



MGT 308 – Organizational Behavior

Summer | Credits: 3

Instructor Information

Instructor: Kelly Nowicki, MBA

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Student hours: by appointment

Course Description

This course provides an introduction to organizational behavior. Emphasis is on key individual and group level behavioral processes deemed essential for effective management. They include perception, motivation, communication, and group dynamics. In addition, the course covers some basic concepts of organizational theory such as organizational structure and design, organizational culture, and strategy and goals.

Prerequisites

A grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a business administration minor. 54 credits earned.

Textbook and Materials

Robins, S.P., & Judge, T.A. (2021). Organizational Behavior, 19th Edition. Upper Saddle River, NJ: Pearson/Prentice-Hall.

We will be using Canvas, as the online learning system for additional readings, assignment and project information postings, chapter quizzes, study guides, and the like.

Course Format

This is a face-to-face course. You may be asked to reference materials or participate online through the learning management system. If that is the case, you will need your UWL NetID to login to the course from the [Canvas homepage](#).

Time Commitment

For each hour of class time, expect to spend up to three hours per credit per week on outside coursework. This may include reading, quizzes, short assignments, studying, etc.

Learning Outcomes

By the end of the semester, you should acquire a knowledge base and set of tools that allow you to analyze organizational issues on both a professional and personal level. After this course you should be able to accomplish the Course LOs stated below:

	Course LO's	MGT Major LO's	CBA LO's
1	Identify and recognize the impact of and on individual factors such as personality, values, emotions, and attitudes in the workplace.	Students will demonstrate critical management content knowledge related to organizational processes and managing and leading people.	Students will convey information and ideas in professional business reports
2	Identify, differentiate, and apply some major theories of work motivation.	Students will apply evidence-based decision-making to address business issues individually and collaboratively.	Students will convey information and ideas in oral presentations.
3	Identify characteristics of group/team dynamics and their impact on behavior.	Students will practice effective teamwork and leadership skills/behaviors in a way that promotes inclusivity and engages others to work together towards a common goal.	Students will evaluate alternatives and understand the ramifications of those alternatives within a given business context.
4	Recognize and apply the core tenants of major theories of leadership.	Students will demonstrate knowledge of cultural diversity and will use knowledge to recommend effective management practices for international and cross-cultural business.	Students will develop an understanding of global factors, such as political, economic, social, cultural, technological, legal and environmental factors, and apply that understanding to make a business decision.
5	Describe how the organizational structure, culture, and processes can influence organizational effectiveness.	Students will apply an understanding of sustainable business concepts (including corporate social responsibility and business ethics) to decision-making within organizations.	Students will be able to identify and apply different frameworks of social responsibility to business problems and recognize the short- and long-term effects on stakeholders and society.
6	Explain how ethics and corporate social responsibility affect behavior in organizations.		
7	Analyze organizational situations and performance using organizational behavior theories and concepts.		
8	Develop an awareness of individual strengths and areas for growth for enhanced personal, group member, and managerial effectiveness.		

Grading Policies

Your overall grade consists of the following assessments, arranged by type and value.

Assignment	Points (per assignment)	Total % Final Grade
Engagement (attendance & participation)	75	15%
Assignments	75	15%
Chapter Quizzes (10 @ 5 points ea.)	50	10%
Exams (3 exams)	300	60%
Total Value	500	100%

*categories & amounts are subject to change at the discretion of the instructor

Grading Scale

Letter Grade	Percentage Equivalent
A	92.5-100%
AB	88.5-92.4%
B	82.5-88.4%
BC	78.5-82.4%
C	69.5-78.4%
D	60-69.4%
F	59% - below

- Please note, the 'rounding up' has already occurred on this scale.
- If you feel you are not making satisfactory progress toward earning the grade you desire, please come see me so we can identify ways to help you improve.
- Final course grades are final. The only grounds for a grade change is a mathematical error on my part.

Course Expectations

You are expected to come to class prepared, on time, and ready to engage. This includes completing course work (team or individual), participating actively, and approaching all assignments with honesty, dedication, and respect for your classmates and instructor.

In return, you can expect the same level of professionalism from me. I will respect you, your time, and your resources by coming to class prepared, facilitating meaningful discussions, evaluating your work fairly, and providing support inside and outside the classroom.

While I will do everything I can to support your learning, your success in this course ultimately depends on your level of engagement. Learning is an active process, and only you can choose to engage fully. Because our shared classroom environment plays an important role in supporting that engagement, attention, and participation, this course follows a primarily **No Tech Classroom** approach.



The No/Low Tech Classroom

This policy is grounded in both our course expectations and a growing body of research in higher education and cognitive psychology. Studies suggest that handwritten note-taking supports deeper processing and stronger retention of conceptual material than typing, in part because it discourages verbatim transcription and encourages active summarization (Flanigan et al., 2025; Van der Weel & Van der Meer, 2024).

Across multiple studies, handwritten note-taking has been associated with higher achievement outcomes compared to typing, particularly when notes are reviewed later (Lee et al., 2025). At the same time, digital devices create opportunities for multitasking and divided attention, which are associated with weaker learning outcomes and reduced focus (Al-Sharman et al., 2025).

Technology use during class also affects more than the individual user. Experimental classroom research found that students using laptops for non-course purposes can reduce the learning of nearby classmates through visual distraction, a phenomenon known as "secondhand distraction" (Sana et al., 2013).

Taken together, this evidence supports limiting non-course technology during class and encouraging handwritten notes to protect individual learning, shared attention, and the overall learning environment. In a course that values active engagement, meaningful discussion, and collaborative learning, minimizing distractions helps all of us contribute more fully to the classroom experience. **If you have an approved accommodation or a learning need that requires technology, you are always supported.** Please come talk to me, and we will make sure you have the tools and resources you need to succeed.

This policy is not intended to eliminate technology from the course. In fact, technology will play an important role in completing assignments, projects components, quizzes, research, and other learning activities outside of class. During our face-to-face class meetings, however, we will generally set technology aside and focus on direct engagement with one another and the course material. In most circumstances, laptops, tablets, and other devices should remain put away so that we can create a learning environment built on attention, participation, and meaningful conversation.

This course policy aligns with the CBA Course Norms for AI and Technology Use, which is below.



AI and Technology Use Policy

CBA Course Norms for use of AI and Technology in the Classroom

Except where your instructor explicitly establishes a different expectation for the course or for an individual assignment, the following are norms for CBA undergraduate courses.

Artificial Intelligence

- **Verify and cite original sources:** Students should verify everything returned from AI tools. Watch for bias, vagueness, missing perspectives, and outdated information, and follow intellectual property policies when using AI-generated content. Students should cite human-authored credible sources and communicate ideas in their own words.
- **Disclose AI use:** Students should include on assignments or attachments a statement of AI use that details the AI tools that were used, prompts, extent of integration, and role of human review.
- **Student academic integrity:** Work submitted by students must be authentically theirs. Students' work must accurately reflect their own understanding of the content and use their own words.
- **Follow the AI rules stated for each course and assignment:** What is permitted may differ across courses and assignments. See your syllabus and assignment descriptions for detailed expectations specific to your course and assignments.
- **Learning first:** The primary purpose for any AI use is to support meaningful learning. Students should use AI as a collaborator, in which the student is fully engaged in the critical thinking process, so that AI assistance results in both more learning and higher-quality output. Any AI use that replaces practice that is productive for learning should be avoided.

Technology in the Classroom

- **No phone use during class:** Phones should be silenced and put away unless the instructor authorizes their use for a class activity, accommodation, or emergency.
- **No laptop or tablet use during class:** Students should normally take notes by hand. Laptops and tablets should remain put away unless the instructor authorizes their use.
- **No headphones or earbuds during class:** Headphones and earbuds should remain put away unless specifically authorized by the instructor.
- **Do not record class without permission:** Audio, video, photographs, or other recordings of class require the instructor's explicit consent.

Exams, Quizzes, and Other In-Class Assessments

- **All personal technology should be off and put away during quizzes and exams:** This includes phones, smart watches, fitness trackers, headphones, earbuds, smart glasses, and other connected or recording devices unless specifically authorized for the exam. Unauthorized device use during an exam may be treated as academic misconduct and may result in disciplinary actions.



Semester Work Overview

The information below provides a brief overview of the work you will complete during your time in this course. Additional details will be provided within the Canvas assignment postings. If you have questions or concerns, please ask during class or set up a time for us to meet outside of class by emailing me.

SELF-ASSESSMENTS

You will complete several self-assessments early on in the first week of class. The purpose is to help you better understand yourself as a person, employee, and future manager. Points are earned for completion and submission. Results are not graded.

ASSIGNMENTS

You will complete several individual assignments which will take the form of reflections and write ups. These assignments are graded on the quality of completion and submission

WEEKLY QUIZZES (11 quizzes total, 1 dropped)

Weekly quizzes are designed to help you review course material and engage with the textbook.

- Quizzes are open book and open notes but must be completed individually.
- Multiple attempts are allowed, and the most **recent** attempt score will go in the gradebook.

EXAMS & ASSESSMENTS

There will be three exams and one post-test administered during the 4 week course. These exams will consist of multiple-choice and a few short-answer questions. All three exams will be on the current content covered leading up to the exam. Exam #3 and the post-test (assessment covering MGT 308 learning outcomes content = aka cumulative portion) will occur during the final class meeting.

ENGAGEMENT (ATTENDANCE & PARTICIPATION) – PLEASE SEE BELOW FOR MORE ON ABSENCES

Engagement consists of 2 components, measured with three tools:

- Attendance (50 pts) - taken through in-class sign-ins and/or question responses during lecture
- Participation (25 pts) – measured by the completion of engagement assignments and assessment surveys



Late or Missed Assignments

- Assignments remain open for 5 days after the due date.
- A penalty of 10 percent per day applies for up to 5 days.
- After 5 days, no points can be earned, though completion is encouraged for learning.
- Please notify me of extenuating circumstances before the due date or as soon as possible.

Exam Policy

All exams must be taken on the date/time as noted in the schedule. Make-up exams will not be offered for **unauthorized** absences. If your extenuating circumstances were unforeseen and fall into one or more “authorized absence” categories listed above and in the [UWL class attendance policy](#), and you miss an exam day, please know that an alternative time/method should be arranged by communicating with me. Any make-up exams that are taken after the planned exam day could be alternate versions, typically essay questions. This allows for maintaining the integrity of the exam.

Expectations for Graded Work

- Feedback and scores are typically provided within 14 days or before a similar assignment is due.
- Late submissions may not receive feedback within this timeframe.
- Graded work is returned in accordance with FERPA regulations through Canvas, in class, or during office hours.

Grade Dispute Policy

- Email me within three days of a posted grade to request a meeting.
- Only specific assignments or exams are eligible for review.
- Final grades and grades posted for more than three days are not negotiable

UWL Syllabus Policy Information & Statements

UWL encourages students to know the campus’ important policies and statements which can be found on the [Syllabus Information website](#).

- [Classes during inclement weather](#)
- [Religious accommodations](#)
- [Sexual misconduct](#)
- [Student course and faculty-related concerns, complaints, and grievances](#)
- [Student survey on instruction \(LENS\)](#)
- [Students with accommodation needs](#)
- [University class attendance policy](#)
- [Veterans, active military, and military-connected](#)

Academic Integrity and Misconduct ([policy](#))

Information regarding student conduct disciplinary procedures is available in the student [handbook](#) and [in the catalog](#) which also articulates the UWL Student Honor Code.



Regular and Substantive Interaction Policy

In this course, regular and substantive interaction between the instructor and students plays a crucial role in student achievement. I will be incorporating various forms of interaction that not only meet the requirements set by the US Department of Education and the UWL Faculty Senate policy, but also aid in student achievement. Your active participation and contributions are also essential to your learning. In partnership with your efforts, I will...

- be available during scheduled student hours as stated in the syllabus
- share information about the course materials including key information, explanations, examples, and resources via in-person, recorded, and/or text-based lectures
- engage in discussions about course content
- provide group or individual feedback on assignments
- promptly respond to questions about the course sent via email or Canvas inbox
- regularly post announcements pertaining to the course content and activities
- monitor your academic progress and communicate concerns, as needed