



**UNIVERSITY OF TEXAS – RIO GRANDE VALLEY
ORGANIZATIONAL BEHAVIOR
MANAGEMENT 6330 – 02V
COURSE SYLLABUS – SPRING 2021**

COURSE INFORMATION

Instructor: Yejun Zhang, Ph.D.

Email: yejun.zhang@utrgv.edu

Office: ECOBE 213A

Office hours: By appointment. Via Zoom. Please email me in advance. I am usually available on weekdays.

COURSE MODALITY

Online Asynchronous Courses (OASYNC)

Online Asynchronous Courses will be delivered fully online. There will be no designated class meeting time for real-time instructor/student interaction, which gives you the flexibility to engage with the course materials as best fits your daily schedule. Your learning will be guided by the digital presentation of the course content (e.g., recorded lectures, presentations, outlines, notes) and scheduled assignments. Your instructors will provide you with feedback on assigned work, communicate with you electronically, and be available to meet as defined on this syllabus.

COURSE DESCRIPTION

This course is an introduction to theory and practice regarding aspects of individual, group, and organizational characteristics and mechanisms in organizations. The ability to understand human behavior in organizations will assist students to achieve success in both current and future organizational settings. Through this course students will be introduced to theoretical and practical aspects of organizational behavior including job performance, organizational commitment, job satisfaction, teamwork, and leadership. You will also be made aware of other topics, such as trust, decision-making, and well-being, which are critical in today's organizations. Finally, you will be encouraged to engage in critical thinking about the concepts and ideas presented.

TEXTBOOK AND OTHER REQUIRED RESOURCES

1. Organizational Behavior: Improving Performance and Commitment in the Workplace (7th edition)

Authors: Colquitt, LePine, & Wesson

ISBN-13: 978-1260261554

Publisher: McGraw-Hill

2. Readings and case packet. Readings will be assigned during the semester and will be considered in the online activities. Most readings are in a packet available online directly from Harvard Business Review (HBR) and/or Harvard Business School Publishing (information to be posted in BB), and other readings will be posted in the course blackboard website.

3. Podcast. Over the semester, you will listen to/watch several podcasts (see details in the attached schedule). They are free and available to the public online.

Note: Online posts for the class should follow guidelines set forth in the *Publications Manual of the American Psychological Association (7th edition)*.

COURSE FORMAT

This course will be delivered **entirely online** through the course management system Blackboard Learn (BB). You will use your UTRGV account to login to the course from the My.utrgv.edu site and under applications click on Blackboard Learn. **Students are not required to be available at a specified period of time.** Instead, we will implement deadlines by which students will complete weekly learning modules. Students are required to watch/listen to online lectures about organizational behavior and to engage in online activities about its application. A variety of online assignments will be implemented. Some of these assignments may require small groups of students to discuss as a group or complete online work in their own time. Students will take online examinations.

GRADING

Exam 1	150
Exam 2	150
Exam 3	210
7 online entries worth 70 points each	490
TOTAL	1000

Your letter grade depends on your points: A = 900-1000 points (90-100%), B = 800-899 points (80%), C = 700-799 points (70%), F = 699 points or less (< 69.99%).

Viewing Grades in Blackboard: Grades and running total will be posted in BB. You can do your own math to calculate your ongoing and expected grade. Points you receive for graded activities will be posted to the BB Grade Book. Click on the My Grades link on the left navigation to view your points. Your instructor will update the online grades each time a grading session has been complete—typically one or two business days following the completion of an activity. You will see a visual indication of new grades posted on your BB home page under the link to this course. Click on “My Grades” area in the BB course menu to see your current grades - note that grades and assignments may not be visible if grading is in progress.

SOFTWARE/HARDWARE REQUIREMENTS

This is an online class. To participate in it, you should have easy access to a computer less than 5-years old with a **webcam** or **camera** and high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Student Technical Skills: You are expected to be proficient with installing and using basic computer applications, enabling and disabling pop-up windows in an internet browser, and send/receiving email

attachments.

Required Software

- Google Chrome or Mozilla Firefox or MS Office's Internet Explorer or Mac Safari
- MS PowerPoint
- MS Word (or similar word processing software where you can cut and paste)
- Respondus lockdown browser (for exams – to be downloaded from BB)
- Virus protection

BB is overseen by the Center for Online Learning, Teaching, and Technology (COLT). Please contact them with any issues and problems with blackboard, including technical problems during an exam. COLTT staff are the experts on BB issues and problems, not the instructor. **You can email them, call them, or stop by (see info on first page). You can also submit a ticket through <https://colttapps.utrgv.edu/helpme>**

COURSE LEARNING REQUIREMENTS, GOALS AND OUTCOMES

By the end of the semester, you will:

- 1) Gain an understanding of the major theories, issues, and research in the field of Organizational Behavior.
- 2) Gain insight into how to apply Organizational Behavior theories and concepts to common organizational and business situations.
- 3) Gain an appreciation of the role that Organizational Behavior plays in the overall effectiveness of organizations.

STUDENT COMMUNICATION SKILLS: All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written work, including strategies for developing ideas, citing references, writing style, wording, phrasing, and using language conventions. Students must use non-racist and non-sexist language, and include evidence and theoretical references to support their thesis/ideas in the discussions and projects. Students with personal work experience are encouraged to describe it when relevant, and to integrate it with the theoretical knowledge they are learning.

TIME COMMITMENT: Online courses are just as time intensive and may be more rigorous than face-to-face courses, particularly in the accelerated online program (AOP). Many students claim that online courses require more time and commitment. You can factor in that the time you typically spend in a face-to-face class (3 hours a week) will be spent in online coursework, aside from the time spent in assignments common to both formats (traditionally, a class meeting for 3 hours a week requires 6 hours of work outside the classroom: 36 hours a week for a typical 9-hour master's level course load). The time you spent in activities necessary to go to class (e.g. commuting, parking) may be spent in required online activities (e.g. downloading software, getting familiar with BB, and dealing with technical issues). **Based on this, schedule about 9 hours a week for reading, studying, and completing assignments.** Falling behind in this course is problematic because the concepts we cover are cumulative. Not becoming proficient with information and objectives presented in a particular week can lead to low scores for that week and in subsequent weeks.

College of Business & Entrepreneurship Learning Goals

MBA College of Business & Entrepreneurship Learning Goals	This course contributes to the following College of Business &	Measured
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	Entrepreneurship learning objectives:	
Leadership	√	Exam covering leadership topic
Communication	√	Exam covering communication topic Discussion on communication topic Assessment of communication component of all chat/discussions
Critical analysis and decision making	√	Case analyses (critical analysis) Exam covering individual and group decision making topic Case and reading discussions on decision making topic
Global perspectives	√	Exam covering culture and organizational behavior
Ethics	√	Exam covering ethical decision making and authentic leadership

Our mission is to be the agent of innovation, knowledge discovery, and economic development in South Texas, Northern Mexico, and beyond, by offering a rigorous curriculum informed by experiential learning, high quality research, and community partnerships. Your mastery of these learning goals and objectives help us to achieve this mission.

DETAILS ON EXAMS AND REQUIRED ACTIVITIES

1. EXAMS: Examinations will be based on but not limited to textbook materials, online presentations, podcasts, readings, cases and videos. There will be a set time limit for you to complete the exam. Because of the time limit, you will not have time to research the questions during the exam. There will be more information of the exams when time is due. **You MUST complete exams on your own. DO NOT take exams with a partner or share exam questions with others. Detection of any violations will result in an F on the exams and will be reported.** We will implement the Respondus lock-down browser to limit access to the internet and allow the use of your web camera to monitor exam takers. You will be recorded taking the exam. You will need to show your id. Although it is not a strict “closed-book” exam, the only material you are allowed to use is **a two-page “cheat sheet” (double-sided letter paper)** during the exam. **You will need to show your “cheat sheet” to the camera before the exam (at environment check stage).**

Students will have a window of at least 24 hours to take their online exams. The window includes time students can contact COLT BB support during their office hours. Taking the exam during business hours is recommended, but not necessary. Most technical problems with exams can be resolved (e.g., computer freezing or you losing the internet connection and missing the time allocation). There will be more information of the exams when time is due.

Respondus Lockdown Browser and Monitor Notice:

Your enrollment in this course requires that you use Respondus Lockdown Browser and Respondus Monitor for online assessment proctoring. LockDown Browser is a custom browser that locks down the testing environment within Blackboard and replaces regular browsers such as Chrome, Firefox, and Safari. Respondus Monitor

requires you to have a **webcam and microphone** as it will record you while taking your assessment. **YOUR ACTIVITIES ARE RECORDED WHILE YOU ARE LOGGED INTO OR TAKING YOUR ASSESSMENT(S). THE RECORDINGS SERVE AS A PROCTOR AND WILL BE REVIEWED AND USED IN AN EFFORT TO MAINTAIN ACADEMIC INTEGRITY.**

You can find more detailed information on [Lockdown Browser and Monitor](#) at UTRGV.edu/online.

2. ONLINE ACTIVITIES/DISCUSSIONS: We will consider several readings, podcasts, and cases for the online activities and discussions. A variety of assignments will be used and may include (a) discussions, (b) group chat sessions, and (c) wikis. This variety of assignments will implement individual and group work, discussion, and work that will not be visible to other students. My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Due Dates: Please refer to the schedule to see when online activities are due. **All work will be due Mondays at midnight (11:59 PM).** Work will be graded **individually** (for group activities, you will get individual grades based on individual contribution to a group's final product).

Grading of Entries: The **quality** of the discussions depends on what students contribute to them in terms of reading, preparation, and writing. I expect this contribution to be of the highest caliber for students to learn from one another by using their knowledge and experience for the benefit of everyone involved. **The typical entry for a weekly post is 800-1000 words**, and we can use this as a rough guide, but some deviations are natural. Actual size limits may be imposed if deemed necessary in order to have some order and avoid posts that are too short (or long). More importantly, you must think about the quality of the post. The following rubric should be helpful to think about the quality and will be used as a grading format. It is a good idea to insert lines and spaces in your posts, or even use bold/italics/color/bullet points/numbers if you want to emphasize your own points to the instructor and to each other (the current version of BB may erase spaces if copied and pasted from word, depending on your browser, but these can be inserted after the paste – it is a good idea to write and save your work in MS WORD, then cut and paste it, then insert any formatting right in BB).

In general, your grade will be based on both quantity (number of posts, length of posts) and quality of posts (did you contribute well-thought out, unique ideas in your posts; did you provide support for your points and opinions). It is expected that you will go beyond the information provided in the textbook and lecture in your discussion board entry; specifically, you should provide real-world examples from organizations or your personal experience, generate creative ideas based on course material, or include material from outside sources. **Please note that discussion board entries should contain your own writing; information should never be “copied and pasted” verbatim from your sources (e.g., textbook, internet).** Additionally, the sources for your ideas and information must be appropriately cited. Grammar/Writing Quality will also influence your discussion board grades. Therefore, please ensure that your ideas are clearly articulated and organized. You should always proofread (and edit) your posts for grammatical errors. Please follow appropriate etiquette in your online discussions. Specifically, do not use harassing or profane language. Show respect for classmates' perspectives and opinions and be "civil" in your online interactions in the forum.

Posting Entries: Post entries directly in the assigned area within each module (see the “click me” sign in module 1). **Do not attach word documents** (so students and instructor avoid having to download each specific entry). **Do not post empty entry (or any entries other than your final submission) to see others’ posts before submitting yours.**

Group Collaboration Mechanics/WIKI: For the group Wiki, students may be assigned to a small group. To complete this assignment, students will be required to engage in collaboration activities in the BB environment. The Wiki will open for students to provide their comments approximately 1 week before it is due. It is important to participate during the entire week. Failure to participate will impact individual grades. For the group Wiki, **individual grades** will be assigned. Wikis may receive group feedback, but individual contribution will be assessed and graded.

Online posting entries rubrics:

Grading Rubric for All Online Activities and Entries			
Elements in order of importance	D-F	C-B	A
Content	Response attempts to answers the major questions, but has some digression. At the end, the questions are not answered in their entirety. There are some arguments supported by the text, but they are too limited.	Response answers the assignment question with only minor digressions. There is appropriate and sufficient use of the text, paired with some support from experience. Paper shows that the student read and understood, but may not be able to apply the readings to their full extent.	Successfully analyzes the case/reading and answers all or almost all of the questions. It integrates insights from the text and individual experience . Conceptual and experiential support is offered and makes sense.
Analysis & Critical Thinking	Response exhibits limited higher-order critical thinking and analysis. The entry shows limited understanding of the material.	Response generally exhibits higher-order critical thinking and analysis. The entry shows some original thought, but mostly copies or repeats arguments without sound personal arguments (a	Response exhibits strong higher-order critical thinking and analysis/synthesis . Entry shows original thought that uses and goes beyond the text/case.

		very good summary of the reading)	
Structure	Generally unclear. Often wanders or jumps around. Repetitive. There are few or weak transitions, and each paragraph may not support a major point. Lacks an introduction and/or ends abruptly.	Generally clear and appropriate, though occasionally wanders into unrelated points. The introduction and conclusion only summarize the major points of the case/entry and may seem repetitive. May have a few unclear transitions, or a few paragraphs without excellent flow.	Evident, understandable, structure. A solid introduction that presents the issue and piques the reader interest, and a strong conclusion that integrates the entry and also leaves the reader wanting to know more. Excellent transitions from point to point.
Grammar, Spelling, Formatting & Punctuation	Formatting errors. Problems with grammar and typos. The entry is ambiguous and is affected in readability.	Minor errors. Demonstrates strong understanding of accepted rules of grammar, punctuation, manuscript formatting. It is readable.	Virtually free of errors in grammar, spelling, and punctuation.

COURSE POLICIES

MISSED DEADLINES AND LATE WORK: All course assignments should be completed by the assigned due dates. **Late assignments will not be accepted and make-up exams will not be given**, except under **university-approved** extenuating circumstances (e.g., hospitalization, family emergency). In such cases, documentation must be provided to your instructor.

EMAIL COMMUNICATION POLICY: University policy requires all electronic communication between the University and students be conducted through the official University supplied systems or Blackboard for course specific correspondence. It is the only way we can verify that the emails come from the person taking the class. Therefore, please use your UTRGV assigned email or Blackboard account for all correspondence with UTRGV faculty and staff. Do note that it is easy to link/forward University emails to any other email account, but this is your responsibility. Please note your class number in all email correspondence.

COVID-19 RESOURCES:

Please visit the [UTRGV COVID-19 Website](https://www.utrgv.edu/coronavirus/index.htm) via the following link for the most up-to-date information and resources (<https://www.utrgv.edu/coronavirus/index.htm>). This includes information on self-screening questions, links to forms for travel and contact, etc.

Face Covering Protocol:

As part of the university's ongoing COVID-19 mitigation efforts to maintain a healthy environment for all members of our campus community, anyone entering a campus building must wear a face covering that covers the mouth and nose. The covering must be worn in all hallways, public spaces, research labs, teaching/computer labs, libraries, classrooms, automobiles with a passenger, stairwells, elevators and common areas, as well as office spaces. In office spaces, when social distancing of 6 feet is possible and maintained, face coverings may be removed. Face coverings also are required in outdoor settings when safe social distancing and gathering practices are not possible.

BLACKBOARD SUPPORT

If you need assistance with course technology at any time, please contact the [Center for Online Learning and Teaching Technology](#) (COLTT).

Campus:	Brownsville	Edinburg
Location:	Casa Bella (BCASA) 613	Education Complex (EEDUC) 2.202
Phone:	956-882-6792	956-665-5327

Toll Free: 1-866-654-4555

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.

Support Tickets Submit a Support Case via our [Ask COLTT Portal](#)

24/7 Blackboard Support

Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY:

Members of the UTRGV community uphold the [Vaquero Honor Code](#)'s shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity. Violations of academic integrity include, but are not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through [Vaqueros Report It](#).**

Applying academic honesty in online discussions: Some of the discussions will be open and you may be able to see what other people have written before your initial post. You are required to present your own thoughts, opinions, and ideas in your initial post and to comment on other people's thoughts, opinions, and ideas in any subsequent posts. The BB environment makes it tough to limit visibility of discussion posts. So, you may be

able to read other people's work to comment on it. Please see the note on academic dishonesty below. If you think or feel one of your classmates has copied your work or someone else's, please report it to the instructor. Entries can and will be checked and paired to the book and to one another for plagiarism using Plagiarism Software. You are encouraged to collaborate and discuss the readings with each other at any time. However, you should do your own work for the posting! If commenting or using someone else's point, acknowledge their contribution and yours (e.g. Student X said Y, my opinion on this point is Z). Problems with plagiarism will be dealt according to University rules and students engaging in plagiarism are likely to receive penalties ranging from an F in the assignment, the course, to expulsion from the University.

STUDENTS WITH DISABILITIES:

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information. In order for accommodation requests to be considered for approval, the student must apply using the mySAS portal located at www.utrgv.edu/mySAS and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to apply to **Student Accessibility Services** using the following link: [Pregnancy Accommodations Request Form](https://www.utrgv.edu/pregnancy)
<https://www.utrgv.edu/pregnancy>

Student Accessibility Services:

Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Module 1	February 24 – March 2, 2021
Module 2	April 21-27, 2021
Full Spring Semester	April 9-28, 2021

SEXUAL MISCONDUCT and MANDATORY REPORTING:

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (OIED@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or OVAVP@utrgv.edu.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES:

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Student Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below.

Center Name	Brownsville Campus	Edinburg Campus
Advising Center AcademicAdvising@utrgv.edu	BMAIN 1.400 (956) 665-7120	ESWKH 101A (956) 665-7120
Career Center CareerCenter@utrgv.edu	BINAB 1.105 (956) 882-5627	ESSBL 2.101 (956) 665-2243
Counseling Center Counseling@utrgv.edu	BSTUN 2.10 (956) 882-3897	EUCTR 109 (956) 665-2574

Center Name	Brownsville Campus	Edinburg Campus
Counseling and Related Services List		
Food Pantry FoodPantry@utrgv.edu	BCAVL 101 & 102 (956) 882-7126	EUCTR 114 (956) 665-3663
Learning Center LearningCenter@utrgv.edu	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
Writing Center WC@utrgv.edu	BUBLB 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538

SCHOOL CALENDAR:

Jan. 11	First day of classes.
Jan. 14	Last day to add a class or register for Spring 2021 classes.
Jan. 18	Martin Luther King Jr. No classes.
Mar. 15-20	Spring Break. No classes.
Apr. 2-3	Easter Holiday. No classes.
Apr. 6	Last day to drop a class or withdraw.
Apr. 29	Study Day – NO classes
Apr 30-May 6	Final Exams
May 6	Spring classes end; Official last day of the term
May 10	Grades Due at 3 p.m.

HELP!

Contact me when you have questions, need clarifications, are having trouble with the assignments/readings, or with problems within your team. I am here to help!

Tentative Class Schedule

Module	Module Starts	End: work is due	Topic	Readings (Colquitt et al. book)	HBR Readings/HBS Cases & Assignments: Read and complete assignments by <u>Monday before midnight (11:59 PM).</u>	Podcast	Exam
1	Wed 3/10	Mon 3/15	1. Introduction to Organizational Behavior 2. Job Performance	Chapter 1&2	1. HBR Reading: Managing oneself. Drucker. (1999) 83(1), 100-109. (also reprinted 2005)	How to love criticism (WL Season 1)	
2	Tues 3/16	Mon 3/22 (<i>Spring Break within Module</i>)	3. Organizational Commitment 4. Job Satisfaction	Chapter 3&4	2. HBR Reading: Creating the best workplace on earth. Goffee & Jones. Harvard Business Review. May 2013, 91(5): 90-106	Faking your emotions at work (WL Season 1)	Exam 1. <u>Chapters 1-4</u> Window: Sunday 3/21 to Tuesday 3/23
3	Tues 3/23	Mon 3/29	5. Stress 6. Motivation	Chapter 5&6	3. HBS Reading: The unselfish gene. Yochai Benkler. No. 7/8 (July-August 2011): 77-85.	Burnout is everyone's problem (WL Season 3)	
4	Tues 3/30	Mon 4/5	7. Trust, Justice and Ethics 8. Learning and Decision Making	Chapter 7&8	4. HBR Reading: What you don't know about making decisions. Garvin & Roberto. 2001, 79(8), 108-119.	How to trust people you don't like (WL Season 1)	Exam 2. <u>Chapters 5-8</u> Window: Sunday 4/4 to Tuesday 4/6
5	Tues 4/6	Tues 4/12	9. Personality and Cultural Values 10. Ability	Chapter 9&10	5. HBR reading: Banaji, M. R., Bazerman, M. H., & Chugh, D. (2003). How (Un)ethical Are You?. Harvard Business Review.	Your hidden personality (WL Season 1)	
6	Tues 4/13	Mon 4/19	11 & 12 Teams	Chapter 11 <u>Optional: Chapter 12</u>	6. HBR reading. Eisenhardt, K. M., Kahwajy, J. L., & LJ III, B. (1997). How	A world without bosses (WL Season 1)	

					management teams can have a good fight. Harvard business review, 75(4), 77-86.		
7	Tues 4/20	Mon 4/26	13 & 14 Leadership	Chapter 13 &14	7. HBS case: Mount Everest 1996		
Exam 3. Chapters 9-11, 13-14 Window is Monday to Wed: 4/26-4/28							

Podcast:

Worklife with Adam Grant (WL) https://www.ted.com/series/worklife_with_adam_grant

Note: This is a tentative schedule. The instructor reserves the right to change it if the course objectives can be better achieved. A change may be needed as a result of emerging opportunities to secure guest speakers, current events that call for more attention, or the cancelation of a class due to unforeseen circumstances.