



Syllabus: Current Issues in Organizational Behavior MGMT 5443 280

Dillard College of Business

RM 129, Tuesdays 7:00 P.M. to 9:50 P.M.

Spring Semester: August 25, 2025 to December 05, 2025

Contact Information

Instructor: Dr. DeAndrea Y. Davis, MBA, RICP®, CFP®

Office: DCOBA 222#

Office hours: Monday 2:00 P.M. to 3:00 P.M.; Tuesday & Wednesday 1:00 P.M. to 4:00 P.M.; or by appointment

Phone: (940) 397-4149

E-mail: deandrea.davis@msutexas.edu

Course Description

This course focuses on behavioral factors relating to issues such as automation, ethics, labor-management relations, and similar problems, with emphasis upon research and current literature.

Textbook & Instructional Materials

Recommended Materials: Phillips, Jean M., & Gully, Stanley M. (2014). Organizational Behavior: Tools for Success. 2nd Edition. Mason, OH: South-Western. ISBN (student edition): 978-1133953609. Additional articles and materials will be provided by the instructor.

Study Hours and Tutoring Assistance

ASC offers a schedule of selected subjects tutoring assistance. Please contact the ASC, (940) 397-4684, or visit the [ASC homepage](#) for more information.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of

work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Course Activities

Points Overview

Activities	Points
Quizzes	-
Quizzes 10 @ 10 pts each	100
Leadership Training	-
Decision Making	50
The Great Debate	50
Assignment 1	20
Exams	-
Exam 1	200
Exam 2	200
Case Analysis	-
Case Analysis	200
Participation	-
Class Participation	200
Total Course Points	1020

Grading Scale

Actual Points	Percentage	Letter Grade
918 and Higher	90 and Above	A
816 to 917	80 to 89	B
714 to 815	70 to 79	C
612 to 713	60 to 69	D
Less than 612	Less than 59	F

Brief Descriptions of Course Activities

This course is writing intensive, meaning writing will be a central component of instruction and assessment. Your ability to effectively communicate through writing will be critical in evaluating your mastery of course content.

If you score below 80% on any written assignment, you must meet with the Professor before submitting future.

I strongly encourage you to utilize the Writing Center for all assignments. This free service is available to all MSU Texas students. For assistance, don't hesitate to get in touch with gradwritinghelp@msutexas.edu.

Written Assignments:

All written assignments are to be single-spaced, have one-inch margins, use an 11 or 12-point font (the specific font must present a business appearance and be similar in "size" to Times New Roman or Arial), and be uploaded to D2L in an MS Word or PDF file format. The assignments that you hand in should reflect your professionalism.

Two Exams

You will have two exams throughout the semester. In each exam, you will be provided with open-ended, multiple-choice questions, or a case analysis that are relevant to organizational behavior.

Leadership Training

You will be asked to complete four leadership training assignments throughout the semester. You will be charged with applying organizational behavior theories and concepts using practical examples.

- **The Great Debate (Group):**

- This assignment aims to engage students in a debate on a controversial topic in Organizational Behavior. It will enhance classmates' understanding of the chosen issue. (See D2L for debate guidelines).

- **Decision Making (Group):**

- Decision-making is a critical skill in both personal and professional contexts, requiring a balance of analytical reasoning and creative thinking to address challenges effectively. Groups will be given a scenario where they will be tasked with using these skills to make a decision.

- **Leader Self-Reflection (Individual Project):**

- This individual assignment focuses on developing self-awareness of your leadership skills. Through structured reflection, you will assess your strengths, identify areas for growth, and create a personalized leadership development plan.

Ten Quizzes

You will be charged with applying organizational behavior theories and concepts to answer multiple choice questions throughout the semester.

One Case Analysis

One case related to organizational behavior will be selected by you. At the end of the semester, you will make a group presentation to the class. Please see D2L **(insert date)** for information on the case analysis.

Class Participation

Active participation is essential for effective learning, particularly in Organizational Behavior (OB). Participation in this class means contributing thoughtfully to discussions and exercises, enriching everyone's learning experience. Quality is prioritized over quantity; frequent contributions are unnecessary for a high participation score. However, remaining silent throughout the semester will impact your grade, as your insights are valuable.

Here are my expectations for participation:

- **Enrich the Conversation:** Effective participation includes (1) asking thought-provoking questions, (2) sharing relevant experiences, (3) respectfully challenging ideas, (4) building on previous comments, and (5) integrating insights from course readings.
- **Engagement:** Everyone's experiences and perspectives are valuable. Engage by asking questions, sharing your views, and being present. If you feel uncomfortable speaking in class, please reach out early in the semester so accommodations can be made.
- **Courtesy:** Treat classmates professionally and listen carefully to their contributions. Respectful disagreement and open debate are encouraged, as they often lead to deeper understanding.

Your participation is not only about your learning but also about enhancing the collective experience of the class.

Guest Lecturers

Throughout the semester, we will host guest speakers. Please be prepared to take detailed notes and actively engage by asking thoughtful questions, as this will contribute to your participation grade. Additionally, the topics discussed by the guest speakers will be included in your weekly quizzes, so thorough preparation is essential.

Late Work

No late submission will be accepted and graded. Students who experience an emergency need to contact the instructor for late submission permission. Valid documentation is required.

Make Up Work/Tests

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately. Valid documentation is needed for the acceptance of late assignments. The student will receive a score of zero for all late assignments, exams, and project.

Note: The due dates and times for the activities will adhere to the Central Time Zone.

Important Dates

Last day for term schedule changes: January 21– 24, 2025

Deadline to file for graduation: February 17, 2025

Last Day to drop with a grade of "W": April 30, 2025

It is the student's responsibility to visit with their academic advisor prior to withdrawing from a class must come to the Dean of Students office located in the Clark Student Center, room 104, to fill out a withdrawal slip.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Tardiness disrupts the class, and repeated instances may result in a required meeting with the Dean of Students. If you have circumstances that may cause regular lateness, please discuss them with me in advance.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline! There are many places to access your class! Our online classes can be accessed from any

computer in the world which is connected to the Internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies Grading and Feedback:

All the course activities will *generally* be graded one week after the set due date on an absolute scale. You can check your grades by going to Gradebook. If there is any discrepancy in the grade, you must contact me immediately. I will provide individual feedback or general feedback on the performance of the course activity.

Additional Grading Information:

Academic honesty is mandatory in this course. All assignments must be completed independently.

Your submissions to D2L are your affirmation that it is exclusively your work and property. If AI tools were utilized, they were strictly compliant with the syllabus policy. You further confirm that no external individuals, aside from a graduate writing tutor (gradwritinghelp@msutexas.edu), contributed to the writing of your submission.

Written assignments will be graded based on the following five criteria:

- **Depth of Analysis:** The paper should demonstrate thorough research, reflection, and compelling insights.
- **Integration with Course Content:** The paper must effectively use, apply, and extend the concepts covered in class.
- **Creativity and Insight:** The content should be original, engaging, and thought-provoking.
- **Organization and Structure:** The paper should follow a logical framework.
- **Style:** The writing should be professional, with correct grammar, spelling, and punctuation.

Midterm Progress Report

In order to help students, keep track of their progress toward course objectives, the instructor for this class will provide a Midterm Progress Report through each student's WebWorld account. Only at-risk students will receive the Midterm Progress Report. Midterm grades will not be reported on the students' transcript; nor will they be calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the semester. Students earning

below a C at the midway point should schedule a meeting with the course instructor.

Course Incomplete

A student is expected to complete a course of study during a semester. In an emergency, the instructor may assign a grade of "incomplete" with complete documentation for the situation. It is important to note that "incomplete" is rarely given. A student needs to complete the course within 30 days of the beginning of the next long semester or the incomplete grade will become an F.

Netiquette - Anything you type in the discussion area is public (i.e. Open Forum)- which means that every student in this class (including your instructor) will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting)
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- If the posting is going to be long, use line breaks and paragraphs
- Fill in a meaningful Subject Line
- Write your full name at the end of the posting
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Note: If you do not adhere to the guidelines for any posting, you will lose the points that would have been granted, and the instructor reserves the right to remove your posting and to deny you any further posting privileges. For additional help, please refer to netiquette.

Cheating/Plagiarism/Academic Dishonesty:

"Plagiarism" includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Artificial Intelligence (AI)

In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.

When using AI tools on assignments, add an appendix showing:

- A.** The entire exchange, highlighting the most relevant sections
- B.** A description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version)
- C.** An explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.)
- D.** An account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).

Students shall not use AI tools during examinations. Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter.

You are responsible for the content of any work submitted for this course. Use of artificial intelligence (AI) to generate a first draft of text is permitted, ****but you must review and revise any AI-generated text before submission.***

AI text generators can be useful tools, but they are often prone to factual errors, incorrect or fabricated citations, and misinterpretations of abstract concepts. Utilize them with caution.

Attribution:

All ideas that are not originally one's own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. **You have a two-fold obligation:**

- (1) You need to document the process
- (2) You need to find and attribute the original source of the idea, identify the location within the source, and provide a working link to the location.

If you quote the AI itself, label it as "synthesized communication" and reference it like the conventions for "personal communication". Note that such "synthesized communication" is not a valid source for facts, only for the conversation itself.

Facticity:

Besides inventing sources, generative AI may invent facts as well. Verification is your responsibility: submitting factually wrong material is an academic offence, and whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, the logic, and document what you did to validate your material.

This course assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any substantive portion of an assignment for them, which includes hiring a person or a company to write assignments and using artificial intelligence tools like ChatGPT.

If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. *Any allegation of academic dishonesty may be referred to Dean of Students Office, for possible review. Academic dishonesty is inclusive of the full range of academic penalties imposable by the university but not limited to penalties including a grade penalty and or dismissal from the course upon the **first** finding.*

Inappropriate Uses of ChatGPT Plagiarism and Cheating:

- Do not submit work generated by ChatGPT as your own. Always cite any substantial assistance received. Here is something to keep in mind. ***If you are using three or more words in a row from a source, it needs to be identified as a direct quote and cited.**
- Do not use ChatGPT during exams or assessments unless explicitly permitted by the instructor.
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat
- Do not present AI-generated content as original ideas without proper attribution.
- Avoid using ChatGPT to impersonate others or generate deceptive content.
- Do not become overly dependent on ChatGPT for assignments or learning. Use it as a supplement, not a replacement, for your effort and understanding.

Please note that I have the capability to use various technology to detect AI usage.

Attribution and Citation

When using ChatGPT, always provide appropriate attribution:

- For Ideas and Concepts: Mention ChatGPT as a source in your acknowledgments or bibliography.
- For Direct Text: Use quotation marks and cite ChatGPT as you would any other source.

Example: "According to ChatGPT, an AI language model by OpenAI, the concept can be explained as follows..."

Please adhere to APA 7 formatting and style for all written assignments.

Additionally, these resources will assist you with proper citation:

MSU TEXAS GRADUATE WRITING: gradwritinghelp@msutexas.edu

[APAStyle: How to Cite ChatGPT](#)

[PurdueOwl: APA Formatting and Style Guide](#)

Instructor Support

If you have any questions about how to use ChatGPT appropriately, please reach out to the instructor. We encourage open dialogue to ensure you can effectively and ethically integrate AI tools into your learning process.

Student Honor Creed

As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.” As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, we, the students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one’s own, work or ideas which are not entirely one’s own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

Written and adopted by the 2002-2003 MSU Student Senate.

Professionalism:

As an MBA student, you are expected to uphold the highest standards of professionalism. The following guidelines outline key expectations:

Integrity and Ethics:

Demonstrate honesty, transparency, and ethical behavior in all academic and professional activities. Adhere to the principles of academic integrity and the code of conduct of the institution.

Respect and Inclusivity:

Treat all individuals with respect and consideration. Foster an inclusive environment by valuing diverse perspectives and backgrounds.

Accountability:

Take responsibility for your actions and decisions. Meet deadlines, attend classes regularly, and be punctual for all commitments.

Professional Communication:

Communicate effectively and professionally in all forms of interaction, whether written, verbal, or digital. Use appropriate language and tone.

Collaboration and Teamwork:

Engage constructively with peers, faculty, and colleagues. Contribute positively to team efforts and respect the contributions of others.

Attendance and Class Participation:

Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three times every seven days. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation on a weekly basis is not only a requirement; it is also an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and makeup assignments no later than the due dates. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Safe Zones Statement

The instructor considers the course and course environment to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that all students consider the class a safe environment.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [graduate catalog](#).

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week	Topics	Learning Objectives	Assignments
Week 1 (08/26/25 to 09/01/25)	Course Orientati on Session 1: What is Organizatio nal Behavior?	<ul style="list-style-type: none"> • To define organizational behavior • To discuss the importance of organizational behavior • To recognize the impact of internal and external factors on behaviors 	<ul style="list-style-type: none"> • Familiarize with D2L and course syllabus • *Watch Lecture 1 in D2L • Getting to Know You (in class activity)
Week 2 (09/02/25 to 09/08/25)	Session 2: Diversity	<ul style="list-style-type: none"> • To describe the difference between surface-level and deep-level diversity • To explain the benefits of and barriers to diversity 	<ul style="list-style-type: none"> • *Quiz #1: In Class Quiz over Lecture 1 • *Watch Lecture 2 in D2L • Watch Heineken Video • *Guest Lecturer • Take Big 5 Personality Test • Assignment 1 due 9/09/2025 @ 5:00 P.M.
Week 3 (9/09/25 to 9/15/25)	Session 3: Individual Difference I Session 4: Individual Difference II	<ul style="list-style-type: none"> • To explain individual differences from the perspectives of demographic characteristics, personality traits, intelligence, self-concept, learning orientation, and perceptions of fit 	<ul style="list-style-type: none"> • *Quiz #2: In Class Quiz over Lecture 2 • *Lectures 3 & 4 in D2L • Discuss Big 5 Personality Test

Week	Topics	Learning Objectives	Assignments
Week 4 (9/16/25 to 9/22/25)	Session 5: Attitudes, Values, Moods, and Emotions	<ul style="list-style-type: none"> To explain individual differences from the perspectives of attitudes, values, moods, and emotions 	<ul style="list-style-type: none"> *Quiz #3: <i>In class quiz</i> on Lectures 3 & 4 *Watch Lecture 5 in D2L *Guest Lecturer
Week 5 (9/23/25 to 9/29/25)	Session 6: Social Perception, Attributions, and Perceived Fairness Session 7: Motivating Behavior	<ul style="list-style-type: none"> To describe the process of social perceptions, attributions, and fairness perceptions in individuals To analyze the impact of motivation at work 	<ul style="list-style-type: none"> *Quiz #4: <i>In class quiz</i> on Lecture 5 *Watch Lecture 6 & 7 in D2L <i>The Great Debate: Remote Work vs In Office Work</i>
Week 6 (9/30/25 to 10/06/25)	Exam 1 (Covers Sessions 1, 2, 3, 4, 5, 6, & 7 Materials)	<ul style="list-style-type: none"> To demonstrate the ability to apply organizational behavior theories to the analysis of behavioral contexts 	<ul style="list-style-type: none"> *Exam 1 Part 1: MC sessions 1-7 Self-Reflection Exercise
Week 7 (10/07/25 to 10/13/25)	Session 8: Communication	<ul style="list-style-type: none"> To describe the communication process and barriers to effective communication 	<ul style="list-style-type: none"> *Watch Lecture 8 in D2L <i>The Great Debate: Diversity Quotas in Leadership</i>

Week	Topics	Learning Objectives	Assignments
Week 8 (10/14/25 to 10/20/25)	Session 9: Making Decisions	<ul style="list-style-type: none"> To describe and apply decision-making models 	<ul style="list-style-type: none"> *Quiz #5: <i>In class quiz on Lecture 8</i> *Watch Lecture 9 in D2L *Read Hidden Traps in Decision Making
Week 9 (10/21/25 to 10/27/25)	Session 10: Power, Influence, and Politics Session 11: Managing Conflict and Negotiating	<ul style="list-style-type: none"> To assess power, influence, and political behaviors at work To describe conflict and negotiation at work To contrast conflict management styles 	<ul style="list-style-type: none"> Quiz #6: <i>In class quiz on Session 9 Lecture</i> *Watch Lectures 10 & 11 in D2L <i>The Great Debate: Monitoring Employee Productivity</i>
Week 10 (10/28/25 to 11/03/25)	Exam 2 (Covers Sessions 8, 9, 10, & 11 Materials)	<ul style="list-style-type: none"> To demonstrate the ability to apply organizational behavior theories to the analysis of behavioral contexts 	<ul style="list-style-type: none"> *Exam 2
Week 11 (11/04/25 to 11/10/25)	Session 12: Group Behavior and Effective Teams Session 13: Leading	<ul style="list-style-type: none"> To describe effective group developmental process To classify and compare theories of leadership and followership 	<ul style="list-style-type: none"> *Watch Lectures 12 & 13 in D2L <i>The Great Debate: Pay Transparency Policies</i>

Week	Topics	Learning Objectives	Assignments
Week 12 (11/11/25 to 11/17/25)	Session 14: Organizational Structure and Design Session 15: Organizational Culture and Organizational Change	<ul style="list-style-type: none"> • To analyze and design effective organizational structure • To recognize and describe the importance and functions of organizational culture • To describe and apply organizational change approaches 	<ul style="list-style-type: none"> • Quiz #7: <i>In class quiz</i> on Lectures 12 & 13 • *Watch Lectures 14 & 15 in D2L
Week 13 (11/18/25 to 11/24/25)	Session 16: Managing Your Career	<p>To interpret effective career management</p> <ul style="list-style-type: none"> • To demonstrate the ability to apply organizational behavior theories to the analysis of behavioral contexts 	<ul style="list-style-type: none"> • Quiz #8: <i>In class quiz</i> on Lectures 14 & 15 • Watch lecture 16 in D2L • Student Presentations
Week 14 (11/25/25 to 12/01/25)	Organizational Behavior Case Analysis	To demonstrate the ability to apply organizational behavior theories to the analysis of an organizational behavior case	<p>Quiz #9: <i>In class quiz</i> on Lecture 16</p> <ul style="list-style-type: none"> • Student Presentations
Week 15 (12/02/25 to 12/08/25)	Organizational Behavior Case Analysis	To demonstrate the ability to apply organizational behavior theories to the analysis of an organizational behavior case	<p>Quiz #10: <i>In class quiz class concepts</i></p> <p>Student Presentations</p>
Week 16 (12/09/25)	Student Presentations	Student Presentations	Student Presentations