

Course Syllabus – Fall 2023

Course Information

<i>Course Number/Section</i>	OB 6301.001
<i>Course Title</i>	Organizational Behavior
<i>Term</i>	Fall 2023
<i>Days and Time</i>	Mondays, 10:00 to 12:45pm, JSOM 2.103

Professor Contact Information

<i>Professor</i>	Maria Hasenhüttl, PhD
<i>Office Phone</i>	972-883-5898
<i>Email Address</i>	Please use course messages within eLearning
<i>Office Location</i>	JSOM 4.411
<i>Online Office Hours</i>	Mondays, 1:00 to 2:00pm and by Appointment via MS Teams (use course messages in eLearning to make an appointment).

Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Pre-requisites, Co-requisites, and/or Other Restrictions

No course pre/co-requisites.

Course Description

This course is an introduction to the field of Organizational Behavior which is a field of study aimed at understanding, predicting, and changing human behavior in organizations. We will be discussing a wide range of topics including how to motivate and reward people, what makes work groups function effectively, the impact of leadership styles and communication, how to access and accumulate power and influence, how to diagnose and manage change, etc. The class will be conducted using a variety of methods, including but not limited to lectures, exercises, cases, class discussions, and videos.

The goal of this course is to provide you with theoretical frameworks and tools to help you understand, analyze, and provide solutions to problems in organizations. My expectation is that when you apply knowledge explored in this class you will be more effective in your work and career.

Your active engagement and sharing of experiences will be key factors in making this course a success. Respect for the opinions of others is an essential characteristic for any learning community. Although it is likely you may not agree with everything that is discussed or said in this course, you are expected to express your viewpoints in a manner that is courteous and respectful.

“Organizations are not buildings or machinery or financial assets; rather, they are the people in them. Organizations are human entities – full of life, sometimes fragile, and always exciting”.

(McShane, Von Glinow)

Student Learning Objectives/Outcomes

- 1) Explain and apply major theoretical approaches and empirical findings in Organizational Behavior at the individual, group, and organizational level.
- 2) Apply basic theories of motivation, evaluate the differences between motivational approaches and assess the efficacy of motivational programs.
- 3) Recognize decision making (DM) problems and opportunities and apply the appropriate DM models while considering ethical dilemmas and implications.
- 4) Demonstrate an understanding of the sources and consequences of multi-ethnic and multi-cultural diversity and develop strategies to bridge the differences and capitalize on the benefits of diversity in all its forms in organizations.
- 5) Increase self-awareness and understanding of your strengths so you can be more effective in your career.

Required Textbooks and Materials

Required Texts

Steven L. McShane, Mary Ann Von Glinow. Organizational Behavior, 10th edition, 2024. McGraw-Hill. Mc-Graw-Hill **Connect access is required!** Follow the instructions on how to purchase it in eLearning.

Required Materials

- Reflected Best Self Exercise (RBSE). RBSE is available for purchase (\$15 for students) with a credit card on the website -<https://reflectedbestselfexercise.com/products/rbse-in-education> **Please do NOT purchase it until AFTER we discuss it on the second day of class!**
- Articles. Select chapters require additional readings. These articles are available for free through the UTD library website.
- Additional handouts and other readings may also be provided by the instructor from time-to-time. These will all be posted in eLearning.

Suggested Course Materials

Suggested Readings/Texts

Listed in eLearning

Suggested Materials

Listed in eLearning

Academic Calendar

To ensure a high-quality learning experience, **it is critical that you prepare thoroughly before each class.** You will get the most from each class by participating actively in class discussions each day. Contributions from everyone are critical to the success of the course and to the shared learning experience.

This course outline provides a general plan for the course. I reserve the right to make changes to content, requirements, and schedule.

WEEK/ DATE	TOPIC/ LECTURE	READING Harvard Business Review (HBR – you access these articles for free through the library website)	ASSESSMENT / ACTIVITY SmartBook Assignment (SB) Application-Based-Activity (ABA) Note: SB and ABA are accessed through CONNECT Reflected Best Self Exercise (RBSE)	DUE DATE
Week 1 Aug 21	Course Introduction What is OB? Why OB? Intro to RBSE and Strengths-Based Focus	Syllabus Read (particularly the first 11 pages) Gallup State of the Global Workplace Report 2023 https://www.gallup.com/workplace/349484/state-of-the-global-workplace.aspx#ite-506924		
Week 2 Aug 28	OB Foundation How do we know what we know about OB? Intro to Evidence-Based Focus	Ch 1 HBR article, May/June 2022: “Act Like a Scientist”. Roberts, Spreitzer, Dutton, Quinn, Heaphy, Barker. “How to Play to Your Strengths”. HBR, January 2005, 75-80.	SmartBook Chapter 1 Add your page to the LookBook (Course Blog) ABA (1): <i>Prescribing the MARS Model</i>	8/28 10am

		<p><i>Optional:</i> Podcast (28:00): WorkLife with Adam Grant: Fadbusting with Freakonomics https://podcasts.apple.com/us/podcast/bonus-fadbusting-with-freakonomics/id1346314086?i=1000438852035</p> <p><i>Optional:</i> https://www.huffpost.com/entry/why-smart-people-dont-multitask_b_58caec2de4b0e0d348b34173</p> <p><i>Optional:</i> Laura Morgan Roberts; Emily D. Heaphy; Brianna Barker Caza. “To Become Your Best Self, Study Your Successes”, HBR, May 2019. https://hbr.org/2019/05/to-become-your-best-self-study-your-successes</p>		
Week 3 Sept 4		LABOR DAY – NO CLASS		
Week 4 Sept 11	OB Foundation continued, Personality	Chapter 1 continued Chapter 2	Complete the free Personality Assessment: https://principlesyou.com/ Have a printout/electronic results handy during class.	9/11 10am
Week 5 Sept 18	Personality	Chapter 2 continued https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story (18:34) https://www.youtube.com/watch?v=aWxmEv7fOFY (3:15) Human Neurodiversity Should Be Celebrated, Not Treated as a Disorder. https://www.geniuswithin.org/what-is-neurodiversity/ Article: MIT Sloan Management Review. Emily R. Russo, Dana L. Ott, and Miriam Moeller. Helping Neurodivergent Employees Succeed, Summer 2023, p. 46-52.	SmartBook Chapter 2 ABA (2): <i>Individual Differences: Time to Pump up Membership</i> RBSE: submit your own 3 best-self stories (soft deadline)	9/18 10am

		<p>Article: HBR: Robin J. Ely, David A. Thomas; Getting Serious About Diversity, November-December, 2020, p. 115-122.</p> <p><i>Optional:</i> Podcast: Michelle Quaid, Making Positive Psychology Work Podcast (May 21, 2021, 29min): Are you Embracing Neurodiversity? With Dr. Nancy Doyle https://open.spotify.com/episode/7z8Geyc6zorJqECJwP7ppl</p>		
Week 6 Sept 25	Perception	<p>Chapter 3</p> <p>Optional: https://www.ted.com/talks/leah_georges_how_generational_stereotypes_hold_us_back_at_work (11:27)</p>	SmartBook Chapter 3 <i>ABA (3): Perception is in Critical Condition</i>	9/25 10am
Week 7 Oct 2	Emotions, Attitudes, Stress	<p>Chapter 4</p> <p>HBR: Richard G. Tedeschi. Growth After Trauma. July-August 2020, p. 127-131</p> <p>McKinsey (report): Addressing employee burnout. Are you solving the right problem? May 2022</p> <p>TedTalk (18:02): https://www.ted.com/talks/lisa_feldman_barrett_you_aren_t_at_the_mercy_of_your_emotions_your_brain_creates_them</p> <p>Podcast (46:00): WorkWell, Epidose 78. Nov. 8, 2022. Improve your well-being with mindset shift. https://podcasts.apple.com/us/podcast/workwell/id1381561571</p>	SmartBook Chapter 4 Case Discussion: Diana's Disappointment <i>ABA (4): Engineering Emotional Responses: Applying Emotional Intelligence</i>	10/2 10am
Week 8 Oct 9	Motivation – Foundation	<p>Chapter 5</p> <p>Optional: https://jamesclear.com/power-of-environment/</p>	SmartBook Chapter 5 Case Discussion: Cincinnati Super Subs <i>ABA (5): Expectancy Theory – Aloha Motivation</i>	10/9 10am

			ABA (6): <i>Reinforcement Theory: Delivering Consequences</i>	
Week 9 Oct 16	EXAM 1 (10:00 TO 11:15) Motivation - Application	Chapters 1, 2, 3, 4, 5, plus required articles/videos+ Chapter 6 Steven Kerr: On the folly of rewarding A while hoping for B: http://www.ou.edu/russell/UGcomp/Kerr.pdf Video: Dan Pink: The Puzzle of Motivation http://www.ted.com/talks/dan_pink_on_motivation.html Article: HBR: Rethink your employee value proposition. Offer your people more than just flexibility. Mark Mortensen. Amy Edmundson. Jan-Feb. 2023. P. 45-49. Optional: https://greatergood.berkeley.edu/video/item/sk_yourself_this_question_about_your_work_place (21:08)		
Week 10 Oct 23	Decision Making and Creativity	Chapter 6 continued Chapter 7 Daniel Kahneman, Dan Lovallo, and Olivier Sibony: Before you Make That Big Decision. HBR, June 2011, 51-60. Video: David Kelley: How to build your creative confidence:	SmartBook Chapter 6 Case Discussion: Yakkatech, Inc. ABA (7): <i>Top Down Approaches to Employee Motivation</i> SmartBook Chapter 7 ABA (8): <i>Judging Decision Making</i>	10/23 10am

		http://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence <i>Optional:</i> Podcast: https://fs.blog/daniel-kahneman/ Daniel Kahneman: Putting your Intuition on Ice. Knowledge Project Ep. #68 (1:06:40)		
Week 11 Oct 30	Teams	Chapter 8 J. Richard Hackman. “Why Teams Don’t Work”. Harvard Business Review, May 2009, 99-105. Podcast (40:00): How do create psychological safety at work? Interview with Amy Edmundson, Harvard Business School. https://www.myhrfuture.com/digital-hr-leaders-podcast/2020/7/13/how-to-create-psychological-safety-at-work Check out: https://rework.withgoogle.com/guides/understanding-team-effectiveness/steps/foster-psychological-safety/	SmartBook Chapter 8 Case Discussion: The Shipping Industry Accounting Team ABA (9): <i>Teamwork Makes the App Work</i> Measure your psychological safety: https://fearlessorganization.com/engage/free-personal-scan	10/30 10am
	Communication	Chapter 9 Podcast, Think Fast Talk Smart (15:00): https://podcasts.apple.com/us/podcast/are-you-listening-how-to-stay-open-and-curious-to/id1494989268?i=1000558765067 Are You Listening? How to Stay Open and Curious to Other People’s Ideas. Episode April 26, 2022.	SmartBook Chapter 9 ABA (10): <i>Lifting Past Communication Barriers</i>	10/30 10am
Week 12 Nov 6	EXAM 2 (10:00 to 11:15)	Chapters: 6, 7, 8, 9, plus required articles/videos+		
	Power and Influence	Chapter 10 Jeffrey Pfeffer. “Power Play”. Harvard Business Review. July-August 2010, 86-92.		

<p>Week 13 Nov 13</p>	<p>Leadership</p>	<p>Power (chapter 10) continued</p> <p>Chapter 12</p> <p>Podcast: https://theleadershippodcast.com/tlp-121-jeffrey-pfeffer-challenges-our-assumptions-about-leadership/ (46:47)</p> <p>Article: MIT Sloan School of Management Review. Detert James R., Kniffin Kevin M, Leroy Hannes. "Saving Management from our Obsession with Leadership", 2022, Vol. 64 (1), p. 74-81.</p> <p>Article: Charles A. O'Reilly and Jennifer A. Chatman, "Transformational Leader or Narcissist? How Grandiose Narcissists Can Create and Destroy Organizations and Institutions," <i>California Management Review</i>, 2020. https://doi.org/10.1177/0008125620914989</p> <p>Article: https://www.fastcompany.com/90706149/neurodivergent-people-make-great-leaders-not-just-employees</p>	<p>SmartBook Chapter 10</p> <p>Case Discussion: Resonus Corporation</p> <p>ABA (11): <i>Power & Influence: A Managerial Thrill Ride</i></p> <p>SmartBook Chapter 12</p> <p>Case Discussion: IbexTel</p>	<p>11/13</p> <p>10am</p>
<p>Week 14</p>		<p>THANKSGIVING – ENJOY!</p>		
<p>Week 15/1 Nov 27</p>	<p>Organizational Culture</p>	<p>Chapter 14</p>	<p>SmartBook Chapter 14</p> <p>Case Discussion: Comms One Bank</p> <p>ABA (12): <i>Scoring on Organizational Culture</i></p>	<p>11/27</p> <p>10am</p>

			Submit your Complete RBSE Paper	11/27 11:59pm
Week 15/2 Nov 27	Organizational Change	Chapter 15 Article: https://www.cornerstoneondemand.com/resources/blogs/learning-corner-jeffrey-pfeffer-covid-19-changes-everything-and-nothing-about-managing-workers/	SmartBook Chapter 15 Case Discussion: Delta Palm Mill ABA (13): <i>Change Management: A Fresh New Idea</i>	11/27 10am
Week 16 Dec 4		Group Project Presentations	Peer Evaluation (required)	12/4 10am 12/4 11:59pm
	EXAM 3	Chapters 10, 12, 14, 15, plus required articles/videos+	TBA: during Finals Week	

This schedule may be modified based on course dynamics.

Proctored Final Exam Procedures

If your course has a proctored exam requirement, please see the [UTD Testing Center](#) webpage and [Distance Learning Proctored Exams](#) webpage to make arrangements.

Grading Policy

All grade inquiries must be made within two weeks of the posting of the grade.

Team Project	
1. Group Project	20%
Individual Assignments	
2. Add your Introduction page to the LookBook (course-blog)	0%
3. Participation	18%
4. RBSE: Reflected Best Self Exercise/Alternative	10%
5. Connect: SmartBook Assignments (choose 10 out of 13)	10%
6. Connect: Application-Based Activities (choose 8 out of 13)	8%

7. 3 (non-cumulative) Exams at 12% each	36%
	100%

Grading Scale

Total Points	Grade
94 and above	A
90-93.99	A-
87-89.99	B+
84-86.99	B
80-83.99	B-
75-79.99	C+
70-74.99	C
69.99 and below	F

1. Group Project: 18%

TBA

2. Entry to LookBook: 0%

3. Participation: 18 %

The success and value of this course depend on class discussion. We all have experiences that will enrich the topics and direction of discussion in this course. This means that you need to be fully acquainted with the readings for a given session. It is my expectation that you will have read the assigned material and **be prepared to participate in class discussions and activities.**

You are expected to come prepared to ask questions that add to your understanding of the course materials as well as that of your fellow students.

Readings: You are expected to read all assigned readings and while doing so, you should continually ask yourself the following questions:

- a) Do I **understand** the theory and/or principles of this material?
- b) So what? What are its implications? How would I **apply** this as a manager/employee?

You are asked to actively participate by raising these questions as well as others during our class time.

It is vital that you come to class prepared to engage in discussions and activities. You will be graded on the quality of your contributions, not necessarily the quantity. Quality is based on your ability to add substantively to class discussions and your ability to link to others' comments in the class or to advance class discussion (see info on best class comments below). I will occasionally call on students, but voluntary participation is what will be most important for your grade.

Class discussions provide the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. High-quality participation involves knowing when to speak and when to listen or allow others to speak. Avoid comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation.

The best class comments:

- make or raise issues that are relevant to the current focus of the class;
- show curiosity and a willingness to experiment;
- use facts and data to support arguments and conclusions;
- take into consideration the ideas already offered by others;
- help to build a positive learning environment for everyone;
- help others to feel safe about participating.

4. RBSE/Alternative: 10%

Look at the RBSE link in eLearning for detailed instructions on how to purchase the RBSE.

Born from empirical research from University of Michigan's Center for Positive Organizational Scholarship, the *Reflected Best Self Exercise*[™] (RBSE[™]) uses stories collected from people in all contexts of your life to help you understand and articulate who you are and how you contribute when you are at your best. With this new insight, you will feel immediately strengthened and connected to others, experience clarity about who you are at your best, and refine personal development goals to be your best self more often. The RBSE[™] guides you step-by-step through the process of identifying potential respondents, making the request for feedback, analyzing your reflected best-self stories, creating a new, reflected best-self portrait, and translating that portrait into proactive steps for living at your best.

The Reflected Best Self Exercise (RBSE) is a four-step exercise that integrates external feedback and personal reflection about participants' strengths and ability to add value. This exercise provides participants with a structured opportunity to consider who they are at their best.

After completing the exercise, participants should be able to:

- Identify and articulate their personal strengths and their capability to add value to work organizations (and beyond).
- Understand what kinds of work situations bring out the best in people.
- Understand the power and impact of the reflected best-self portrait for personal development and for individual and organizational performance.

Procedure:

1. Identify Potential Respondents (co-workers, supervisors, employees, family, friends)

2. Request Reflected Best-Self Stories (gather feedback from 15-20 individuals who know you well and will be honest. Ask them to describe 3 instances when they saw you at your best.)
3. Reflect upon your own experiences of being at your best and write your own Best-Self Stories (*submit* your own Best-Self stories)
4. Analyze All Best-Self Stories. Search for common themes across stories to discover how you add value.
5. Compose your Reflected Best-Self Portrait (*submit*).
6. Analyze Context, List Enablers and Blockers
7. Create an Action Plan

Complete RBSE Paper:

Write a paper that captures your core learning from the RBSE exercise. The paper needs to have the following format:

- 1) Introduction
- 2) My own three best-self stories
- 3) Feedback Process: Analysis and Observations
- 4) My Final Best-Self Portrait (created after your analysis of all the feedback stories you received)
- 5) Discoveries and Applications (Action Plan)

In this last section of the paper, reflect on the following questions:

- a) How does your best-self portrait correspond with the sorts of things that you spend the bulk of your time doing? What situations or contexts encourage your best self to emerge? What keeps you from operating at your best more of the time?
- b) How can you prioritize your life so that you maximize the potential for your best self every day? What can you do differently? What might you consider not doing anymore? Are there certain contexts you can put yourself in to maximize your potential?

5. Connect: SmartBook assignments (choose 10 out of 13): 10%

Details are posted in eLearning

6. Connect: Application-Based Activities (choose 8 out of 10): 8%

Details are posted in eLearning

7. 3 Exams at 12% each: 36%

There are 3 (non-cumulative) exams. Each exam will have a combination of Multiple Choice and True/False questions based on all the readings and videos (this includes the textbook, the additional readings, videos, and class discussions). You have a 36 hour window in which to complete the 55 minute exams.

Course Policies

What to Call Me: Please refer to me as “Dr. Hasenhüttl” or “Professor Hasenhüttl” or Dr. Maria” or “Professor Maria”.

Make-up exams

No make-up exams/quizzes will be given in this course except in extreme circumstances.

Extra Credit

No

Late Work

Is not accepted

Special Assignments

none

Class Participation

See above

Classroom Citizenship

Be professional, respectful, and curious.

Academic Integrity

I take academic integrity extremely seriously. The maintenance of academic integrity and quality education is the responsibility of each student at UTDallas.

The Standards for Student Conduct are at: <https://policy.utdallas.edu/utdsp5003>

The Policy for Academic Integrity can be found here: <https://conduct.utdallas.edu/integrity/>

Please note that I am teaching multiple sections of this course. Any collusion on assignments or discussion of exam material with students from other sections, current or previous, is prohibited and will result in a failing grade in the course. By continuing to take my course, you are entering a contract by which you agree to follow all academic integrity rules set out by the university and this professor.

Accommodations for students with properly documented disabilities

"It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow one-week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion. OSA is located in the Administration Building, suite 2.224. They can be reached by phone at 972- 883-2098, or by email at studentaccess@utdallas.edu.

Please take advantage of the amazing resources offered by the Jindal Business Communication Center:

"The Business Communication Center in JSOM 12.106 offers free in-person and online coaching to JSOM students for improving written and verbal communication skills. Students can schedule up to three 40-minute appointments per week

for class assignments, resumes, cover letters, and English as a Second Language services. Visit bcc.utdallas.edu to make an appointment or to refer to additional resources for improving business communication skills."

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.