case study session, or presentation.

Likewise, reflection is an essential part of deepening your understanding and applying what you learn. At the end of each class, you will complete a short journal reflecting on the concepts and topics we covered and discussed. If we run out of time in class, you should finish your journal afterward.

In this journal, you will respond in 1-2 sentences to the following example questions:

- What is the most interesting new idea or insight you learned today?
- What surprised you or challenged your thinking in today's lecture?
- What is one concept from today's class that you would like to explore further?
- How might today's content be relevant to and/or applied in your future career or work experience?

You are required to submit a total of 13 assigned journals following the regular lecture sessions over the course of the semester via Canvas. Each journal is due by 11:59 PM on the day of the corresponding class.

These journals will be evaluated based on the effort and thought you put into your responses. As such, submissions that demonstrate thoughtful and meaningful reflection will receive 5 points (pass), minimally completed submissions will receive 2 points (non-pass), and late or missing submissions will receive 0 points. Only the 10 highest-scoring journals will be counted toward the course grade, and students who complete all 13 journals will earn an additional 10 bonus points.

3. Three Case Study Learning Activities

We have three case study sessions scheduled for this semester, and each session has three components:

- 1) Pre-Class Individual Response (3 x 5 points; Pass/Fail):** *You will be asked to prepare for each case study discussion by reading the assigned case and submitting a one-page written summary prior to the in-class discussion. The summary should be written in Times New Roman, 12-point font, double-spaced, with 1-inch margins on all sides, and should highlight the key information, issues, and insights you identified in the case, and include one question, concern, or recommendation you plan to bring to the in-class discussion. You must submit your response on Canvas at least 10 minutes before your class begins.*

Your summary will be graded based on the effort and clarity you put into expressing your own understanding of the case. Submissions that meet expectations will receive 5 points (pass), minimal or incomplete submissions will receive 2 points (non-pass), and no or late submissions will receive 0 points.

- 2) In-Class Group Discussion Response (3 x 15 points):** During class, you will be randomly assigned to a group, where you and your group will work together to complete a series of questions related to the case. *One collective grade will be assigned to each group for this activity, which is worth 15 points. The group's responses must be submitted before the end of the class.*

- 3) In-Class Participation (3 x 10 points; Pass/Fail):** During the group discussion, you are expected to actively and meaningfully contribute to your group's discussion by sharing ideas, asking questions, and engaging with your group members' perspectives.

As such, your participation will be evaluated through peer evaluation within each group. Each group member will rate the level of each student's contribution by selecting one of three categories: meaningful and consistent participation (excellent), partial or occasional participation (good), or minimal participation (poor). These ratings will be averaged to determine the final participation score, corresponding to 10 points (excellent), 5 points (good), or 1 point (poor). Peer evaluations must also be completed and submitted before the end of the class.

4. Team Consulting Project (100 points)

Teamwork is an important part of OB. Therefore, to learn more about teamwork, I want you to experience working in teams through this course and to have the opportunity to reflect on it.

You will work in a group of 4-5 for this team consulting project. I will randomly assign and announce the teams. *Each team will serve as a consulting team for an organization experiencing organizational behavior (OB)–related challenges, including motivation, stress, turnover, conflict, and leadership. The organization will be randomly selected from a list of Fortune 100 firms, with no firm assigned to more than one group.* You and your team members will use the theories and concepts learned in this course to suggest potential solutions to the organization’s problems.

There are three components to this project:

- 1) Team Presentation (70 points):** A 15-minute group presentation analyzing key organizational behavior problems and proposing theory-based solutions for the assigned organization, with all team members required to participate in the presentation.
- 2) Team Progress Reports (3 x 5 points; Pass/Fail):** To help you better manage the final project, I will assign three class days for your team to work together. There will be no regular class meetings on these days; instead, you are expected to meet with your team members either in person or online.

Each team must submit a group progress report on each designated project workday documenting the meeting and progress made. The report should be one page long outlining the agenda items discussed, key decisions made, progress achieved toward the project, and next steps (Times New Roman, 12-point font, double-spaced, with 1-inch margins on all sides). Teams must also include brief documentation of their meeting, such as a Zoom screenshot or a photo from an in-person meeting, submitted as a separate page with the report. Any such materials will be used solely to verify collaboration and to help address any potential team-related issues that may arise. Only one member from each team is required to upload the report to Canvas by 11:59 PM on the project workday.

Reports that meet the assignment requirements and demonstrate appropriate effort will receive 5 points (pass), minimally completed reports will receive 1 point (non-pass), and late or missing submissions will receive 0 points.

Your team will receive a single group grade for the two components of the project described above. If concerns arise regarding unequal contributions, I may consider assigning individual grades to ensure fairness. *All students are expected to contribute meaningfully to their team’s work.*

- 3) Individual Teamwork Analysis, Self-Reflection, and Feedback (15 points; Pass/Fail):** The purpose of this assignment is twofold: (1) to encourage you to

reflect thoughtfully on your team project experience and (2) to help you practice giving constructive, professional feedback to yourself and your teammates.

You will be provided with a set of guiding questions, each of which should be answered in approximately 3–5 sentences (Times New Roman, 12-point font, double-spaced, with 1-inch margins on all sides). Your responses should connect your experiences to relevant organizational behavior (OB) concepts and theories discussed in class.

Submissions that fully address all guiding questions and clearly connect to relevant OB concepts and theories discussed in class will receive 15 points (excellent). Submissions with limited depth or weaker connections to course concepts will receive 12 points (good). Minimally completed submissions will receive 6 points (poor). Late or missing submissions will receive 0 points.

In addition, you and your team members are expected to share and discuss your reflections with one another using a mutually agreed-upon format (e.g., Zoom meeting, in-person discussion, or email). When providing feedback, focus on specific behaviors and contributions, and maintain a constructive and respectful tone.

5. Research Participation (25 points; Pass/Fail)

You will have the opportunity to experience OB research first-hand by participating in OB research studies or writing a paper based on an empirical study.

- **Option 1—Participation in Research Studies**

To complete this assignment, you will participate in approved business research studies/experiments. This will involve a total of 3 hours of your time outside of class and you will participate in 3 studies. You will be provided with more detail about this research participation and will receive specific instructions for how to sign up for these studies throughout the semester.

Please be aware that if you are in another class that has a research requirement (e.g., Marketing), then you cannot count the studies you do for that class toward your research credit in this class. You must complete all three studies (or the full 3 hours) offered by the OB/HR department in order to receive credit via Option 1.

Important: Please note that if you wait until the last minute to sign up for the research studies, you may not be able to participate in all the studies and you will have to do the Alternative Paper Assignment (Option 2) to get credit for research participation. In addition, if you fail to show up at your scheduled time to participate, you may or may not be able to reschedule, depending on the remaining

availability of slots in the research sessions. It is your responsibility to make sure you are scheduled, show up, and receive credit for participating.

If you have any questions related to research participation, please contact the lab manager (Tyler Behrmann; tyler.behrmann@scheller.gatech.edu).

- **Option 2—Alternative Paper Assignment**

If you choose not to complete Option 1 (the research studies), your alternative way to earn this credit is to write a 4-page report (Times New Roman, 12-point font, double spaced, 1-inch margins all around) based on an empirical research article from an academic journal.

Select an empirical article—one that uses statistical techniques to analyze data—on an OB-related topic from **one** of the following journals:

1. *Academy of Management Journal*: <https://www.aom.org/publications/journals/journal/>
2. *Journal of Applied Psychology*: <https://www.apa.org/pubs/journals/apl>

The article must be current, with a publication date on or after January 1, 2021. No exceptions will be made to these journal and publication date requirements. You should describe the hypotheses, methodology, and results and discuss the article's main conclusions. If you choose this option, you must submit your article for approval and upload a pdf of the research article to “Assignments” in Canvas.

GRADE DISPUTE

If you wish to dispute a grade on an assignment, you must do so **within a week of receiving the grade.** To initiate a grade review, please send me a written statement via email that clearly describes your concern. Your message should identify the specific question(s) or portion(s) of the assignment you would like me to reconsider and include supporting evidence, such as notes, page numbers, or citations.

If you follow this procedure, I will re-grade your assignment. Be prepared, however, that re-grading may result in an upward, downward or no adjustment of your grade.

ACCESS AND ACCOMMODATION

Every student deserves the opportunity to learn in an environment that is inclusive and equitable. If you have already established accommodations with the Offices of Disability Services, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through Disability Services, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), please contact the Office of Disability Services at 404.894.2563/dsinfo@gatech.edu or visit <https://disabilityservices.gatech.edu/>.

STUDENT-FACULTY EXPECTATIONS AGREEMENT

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the students. Simple respect for knowledge, hard work, and cordial interactions with myself and each of the other students in the class will help build the environment that we seek, Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in the class.