

**Course Syllabus**  
**Organizational Behavior**  
The University of Texas at Dallas

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## Course Information

### **Course**

Course Number Section	OB 6301.OW1 / SYSM 6333.OW1
Course Title	Organizational Behavior
Term and Dates	8/24/2015 – 12/13/2015

### **Professor Contact Information**

Professor: Laurie Ziegler, Ph.D.

Email Address: eLearning Messages Tool only

Office Location: JSOM 4.210

Other information: I am happy to talk with you on the phone or meet with you in person. If you would like to make an appointment, please contact me through the eLearning Messages tool.

TA: TBA

### **Instructional Designer Contact Information – Contact for all technical issues**

Irma Madrigal Email: [eLearning@utdallas.edu](mailto:eLearning@utdallas.edu)

Both Irma and another Instructional Designer will monitor the eLearning email address and will respond back to any emails within one work day (Monday – Friday from 8:30am – 5:30 pm, with the exception of official school holidays). For any technical assistance outside these days and times, please contact the eLearning Helpdesk: 1-866-588-3192.

### **About the Instructor – a brief introduction**

Hi, I am Laurie Ziegler (aka Dr. Z.). I am a Clinical Professor and have been a member of the faculty at UTD since 1993. I primarily teach Organizational Behavior and Negotiation/Dispute Resolution in Graduate, Undergraduate and Executive Education programs. My research interests include organizational communication, managerial and organizational cognition, influence, and negotiation. I enjoy reading, old movies (the black and white versions), snow skiing, golf, fly fishing, refinishing furniture, gardening and my family including my rescue dog.

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

None

## **Course Description**

This is an introductory course to the field of human behavior in organizations. You will learn about research and the application of associated theories and current findings at the individual, group, and organizational levels. We will use readings, videos, cases, discussions, exercises, and surveys/self-assessments to help you incorporate knowledge of work environments into your thinking and behavior. Your participation in the course is critical to your learning and the learning of your classmates. When the semester concludes you will have an enhanced understanding of workplace behavior, improved competency in critical management skills and the ability to transfer this knowledge to work and personal settings.

## **AACSB Student Learning Objectives/Outcomes**

1. Apply theories of motivation and assess the efficacy of motivational programs
2. Recognize decision making (DM) problems and opportunities and apply the appropriate DM models while considering ethical dilemmas and applications.
3. Assess organizational culture, recognize the value of diversity and develop strategies for transforming cultures to improve organizational performance.

**Additional Course Objectives** are located in your textbook and within my multi-media lectures.

## **Required Textbooks and Materials**

### Required Texts

- Organizational Behavior: Stephen Robbins and Timothy Judge, 15th edition, Pearson Prentice Hall. ISBN: 0-13-283487-1

### Required Materials

- Self-Assessment Library: Stephen Robbins, Version 3.4, Pearson Prentice Hall  
ISBN: 978-0-13-608375-7

## **Suggested Course Material**

### Suggested Readings

I have provided a list of articles that I find interesting. Most can be obtained through the UTD Library. You do not have to read them but you may find them interesting as well. You may also want to include some of them in your team facilitation. They are located at the end of this syllabus. I put some of the articles (those that our library owns) on reserve. I will provide you with the password protected information through our course site.

**Course Policies** – This course is designed for maximum flexibility within a pedagogically sound schedule. Therefore my policies are as follows:

*Make-up exams*

You will have a significant exam window and should not need to make up an exam. Please plan your schedule accordingly.

*Extra Credit*

None

*Late Work*

Not accepted

*Special Assignments*

None

*Class Participation*

You are required to login regularly to the online course site. I use the tracking feature in eLearning to monitor student activity. You are also required to participate in all class activities such as: discussion board, chat, conference sessions and team work.

*Virtual Classroom Citizenship*

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members, our TA and with me.

*Policy on Server Unavailability or Other Technical Difficulties*

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 with the aid of the eLearning staff will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to UTD eLearning Help Desk:

<http://www.utdallas.edu/elearninghelp>, 1-866-588-3192 and then to the instructor. The UTD eLearning Help Desk will work with the instructor and the student to resolve any issues at the earliest possible time.

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## Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important [technical requirements](#) on the [Getting Started with eLearning webpage](#).

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## Course Access and Navigation

This course was developed using a web course tool called eLearning. It is to be delivered entirely online. Students will use their UTD NetID account to login at: <http://elearning.utdallas.edu>. Please see more details on [course access and navigation information](#)

To get started with an eLearning course, please see the [Getting Started with eLearning webpage](#).

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center:  
<http://www.utdallas.edu/elearninghelp>.

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## Communications

This eLearning course has built-in communication tools which will be used for interaction and communication. For more details, please visit the [eLearning Tutorials webpage](#) for video demonstrations on numerous tools in eLearning.

### **Interaction with Instructor and Classmates**

When you log into your course there is a section that says **Announcements**. This is where I post information of general importance to you or information of a time sensitive nature. I post daily/weekly information on the **Discussion Board**. This is where you go to gather class preparation and participation points. Also, on your log in page you should see something called **Messages**. Please send personal concerns or questions to me using the course Messages tool. Do not post private information on the Discussion Board.

I will reply to your Messages or Discussion Board posts within 3 working days under normal circumstances. Do not contact me through my UTD account. I keep all of my student materials and messages on my course site.

Remember, if you have technical difficulties contact eLearning support as listed under Course Access and Navigation. I am not a technical expert. Rely on me for content. ☺

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## Student Resources

The following university resources are available to students:

**UTD Distance Learning:**

<http://www.utdallas.edu/elearning/students/cstudents.htm>

**McDermott Library:**

Students will need a UTD-ID number to access all of the library's online electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to <http://www.utdallas.edu/library/distlearn/disted.htm>.

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## Student Assessments

**Grading Information***Weights*

Personal Statement	2 %
Team Project	18 %
Participation	30 %
Quizzes (5 @ 10% each)	50 %
Total	100%

*Grading Scale*

Scaled Score	Letter Equivalent
89.90 - 100	A
79.90 – 89.89	B
69.90 – 79.89	C
Less than 69.90	F

### *Accessing Grades and Grading Policy*

Students can check your grades by clicking “My Grades” under Course Tools after the grade for each assessment task is released.

If you have questions about grades, please send them to me via eLearning email messaging or make an appointment with me. For quiz questions, be specific about why you believe that your answer was correct. Include references to page numbers in the textbook and/or slides. For module participation grades, refer specifically to where and when you posted your messages. **Quiz grade inquiries must be made within two days of the close of the quiz window. Module participation inquiries must be made within one week of the posting of your grade for Modules 1 – 4 and within two days of the posting of Module 5. Team facilitation grades are mailed to you using the internal email messaging system. I do not post them on the eLearning site. Our TA keeps the grades on an external spreadsheet.**

Contact me for exam grading questions. Contact our TA for module participation questions.

### **Course Organization**

I created multi-media lectures for our course. They are located under five module headings. Each lecture is called a unit. These do not always coincide with your chapter headings. The module numbers, units and textbook chapters are located on your course schedule in this syllabus. Beginning and ending dates for Module participation are also on the course schedule.

### **Accessing Course Material (see the course schedule for due dates)**

In the Course Menu (on the left side of the screen), you will find a link called **Course Homepage**. This area will have the following materials:

- **Getting Started** - UTD eLearning information
- **Course Syllabus**
- **Learning Modules** – This is where you will access my lectures and where you will begin the course.
  - Module 0: Begin here!** – click on this
    - Dr. Z’s Video Introduction – my welcome to you. Please note that we will not complete a film analysis as stated in the introduction. The team facilitation project has been changed to the one described below under Team Facilitation Project. Of course you may use video clips.
    - Syllabus
    - Group Sign-up Sheet – use for team facilitation project **Due 9/2**
    - Personal Statements – may also be accessed from the **Discussion Board Due 9/6**

### **Assignments / Course Learning Activities**

**Personal Statement (2%) Due 9/6/15 11:00 PM CT**

Post your personal statement on the discussion board. Provide the following information in this order:

1. Your name
2. A description of your job and employer/industry information (current or previous)
3. Your familiarity with OB concepts (scan your textbook, the module outlines, or your course schedule for ideas)
4. Where you are located geographically
5. What you hope to gain from this course
6. Anything else that is important to you that will give us a fuller picture of who you are
7. You may also provide pictures of you, your spouse, your children, your best animal friend, your car, etc.

**Team Facilitation Project (18%) – Team Sign Up - Due 9/2/15;**  
**Team Name & Project - Due 9/6/15 11:00 PM CT**

You will form your own teams at the beginning of the semester. Sign up for team membership under: ***Learning Modules: Module 0: Begin here! Group Sign-up Sheet***. When you sign up for your team you also sign up for the OB topics(s) your team will facilitate based on the course schedule. By 9/6/15 have one, and only one, team member submit your team name to me under ***Assignments***. Type (do not add an attachment) your original team facilitation number and OB topic (eg. TF1 Attitudes), your team name, and the name of your team members in alphabetical order. A private discussion area may be set up on the discussion board for internal group communications. Contact our instructional designer if you wish to use these tools.

**Team Facilitation Project – Directions**

Each team will facilitate an OB topic as scheduled on this syllabus. You sign up for the topic by 9/2. This is how it works:

Team\_Facilitation 1 will present and moderate Module 1: Unit 3 Attitudes Emotions and Moods (Chapter 3: Attitudes and Job Satisfaction or Chapter 4: Emotions and Moods) dates 9/8 – 9/13. Team Facilitation 2 will present and moderate Module 2: Unit 4 Personality and Values (Chapter 5: Personality and Values) dates 9/14 – 9/20 and so on.

I believe that graduate students should critically evaluate this course material. Therefore, I have provided to you my thoughts in my lectures and encourage you to conduct research to further your and our knowledge. Your tasks include: listening to my lectures, reading the text and conducting some research. Then you get to educate your classmates about what you have learned (i.e. you get to be an expert in at least one area). Use questions, dialogue, PowerPoint presentations, Audios/Videos, web links, etc. to enhance your facilitation.

Each team will have one week with which to facilitate discussions. You may divide up your team work any way you wish. For example, one of your team members may not be able to engage on the discussion board for the entire week of your facilitation. However, he/she may do a great deal of the preparatory work. This is fine – just like real life ☺. Give your classmates ample opportunity to participate by posting early during the time window. If a team member is not participating in the project, please let me know as soon as possible so that I may encourage their participation. You will complete a team peer evaluation. The directions are provided following the Team Facilitation Criteria.

I will email message you your team grade. Your individual grade is based on the team evaluation consensus.

### **Team Facilitation Criteria (or what I want you to cover)**

**For each of the three sections, create the following title headings and threads:**

**1. OB Topic 2. Case/Ethical Dilemma 3. Self-Assessment/Exercise**

**Note: These typically post in reverse order, so post the Third Thread first.**

#### **First Thread: OB Topic**

Step 1: What OB topics and issues are most relevant in your work environments? Apply the material to current and/or historical events. Facilitate an interesting discussion with your classmates. Supplement the facilitation with academic journals or other material. Do not merely reiterate the textbook material.

#### **Second Thread: Ethical Dilemma/Case Incident**

Step 2: Discuss the Ethical Dilemma or Case Incident I have provided on your syllabus schedule. Bring out key concepts as they are related to the course material. Do not restrict yourself to your unit's concepts. Integrate other OB issues if relevant. Feel free to update the material based on refereed journals, websites etc. Do not limit yourself to the questions provided in the textbook.

#### **Third Thread: Survey/Self-Assessments**

Step 3: Provide one or more Surveys/Self-Assessments related to your material. Calculate the results and provide them to our class. You may find a survey online, create one of your own, use one from your workplace etc. as long as there are no copyright restrictions. I have provided suggestions from your Self-Assessment Library. They are located on your syllabus schedule. These assessments will give you a better understanding of your strengths/weaknesses etc. and will also allow you to compare yourself with your course colleagues.

**Just as you would with a research paper, provide citations when you using other peoples' works, thoughts etc. Also, provide a reference list.**

### **Important Participation Information For Team Facilitations**

1. If you are not the team facilitating the discussion, do not start a new thread. Reply to one or more of the three threads started by the facilitating team.
2. If you are facilitating the discussion, the facilitation will not count toward your participation grade. You must contribute to two other OB Concepts per module to receive full credit. For example, if you are Team Facilitation 1 you will facilitate discussions about Attitudes/Job Satisfaction for your Team Facilitation grade. You must also post messages on at least two different days under two of the following threads: Introduction to OB; Research and Diversity/Learning; Emotions/Moods. Directions for posting are located following the Team Peer Evaluation.



### **Team Peer Evaluation (required) Due 12/6/15 11:00 PM CT or earlier**

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I want all members to contribute fully to the team facilitation project; therefore, you are required to complete an evaluation of your participation and the participation of your team mates. Consider each member's ability to adhere to deadlines, availability, interpersonal skills, creativity, leadership, and responsibility to the team. The Team Peer Evaluation is confidential. Team evaluations are submitted under the *Assignment: Peer Evaluation* link. Type in your evaluation. Do not add an attachment. Follow the guidelines below. **There is no on-line evaluation form. If you fail to turn in the Team Peer Evaluation on time, I will deduct 10 points from your individual grade for the project. You must provide all of the following information to get credit for this requirement.**

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#### **Grading Rubric:**

Full contributor: (A) 100% of team points; contributed fully to the team project.  
Less than full: (B) 85% of the team grade  
(C) 75% of the team grade  
(F) 50% of the team grade  
(O) 0% of the team grade

#### **Overall Evaluation:**

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I will review the feedback and determine the percentage of the team grade you have earned. It is my hope that everyone receives an A and earns 100% of the team grade. If you are consistently rated low you may fail the team project. The moral of the story is "don't be a social loafer". Besides, this is a fun project! Also, it will help you learn how to get the most out of team members in your work place.

#### **Provide the following information in this format.**

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List team member names in alphabetical order by last name, and assign a grade to each. Include yourself in the list.

1. Explain the contributions that each team member made. Why did you grade each person the way you did? Be specific. Justify any grades you assign that are below an "A".
2. What worked well within your team and what would you do to improve your team process?
3. What role did each team member take?

### **Participation/Discussions (30% total; 6%/module)**

#### **Graded Module Postings (Read carefully)**

Organizational Behavior concepts come alive on the discussion board. As such, all students are required to participate in class discussions. Submit original, thoughtful posts. You will find that if you

keep up with the discussion board you will have an enriched educational experience. There is a great deal that you can learn from the ideas and work experiences of your fellow classmates and they from you. Feel free to share web sites and other resource information you have found useful. You do not have to read every message – choose the material you find most fascinating, interesting, useful etc. Finally, if you have a message for me follow the directions in the ungraded section below; do not post questions to me under graded threads. I read through the discussion posts; however, I cannot respond to all of them. This course generates a multitude of information and ideas. Enjoy them!

I have organized our course into five modules. Each class member is responsible for participating in these discussions. For full participation credit, you will contribute at least two quality messages per module with at least one being a “reply” to another’s message. Each OB topic is facilitated by a team or by me and it is expected that you will engage in these discussions – don’t leave your classmates hanging. Your graded participation messages must be posted on at **least two different days and address two different OB topics per module** (e.g. Module 1: Unit 1 Introduction to OB – you may read one of my messages and “reply to it” under any of the three headings I started. Then, for example, under Module 1: Unit 3 Attitudes post another reply thread). This will assure that you understand and are able to apply many of the OB concepts while still allowing you the flexibility afforded by this online format. It is quite possible that the questions facilitating teams post give you ideas that do not directly address their questions. That is O.K. Post your thoughts. Remember, this is the on-line version of an in class discussion. Thoughts often take circuitous paths.

You may post more than two times per module but please make them relevant and value-added to the discussion at hand. Do not dominate the discussions – this isn’t a contest. “I agree” and “you rock” type of replies are fine and help move the discussions forward. They do not, however, count for participation credit. It is my goal that you read what your classmates have to say and reply to them. Although we are not in a traditional classroom environment, we can have great discussions!

### **Ungraded Postings**

If you want to post a message for me, post it under the Discussion area named: **Messages for Dr. Z.** For example, if you want to post a question for me regarding Quiz 1, post it under the Messages for Dr. Z. heading and create your own thread clearly labeled Quiz 1. Do not post it under a thread that is meant for some other discussion. It will get lost. If you want me to respond to a particular post under the graded module postings, please send a message to me under **Messages for Dr. Z.** and direct me to the particular message (e.g. Dr. Z. please reply to Student X posting under Communication, date). You may also post messages to me containing links or other course-relevant information that does not fit under the **Graded Posts.**

I will also post course information on the bulletin board. You should keep up with my postings located in a separate discussion area: **Messages from Dr. Z.** You may post questions/comments to our TA under **Messages for TA.** You may also talk informally with your classmates in the **Social Lounge.** This is a good place for you to go to continue conversations started in the Graded discussion forums. For example, you may have discovered something in common with a classmate that is not relevant (i.e. value-added) to the class discussion. Grab a snack/beverage and go to the Social Lounge.

### **Online Quizzes (50% total; 10%/module)**

The five graded quizzes (one per module) consist of multiple choice questions covering course materials including my multi-media files. The quiz questions are in chapter order; however, they are randomized within chapters. I count on you to keep the quiz information confidential. Do not download or keep copies of the quizzes. Refer to the **Student Conduct & Discipline and Academic Integrity Policies**. When you finish the course, you will know many definitions, theories and applications which will help you to better succeed in your work environment.

You have a generous time window within which to complete the quizzes. Do not request to take your quizzes at a different time. Please plan accordingly.

You can access quizzes by clicking the **Quizzes** link on the course menu or by using the **quiz** icon under the associated module. Each quiz is timed and can be accessed only once within the scheduled time window. Please read the on-screen instructions carefully. After each quiz is graded and released, go into the “My Grades” area and click on your quiz grade. You can see the allotted time window prior to beginning the Assessment. I provided the number of questions by quiz, unit, chapter and the time allotment below. There are some quiz questions based solely on my multi-media lectures, make sure you listen to them. Plus, they are kind of fun and, I hope, interesting.

Do not expect that you can finish the quiz by looking up information in the textbook or on-line for the “first time” while you are completing the quiz. Organize your information and do your best to understand the material before you attempt the quizzes. Based on years of experience, I suggest that you do not wait until the last day to complete your quiz – especially if you are not used to this delivery system. The quizzes are open book, open notes but must be completed alone. Do not share quiz information in any form with anyone. **I provide study guides for the quizzes. They are located on your course homepage. They are quite beneficial. I suggest you use them to guide your reading and understanding of the material.**

**All quiz windows open at 5:00 AM Central Time (CT) and expire at 11:00 PM CT.**

### Quiz Schedule

**Quizzes close at 11:50 on the last day of the quiz window. Make sure you begin your quizzes at least two hours in advance of the closure of the time window.**

Quiz 1: Module 1 (Units 1-3; Chapters 1-4) 50 questions; 75 minutes to complete the quiz.  
Chapter 1: 1-10; 2: 11-24; 3: 25-35; 4: 36-50                      9/7 – 9/13

Quiz 2: Module 2 (Units 4-6; Chapters 5, 6) 40 questions ; 60 minutes to complete the quiz.  
Chapter 5 : 1-12; 6: 13-40    9/28 – 10/4

Quiz 3: Module 3 (Units 7-9; Chapters 7-10) 50 questions ; 75 minutes to complete the quiz.  
Chapter 7: 1-12; 8: 13-26; 9: 27-40; 10: 41-50                      10/19 – 10/25

Quiz 4: Module 4 (Units 10-12; Chapters 11-13) 50 questions : 75 minutes to complete the quiz.  
Chapter 11: 1-17; 12: 18-34; 13: 35-50                              11/9 – 11/15

Quiz 5: Module 5 (Units 13-15: Chapters 14, 16) 25 questions : 40 minutes to complete the quiz.  
 Chapter 14 : 1-14; 16: 15-25 12/7 – 12/13

### **Summary of Due Dates**

<u>Course Activities</u>	<u>Due</u>
Classes begin	8/24
Sign up for teams	9/2
Personal Statement	9/6
Team Name & Team Project	9/6
Fall / Thanksgiving Break	11/23 – 11/29
Team Peer Evaluation	12/6 or earlier

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**Course Schedule: all assignments are due by 11:00 Central Time (CT) unless otherwise stated**

- Ethical Dilemmas and Case Incidents are located at the end of each chapter.
- Pay attention to dates. Take your quiz within the date window. Do not wait until the last minute to take the quiz. The quiz must be completed by 11:00 on the last day of each quiz window.
- Unit numbers associated with my multi-media lectures do not necessarily align with chapter numbers. I have divided these based on the weight/heft of the material.

<b>Module Number: Unit Dates</b>	<b>Required Multi- Media Lectures  OB Topics</b>	<b>Required Textbook Chapters First Thread: OB Topic Second Thread: Ethical Dilemma/Case Incident</b>	<b>Self- Assessments (located in Self- Assessment Library) Third Thread: Self- Assessment / Exercise (Feel free to provide your own).</b>	<b>Due Dates</b>
<b>Module 0:</b>	Course Access and Self-Orientation			

<b>8/24 – 8/30</b>				
<b>Module 1: Unit 1</b> <b>8/24 – 8/30</b>	Introduction to OB	Ch. 1: What is Organizational Behavior?		Dr. Ziegler facilitates
<b>9/2</b>				Sign up for team membership
<b>Module 1: Unit 2</b> <b>8/31 – 9/6</b>	Research  Diversity/Learning	Ch. 2: Diversity in Organizations  Case Incident 1: The Flynn Effect	What Are My Attitudes Toward Workplace Diversity p. 19	Dr. Z facilitates  <b>9/7 Personal Statement on the Discussion Board</b>  <b>9/7 Team Name under Assignments</b>
<b>9/7</b>	Labor Day	No classes required.		
<b>Module 1: Unit 3</b> <b>9/8 – 9/13</b>	Attitudes       Emotions  Moods	Ch. 3: Attitudes and Job Satisfaction  Case Incident 1: Long Hours, Hundreds of Emails, and No Sleep.  Ch.4: Emotions and Moods  Ethical Dilemma: Happiness Coaches	What Are My Gender Role Perceptions? p. 110    What's My Affect Intensity? p. 114	Team Facilitation 1 (Facilitate either Attitudes or Emotions/Moods). Material may be posted on 9/7.

		for Employees		
<b>Module 2: Unit 4</b> <b>9/14 – 9/20</b>	Personality  Values	Ch. 5: Personality and Values  Case Incident 2: Reaching Out, Literally	What's My Basic Personality? p. 1  What Do I Value? p. 13	Team Facilitation 2
<b>Module 2: Unit 5</b> <b>9/21 – 9/27</b>	Perception	Ch. 6: Perception and Individual Decision Making  Case 2: Predictions That Didn't Quite Pan Out	Am I A Procrastinator? p. 37	Team Facilitation 3
<b>Module 2: Unit 6</b> <b>9/28 – 10/4</b>	Decision Making  Creativity	Ch. 6: Perception and Individual Decision Making  Ethical Dilemma: Do Unethical Decisions Come from Bad Character	Am I A Deliberate Decision Maker? p. 100	Team Facilitation 4
<b>Module 3: Unit 7</b> <b>10/5 – 10/11</b>	Motivation Concepts  Motivation Applications	Ch. 7: Motivation Concepts  Ch. 8: Motivation: From Concepts to Application  Case Incident 2: Bullying Bosses	What Are My Dominant Needs? p. 23	Team Facilitation 5

<b>Module 3: Unit 8</b> <b>10/12 – 10/18</b>	Group Foundations	Ch. 9: Foundations of Group Behavior  Case Incident 2: Herd Behavior And The Housing Bubble	Do Others See Me As Trustworthy? p. 61	Team Facilitation 6
<b>Module 3: Unit 9</b> <b>10/19 – 10/25</b>	Teaming	Ch. 10: Understanding Work Teams  Case Incident 2: Multicultural Multinational Teams at IBM	What Time Of Day Am I Most Productive? p. 43	Team Facilitation 7
<b>Module 4: Unit 10</b> <b>10/26 – 11/1</b>	Communication	Ch. 11: Communication  Case Incident 2: Should Companies that Fire Shoot First?	How Good Are My Listening Skills? p. 52	Team Facilitation 8
<b>Module 4: Unit 11</b> <b>11/2 – 11/8</b>	Leadership	Ch. 12: Leadership  Ethical Dilemma: Undercover Leaders	What's My Emotional Intelligence Score? p. 41	Team Facilitation 9
<b>Module 4: Unit 12</b> <b>11/9 – 11/15</b>	Power  Politics	Ch. 13: Power & Politics  Case Incident 2: The Persuasion Imperative	What's My Preferred Type of Power? p. 68	Team Facilitation 10

<b>Module 5: Unit 13</b> <b>11/16 – 11/22</b>	Conflict	Ch. 14: Conflict & Negotiation  Case Incident 2: Mediation: Master Solution to Employment Disputes?	What's My Preferred Conflict-Handling Style? p. 74	Team Facilitation 11
<b>11/23 – 11/29</b>	Fall Break / Thanksgiving  No Classes			
<b>Module 5: Unit 14</b> <b>11/30 – 12/6</b>	Negotiation	Ch. 14: Conflict & Negotiation  Case Incident 1: Choosing Your Battles	What's My Negotiating Style? P. 76	Team Facilitation 12
<b>Module 5: Unit 15</b> <b>12/7 – 12/13</b>	Organizational Culture	Ch. 16: Organizational Culture  Case Incident 2: Did Toyota's Culture Cause Its Problems?	What's The Right Organizational Culture For Me? p. 82	Dr. Z facilitates  <b>Peer Evaluation: 12/6 or earlier</b>

- This schedule may be modified based on the course dynamics.

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#### Scholastic Honesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the [UTD Judicial Affairs](#) web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on



scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

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## Course Evaluation

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. A link to an online instructional assessment form will be emailed to you for your confidential use.

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## University Policies

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.

### Professor's Policy

You will receive a zero if it is verified that you have cheated or plagiarized on any assignment or assessment.

You will receive a 10 point deduction on your individual grade for the team facilitation project if you fail to turn in your team facilitation evaluation on time.

***These descriptions and timelines are subject to change at the discretion of the professor.***

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## Organizational Behavior Suggested Readings

### Learning

On the Folly of Rewarding A, While Hoping for B. Kerr, Steven. **Academy of Management Journal**, Vol. 18, Iss. 4. pp. 769-783

### Attitudes and Emotions

Anger in Organizations: Review and Integration. Gibson, Donald E.; Callister, Ronda Roberts. **Journal of Management**, Jan2010, Vol. 36 Issue 1, p66-9.

Bob's Meltdown. Carr, Nicholas G. **Harvard Business Review**, Jan2002, Case No. R0201A. (9 p).

### **Personality**

Overloaded Circuits: Why Smart People Underperform. Hallowell, Edward M. **Harvard Business Review**, Jan2005 Case No. R0501E. 8 p.

Leading Clever People. Rob; Jones, Gareth. **Harvard Business Review**, Mar2007, Vol. 85 Issue 3, p72-79.

### **Perception**

The Set-Up-to-Fail Syndrome. Manzoni, Jean-Francois; Barsoux, Jean-Louis. **Harvard Business Review**, Case No. 98209. Mar1998, 13p.

Stereotype Threat at Work, Roberson, Loriann & Kulik, Carol. **Academy of Management Perspectives**, Vol. 21, Issue 2, May 2007 pp. 24-40.

### **Decision Making and Creativity**

Improving the Creativity of Organizational Work Groups. Thompson, Leigh. **Academy of Management Executive** Feb2003, Vol. 17, Iss. 1. pp. 96-109.

Do Teams Who Agree to Disagree Make Better Decisions? Sidle, Stuart. **Academy of Management Perspectives**, May 2007, Vol. 21, Iss. 2, pp. 74-75

### **Motivation**

Goals Gone Wild: The Systematic Side Effect of Overprescribing Goal Setting, Ordonez, Lisa; Schwitzer, Maurice E.; Galinsky, Adam D.; Bazerman, Max H. **Academy of Management Perspectives**, Feb 2009, Vol. 23 Iss. 1, p6-16.

Has Goal Setting Gone Wild, or Have Its Attackers Abandoned Good Scholarship? Locke, Edwin, A.; Latham, Gary P., **Academy of Management Perspectives**, Feb2009, Vol.23 Issue 1, p17-23.

On Good Scholarship, Goal Setting, and Scholars Gone Wild. Ordóñez, Lisa D.; Schweitzer, Maurice E.; Galinsky, Adam D.; Bazerman, Max H.. **Academy of Management Perspectives**, Aug2009, Vol. 23 Issue 3, p82-87.

### **Groups and Teams**

High Performance Teams: Lessons From the Pygmies. De Vries, Manfred F. R. Kets. **Organizational Dynamics**, Winter 1999, Vol. 27, Iss. 3. pp. 66-77.

Can't We Just Get Along? A Review of the Challenges and Opportunities in a Multigenerational Workforce. Macon, Max; Artley, James B. **International Journal of Business Research**, 2009, Vol. 9 Issue 6, p90-94.

### **Communication / Stress**

Taking the Stress out of Stressful Conversations. Weeks, Holly. **Harvard Business Review**, July 2001, Case No. R0107H, (8 pages).

Is Silence Killing Your Company? Perlow, Leslie; Williams, Stephanie. **Harvard Business Review**, May2003, Case No. R0305C, (6 pages).

### **Leadership**

Level 5 Leadership: The Triumph of Humility and Fierce Resolve (HBR Classic). Collins, Jim. **Harvard Business Review**, May2005, Case No. R0507M, (12 pages).

Social Intelligence and the Biology of Leadership. Goleman, Daniel; Boyatzis, Richard. **Harvard Business Review**, Sep2008, Vol. 86 Issue 9, p74-81.

### **Power, Politics, Influence**

When Followers Become Toxic. Offermann, Lynn R. **Harvard Business Review**, Jan2004, Case No. R0401E, (6 pages).

Political Skill: An Antidote For Workplace Stressors. Perrewe, Pamela L; Ferris, Gerald R; Funk, Dwight D; Anthony, William P. **Academy of Management Executive**, Aug. 2000, Vol. 14, Iss. 3. pp. 115-123.

### **Conflict**

How Resilience Works. Coutu, Diane L. **Harvard Business Review**, May2002, Case No. R0205B, (6 pages).

How to Motivate Your Problem People. Nicholson, Nigel. **Harvard Business Review**, Jan2003, Case No. R0301D, (8 pages).

### **Negotiation**

Tapping the Subjective Values Present in Negotiations: Face, Feelings, and Friendships. Muir, Clive; **Academy of Management Perspectives**, Feb2007, Vol. 21, Iss. 1, pp. 72-74.

Culture and Negotiation. Brett, Jeanne M., **International Journal of Psychology**, Apr2000, Vol. 35 Issue 2, p97-104.

### **Culture**

How Storytelling Builds Next-Generation Leaders. Ready, Douglas A. **MIT Sloan Management Review**, Summer 2002, Vol. 43, Iss. 4. pp. 63-69.

On Changing Organizational Cultures by Injecting New Ideologies: Wines, William; Hamilton, J. **Journal of Business Ethics**, Nov2009, Vol. 89 Issue 3, p433-447.