

Course Syllabus

OB 6301.0W1

The University of Texas at Dallas

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Course Information

Course

Course Number Section	OB 6301-0W1
Course Title	Organizational Behavior
Term and Dates	Summer 2016, May 23 – Aug 8

Professor Contact Information

Professor	Maria Hasenhuttl, PhD
Office Phone	972-883-5898 (please don't leave a message)
Email Address	please use eLearning messages
Office Location	JSOM 4.411
Online Office Hours	By appointment
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 email me through the course site.

About the Instructor

Hello. I am Maria Hasenhüttl. I am a Clinical Assistant Professor and Assistant Area Coordinator in the Organizations, Strategy and International Management department. I primarily teach Organizational Behavior, Strategic Management and Global Strategy to undergraduate and graduate students. My research interests include corporate governance, executive compensation and growth/fixed mindset and its influence on success. I grew up in Austria, my husband is from Greece, and my kids are Texans. I enjoy spending time with my family, the outdoors, reading and going to book sales.

My teaching philosophy is best represented by the following quote by Herbert A. Simon, a Nobel Laureate and one of the founders of the field of Cognitive Science:

“Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn”.

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. Research demonstrates that, time and again, understanding people, groups and organizations is a more critical determinant of success than technical skills. We will be discussing your role in the organization as an organizational citizen – covering 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.

The goal of this course is to provide you with theoretical frameworks and a vocabulary to help you understand and analyze happenings in organizations. The expected benefits include a chance to analyze your personal dispositions and skills so that you can make better choices and be 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.

Student Learning Objectives/Outcomes

- 1) Explain and apply major scholarly approaches and empirical findings in Organizational Behavior at the individual, group, and organizational level.
- 2) Apply basic theories of motivation, evaluate the differences between different 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 and weaknesses so that you can be more effective in your career.
- 6) Analyze and explain the connection between OB concepts and personal work experiences.

Required Textbooks and Materials

Required Texts

Steven L. McShane, Mary Ann Von Glinow. Organizational Behavior, 7th edition, 2015. McGraw-Hill. ISBN-13:978-0-07-786258-9. (MG).

Required Materials

- Reflected Best Self Exercise (RBSE). RBSE is available for purchase (\$9 for one copy) with a credit card on the website - www.centerforpos.org. There, click on the “DO” link and then on “Tools”, which will take you to the following page <http://positiveorgs.bus.umich.edu/cpo-tools/reflected-best-self-exercise-2nd-edition/>, click on "Purchase". You need to complete the order form, and pay for your copy. Upon completing the purchase process, you are then able to download a PDF of the RBSE, and are authorized to print one copy.
- Articles. Select chapters require additional readings. These articles are available for free through the UTD library. I will also provide a link in eLearning through which you can purchase the Harvard Business Review articles at the reduced student rate.

Suggested Course Materials

Range of journals through McDermott Library
(www.utdallas.edu/library/resources/journals.htm).

Suggested Readings/Texts

- I have provided a list of articles (and links to videos) that I find interesting. Most of them can be obtained through the UTD Library. You can read the articles you find interesting. They are located at the end of this syllabus.

Textbooks and some other bookstore materials can be ordered online through [Off-Campus Books](#) or the [UTD Bookstore](#). They are also available in stock at both bookstores. You may use other sources.

Course Policies

Make-up exams

None

Extra Credit

None

Late Work

Not accepted

Special Assignments

None

Class Participation

You are required to login regularly to the online class site. I will 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 or conference sessions and group projects.

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 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 will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk:

<http://www.utdallas.edu/elearninghelp>, 1-866-588-3192. The instructor and the UTD eLearning Help Desk will work with 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 familiar with the eLearning tool, please see the [Student eLearning Tutorials](#).

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. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [eLearning Tutorials webpage](#) for video demonstrations on numerous tools in eLearning.

Interaction with Instructor

I will communicate with you mainly using the Announcements, Email and Discussions tools. Please send personal concerns or questions to me using the course email tool (messages). Do not post private information on the Discussion Board. I will reply to your emails or Discussion board messages within 3 working days under normal circumstances.

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Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the eLearning Current Students page <http://www.utdallas.edu/elearning/students/cstudents.htm> for details.

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Student Assessments

Grading Information

Weights

1. Introduction on Discussion Board	0 points	0 %
2. Community Circle post and replies	2 points	2 %
3. 2 Work Experience Journals	18 points	18 %
4. Participation – Discussion	20 points	20 %

5. RBSE – Reflected Best Self Exercise	15 points	15 %
6. Quizzes	20 points	20 %
7. Team Facilitation Project	25 points	25 %
Total	100	100%

Grading Scale

Scaled Score	Letter Equivalent
89.90 - 100	A
79.90 – 89.89	B
69 – 79.89	C
Less than 69	F

Grading Policy

If you have questions about grades, please send them to me via eLearning email 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 participation grades, refer specifically to where and when you posted your messages. **All grade inquiries must be made within one week of the close of the quiz/participation window.**

Accessing Grades

You can check your grades by clicking “My Grades” on the course menu after the grade for each assessment task is released.

Assignments

1. Introduction on Discussion Board (0%)

Post your introduction 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. One interesting fact about you that is generally not known
7. You may also provide pictures of you, your spouse, your children, your best animal friend, your car, etc.

2. Community Circle Post (2%)

“Conversation is a natural way
we humans think together.”

“It’s not differences that divide us.
It’s our judgments about
each other that do.”

Margaret J. Wheatley

Objectives:

- Get to know one another
- Building greater community
- Celebrate our community’s cultural diversity
- Recognize that everyone is unique and has gifts to share
- Be aware that each of us can make a difference

Norms:

- Speak freely.
- Listen carefully to others. Try to really understand what they are saying and respond to it, especially when their ideas are different from yours.
- Keep an open mind and heart.
- Value the experiences of others. Think about how your own experiences have contributed to your thinking.

In addition to your post, you are expected to reply to at least 2 of your colleagues. See if you can find someone with whom you have something in common, or you can relate to someone else’s experience even though they might come from a different background. The goal here is simply to encourage you to read what others have to say so you can get to know your classmates better. This is directly related to one of the learning objectives of this course: understanding multi-cultural diversity.

Questions (please respond to at least 2 questions):

- Tell us about your racial, ethnic, and social class background while you were growing up and something that you are proud of about your background and something that was difficult about your background.

- Describe your earliest memory of racial or cultural differences. What information did you learn at that time? How did you get the information? What values were attached to what you learned?
- Describe your earliest memory of class (economic) differences. What information did you learn at that time? How did you get the information? What values were attached to what you learned?
- In what ways have your upbringing, experiences, or thinking influenced your life?
- Think about the most important factors that you think have contributed to how you see your own culture and other cultures.
- What experiences have you had with cross-cultural communications? Please share at least one experience when this has gone well and when it has not gone well.

3. 2 Work Experience Journals (18 %)

A very important part of this course is the experience that you bring to class. In order to draw on some of your experience, you will be required to enter your thoughts in a journal over the course of the semester. These are not intended to be major research papers. These are intended to be short written statements describing an experience that you have had in an organization and relating it to the readings for the week.

You will be expected to post a journal entry on 2 of the units. You can choose any of the units to write on, but my advice is to pick one earlier in the semester so that you can get feedback for your other journal entry.

In order to get full credit for this assignment, you will need to discuss the question from your experiential standpoint and use the assigned readings to explain your understanding of the situation. Let me make this clear – this journal is about BOTH your personal opinions/experiences and the readings for that week. **It should include a description of your experience and a careful analysis of how the material from our class helps you understand your experience from a broader perspective.**

If you write only about your experience and do not tell me about how the readings link to your experience then you will not get full credit for the assignment. If you talk about the readings but do not relate your experience you will not get full credit for the assignment. Given that the point of this exercise is for you to make the connection between the readings and “real life”, I expect to see you express your understanding of the connection between the two.

Your journal will be both personal and private – I will be the only person who will access it over the course of the semester. If you touch on an idea or have an example that I think others could learn from, I might ask if you would be willing to share it on the public discussion board. However, you are not required to share it and I will not share it without your permission.

Journal postings are due online by the last day the topic is discussed. So, if you want to write about personality, it is due on the last night we are discussing the topic. Journal entries should be a minimum of 500 words and a maximum of 800 words. Your journal entries are graded on a scale of 1 to 9. I will give you individual feedback on the first journal entry to make sure that you are meeting the expectations.

You need to complete your first Work Experience Journal BEFORE we start the group level of analysis. However, it needs to be submitted during the week when we discuss the topic you are writing about.

Use the following format (use the template provided in the submission link):

1. OB topic I am applying: e.g. job characteristics model (Motivation)
2. Brief description of your experience
3. Applying the OB concept to your experience. This section needs to be the major part of the journal. Make it very clear how the OB concept relates to your work experience.

Note: Follow the submission guidelines posted in the submission link.

4. Participation – Discussion Board (20%)

You will be expected to participate regularly in online discussions. Each week the discussions are facilitated by one of your teams or by me. In addition, I might post information from the reflections on experience papers for you to discuss. **It is absolutely necessary that you participate regularly.**

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 resources information you have found useful. You do not have to read every message – choose the material you find most fascinating, interesting, useful etc.

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.

You need to post to a minimum of 10 topics (at least twice for each of the 10 topics that you choose) during the semester, during the week the topic is discussed. For example, your discussion on Power and Politics needs to take place during the week that we discuss that topic. You will not get full credit for posting 10 times in the last few weeks. It is often the case that students lose a letter grade because they are not participating, so please make a point to participate regularly!

The rules for participation in the discussion are as follows:

- 1) Participation points will be given for both responses to discussion postings by students and for responses to questions submitted by the professor.
- 2) Address the questions as much as possible (don't let the discussion stray).
- 3) Build on others responses to create threads.
- 4) Postings should be a minimum of one short paragraph and a maximum of two paragraphs– any more than that and readers lose the point (and interest).
- 5) When a question is posted, the first five replies can answer the question directly, posts after that need to respond to the answers given by other students to mimic an in class discussion. Look at this as a conversation with one another rather than trying to impress me with the “right” answer.
- 6) I am grading on quality of responses, not quantity. So, posts such as “I agree” or “sounds good to me” do not count towards participation (although you can certainly use these to advance the conversation. In order to count as participation your post has to be well thought out and pertain to the topic for the week. You should reference some of the concepts we are currently examining in class, not just offer vague assessments such as “there was a problem with motivation”. You can also refer back to previous week's material if relevant. Integration of concepts is the key since none of the issues operate completely independent of one another. For example, conflict is often caused by miscommunication, so you might refer to both in a discussion even if the question is about conflict.

- 7) Keep discussions on topic and factual in nature. Opinions are fine as long as they are supported by facts. For example, stating that you think that a specific course of action is correct because of x, y, z is acceptable. Refuting a previous comment without any facts is not acceptable.
- 8) Grammar and spelling are not graded in the discussion section, so don't feel that you have to spend hours editing your response. However, please use full words, not acronyms and abbreviations.
- 9) In order to receive full participation points you must post at least 2 value-added comments to at least **10 units during the week of that unit**.
- 10) While you can continue to post to a topic of interest, in order to receive credit for participation, you must post during the week the topic is being discussed.

5. RBSE – Reflected Best Self Exercise (15 %)

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, creating your *a priori* best-self portrait, 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 RBSE is available for purchase (\$9 for one copy) with a credit card on the website - www.centerforpos.org. There, click on the "DO" link and then on "Tools", which will take you to the following page <http://positiveorgs.bus.umich.edu/cpo-tools/reflected-best-self-exercise-2nd-edition/>, click on "Purchase". You need to complete the order form, and pay for your copy. Upon completing the purchase process, you are then able to download a PDF of the RBSE, and are authorized to print the number of copies paid for. The booklet you download has background information and detailed descriptions on how to complete this assignment.

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 10-20 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* a-priori Best-Self Portrait). Make sure you complete your own Best-Self Stories **BEFORE** you read any of the feedback you received.
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*). You can also create a word cloud on wordle.net, or any other free word cloud generator, and submit it in eLearning (voluntary)
6. Analyze Context, List Enablers and Blockers
7. Create an Action Plan

Refer to the Reflected Best Self exercise booklet for detailed instructions.

RBSE Paper (submit):

Write a paper that captures your core learning from the RBS exercise. The paper should have the following format:

1. Introduction
2. My First Best-Self Portrait (based on your own stories, this is the a-priori Best Self Portrait)
3. Feedback Process: Analysis and Observations (NEW)
4. My Final Best-Self Portrait (created after your analysis of all the feedback you received)
5. Discoveries and Applications (Action Plan) (NEW)

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?

You may post the result of your RBSE as a word cloud in eLearning (this is voluntary). Go to the following website www.wordle.net. You then enter the block of text from your RBSE and it will automatically generate a word cloud, or graphic representation of the words in your block. There are a lot of options for color scheme, font, and layout. It's a great graphic reminder! You can also use any other website that allows you to create a word cloud.

Some Evidence (Why I am including this assignment in this course):

The Gallup Organization asked 198,000 employees in 7,939 units of 36 companies, "At work, do you have the opportunity to do what you do best every day?"

When employees answered "strongly agree",

- They had significantly less turnover
- They had more productive business units
- They had higher customer satisfaction scores

But globally, only 20% of employees working in large organizations feel that their strengths are in play every day.

A Best Self Fable:

Once upon a time, the animals got together and decided to found a school. There would be a core curriculum of six subjects: swimming, crawling, running, jumping, climbing and flying.

- At first the duck was the best swimmer, but it wore out the webs of its feet in running class and then couldn't swim well.
- And at first the dog was the best runner, but it crash landed in flying class and injured a leg.
- The rabbit started out as the best jumper, but it fell in climbing class and hurt its back.

At the end of the school year, the class valedictorian was an eel, who could do a little bit of everything but nothing very well.

6. Quizzes (20 %)

Quizzes consist of ten questions that will test your understanding of key concepts from each chapter. You need to complete the quiz before the next unit opens up. Overall, your 10 highest quiz scores will make up this part of your grade.

You have 30 minutes for each quiz and you can attempt each quiz twice. 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.

You can access quizzes/exams by clicking the quiz/exam link on the designated page. Each quiz is timed, and the number of attempts allowed within a scheduled time window will be specified. Please read the on-screen instructions carefully before you click "Begin". After each quiz is graded and released, you may go to My Grades page and click the score link of the quiz to view your graded submission.

7. Team Facilitation Project (25 %)

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 5/27 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 Personality/Values), your team name, and the name of your team members in alphabetical order, last name first. A private discussion area may be set up on the discussion board for internal group communications.

Team Facilitation Project – Directions

Each team will facilitate an OB topic as scheduled on this syllabus. You sign up for the topic by 5/27. This is how it works:

Team_Facilitation 1 will present and moderate Module 1: Unit 1, Personality and Values, from 5/30 – 6/5.

Team Facilitation 2 will present and moderate Module 1: Unit 2, Perception, from 6/6-6/12 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. 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. Your individual grade is based on the team evaluation consensus.

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

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

1. OB Topic 2. Case/Ethical Dilemma 3. Self-Assessment/Surveys 4. Application

Add 1a, 1b, etc. for each new discussion starter in the 4 categories.

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: Critical Thinking Questions/Case Study

Step 2: Discuss the Critical Thinking Questions and/or Case Studies that are at the end of each chapter. 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: Self-Assessments/Surveys

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 (use reputable sources only), use one from your workplace etc. as long as there are no copyright restrictions. 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. Please note: **The discussions in this section cannot**

account for more than 25% of overall discussion participation. This means that the team that facilitates needs to limit the discussion in this section if activity in the other categories is lacking.

Fourth Thread: Application

Step 4: The main objective is to translate concepts from the chapter into concrete actions (what companies can actually do) to more effectively manage their employees by applying what researchers have found to be better ways to manage. When you read through the chapters, think about how you, as a manager, might implement new practices, etc. that are supported by the evidence (research) discussed in each chapter. How can you use this knowledge to help you be a more effective manager? Focus on concrete actions, something a manager can do, not merely wishes, expectations etc.

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 four 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 10 other topics to receive full credit.
3. Just as you would with a research paper, provide citations when using other peoples' works, thoughts etc. Also, provide a reference list. One member of every team needs to e-mail through course messages on the last day of your facilitation (use as subject heading: team facilitation # - reference list) a list that includes the references of all the material (including videos, etc.) used in your team facilitation.
4. Every team member is expected to log in several times a day during the week when you facilitate. Your job is to start new discussion posts and to keep the discussions going by actively participating in the discussions.
5. Be ready to post on Monday and keep the discussions going all week. Based on past experience, expect the majority of discussion participation to happen Thursday through Sunday. However, you need to be active starting on Monday.
6. Make sure you include the articles/videos that I added for several weeks in your discussion for that week.

Team Peer Evaluation (required) Due 7/31/16 11:59 PM CT or earlier

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. You will be directed to a qualtrics survey link where you will enter the peer evaluation. **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.**

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:

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

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?

Assignment submission instructions

Locate the assignment in your eLearning course. You will submit your assignments in the required file format with a simple file name and a file extension. To submit your assignment, click the assignment name link and follow the on-screen instructions to upload and submit your file(s). For additional information on how to submit assignments, view the [Submitting An Assignment video tutorial](#).

Please Note: Each assignment link will be deactivated after the assignment due time. After your submission is graded, you may go to My Grades on the course menu and click the score link to check the results and feedback.

For any team project assignments, one group member will submit the assignment for the group and all group members will be able to view the results and feedback once it’s been graded.

Click here to enter text.

Online Tests/Quizzes

Click here to enter text.

You can access quizzes/exams by clicking the quiz/exam link on the designated page. Each quiz is timed, and the number of attempts allowed within a scheduled time window will be specified. Please read the on-screen instructions carefully before you click "Begin". After each quiz is graded and released, you may go to My Grades page and click the score link of the quiz to view your graded submission.

Final Examination

There will be no final exam.

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Academic Calendar

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
1 5/23– 5/29	Course Access and Self-Orientation Module: Reflected Best Self Exercise Intro	Syllabus Roberts, Spreitzer, Dutton, Quinn, Heaphy, Barker. "How to Play to Your Strengths". HBR, January 2005, 75-80.	Syllabus Quiz Introduction on the Discussion Board Sign up for Team Membership	5/29 5/29 5/27
1 5/23 – 5/29	Module 0 OB Foundation How do we know what we know about OB?	Ch 1 Appendix A Jeffrey Pfeffer, Robert I. Sutton. "Evidence-Based Management". HBR, Jan. 2006, p. 2-12. Nadler, Tushman: Managing Organizations – Congruence Model http://www.cumc.columbia.edu	Quiz chapter 1 Dr. Hasenhüttl facilitates	5/29

		u/dept/pi/ppf/Congruence-Model.pdf		
2 5/30 – 6/5	Module 1: Unit 1 Personality, Values	Chapter 2	<p>Team Facilitation 1</p> <p>RBSE: requests for feedback sent</p> <p>Submit A priori Best Self Portrait</p> <p>Quiz chapter 2</p> <p>Community Circle Discussion</p> <p>Complete the free online Personality Test based on Jung and Briggs Myers typology:</p> <p>http://www.humanmetrics.com/cgi-win/jtypes2.asp</p>	<p>6/5</p> <p>6/5</p> <p>6/5</p> <p>6/5</p>
3 6/6-6/12	Module 1: Unit 2 Perception	Chapter 3	<p>Team Facilitation 2</p> <p>Quiz chapter 3</p> <p>Two videos on http://www.theinvisiblegorilla.com/videos.html</p> <p>“The Monkey Business Illusion” and Dan's presentation at TEDxUIUC 2011 entitled "Seeing the world as it isn't."</p>	6/12
3 6/6-6/12	Module 1: Unit 3 Emotions, Attitudes, Stress	Chapter 4	<p>Team Facilitation 3</p> <p>Quiz chapter 4</p>	2/12
4	Module 1: Unit 4	Chapter 5	Team Facilitation 4	

6/13-6/19	Motivation – Foundation		Quiz chapter 5	6/19
5 6/20-6/26	Module 1: Unit 5 Motivation - Application	Chapter 6 Steven Kerr: On the folly of rewarding A while hoping for B: http://www.ou.edu/russell/UGcomp/Kerr.pdf	Team Facilitation 5 Quiz chapter 6 Video: Dan Pink: The Puzzle of Motivation http://www.ted.com/talks/dan_pink_on_motivation.html	6/26
6 6/27-7/3	Module 1: Unit 6 Decision Making and Creativity	Chapter 7 Daniel Kahneman, Dan Lovallo, and Olivier Sibony: Before you Make That Big Decision. HBR, June 2011, 51-60.	Team Facilitation 6 Quiz chapter 7 Last day to submit your first Work Experience Journal – this week it can only be related to chapter 7 Video: David Kelley: How to build your creative confidence: http://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence	7/3 7/3
7 7/4-7/10	Module 2: Unit 1 Teams – Foundation Module 2: Unit 2 Teams – Processes	Chapter 8 J. Richard Hackman. “Why Teams Don’t Work”. Harvard Business Review, May 2009, 99-105.	Team Facilitation 7 Quiz chapter 8	7/10
7 7/4-7/10	Module 2: Unit 3 Communication	Chapter 9	Team Facilitation 8 Quiz chapter 9	7/10

8 7/11-7/17	Module 2: Unit 4 Power and Influence	Chapter 10 Jeffrey Pfeffer. "Power Play". Harvard Business Review. July-August 2010, 86-92.	Team Facilitation 9 Quiz chapter 10 Political Skill and Power Test: http://jeffreypfeffer.com/2010/08/political-skillpower-test-2/	7/17
8 7/11-7/17	Module 2: Unit 5 Conflict and Negotiation	Chapter 11 Deepak Malhotra and Max H. Bazerman. "Investigative Negotiation". Harvard Business Review. September 2007, 73-78.	Team Facilitation 10 Quiz chapter 11 Submit Final Reflected Best Self Portrait (1-page; based on analysis of the feedback you received)	7/17 7/17
9 7/18-7/24	Module 2: Unit 6 Leadership	Chapter 12	Team Facilitation 11 Quiz chapter 12	7/24
10 7/25-7/31	Module 3: Unit 1 Organizational Culture	Chapter 14	Team Facilitation 12 Quiz chapter 14	7/31
10 8/1-8/7	Module 3: Unit 2 Organizational Change	Chapter 15	Dr. Hasenhüttl facilitates Quiz chapter 15 Submit complete Reflected Best Self Paper	8/7 8/7

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

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."

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.

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

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