GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>College/School</th>
<th>College of Integrative Sciences &amp; Arts</th>
<th>Department/School</th>
<th>Leadership &amp; Integrative Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
<td>OGL</td>
<td>Number:</td>
<td>365</td>
</tr>
<tr>
<td>Title:</td>
<td>Global Organizations</td>
<td>Units:</td>
<td>3</td>
</tr>
</tbody>
</table>

Course description: Explores how organizations function by analyzing in depth a specific organizational context such as: health care, technological innovation, family, education, government, community, religion, nongovernmental organizations, the economy, or country/country groups.

Is this a cross-listed course? NO If yes, please identify course(s):

Is this a shared course? NO If so, list all academic units offering this course:

Note: For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? YES

If yes, each topic requires an individual submission, separate from other topics.

Requested designation: SB Mandatory Review: YES

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2021 Effective Date: October 2, 2020
For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:
Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:
Name: David A. Thomas, PhD E-mail: David.thomas@asu.edu Phone: (480) 688-9809

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Kevin Ellsworth Date:   

Rev. 10/2020
Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>• ANTHROPOLOGY</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>• ECONOMICS</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>• CULTURAL GEOGRAPHY</td>
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<td></td>
<td>☐</td>
<td>• HISTORY</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>3. Course emphasizes:</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
</tr>
<tr>
<td></td>
<td>☒</td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
</tr>
</tbody>
</table>

### THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGL</td>
<td>365</td>
<td>OGL 365: Organizational Contexts: Global Organizations</td>
<td>SB</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1/C2</td>
<td>The course is about behavioral dynamics associated with national and organizational cultures, and considers both internal and external factors associated with working effectively in the global workplace.</td>
<td>The course primarily focuses on advancing knowledge about the behavioral implications associated with working and leading across cultures and different types of organizations - with a particular emphasis on national and organizational cultural characteristics of behavior.</td>
</tr>
<tr>
<td>C3</td>
<td>The course textbook, supplemental readings, and assignments draw from the distinct knowledge base of the social and behavioral sciences.</td>
<td>The course draws heavily on the social sciences - cultural studies, psychology, social psychology, cultural anthropology, and the psychology of communication / human interaction - and associated behavioral dynamics as manifested in global organizations.</td>
</tr>
<tr>
<td>C4</td>
<td>The majority of the content in each of the textbooks, as well as supplemental readings, explore a number of different social science perspectives - from the point of view of effective employment and leadership in global organizations.</td>
<td>Assignments are designed to allow students to translate and apply concepts and theory from the social sciences across a number of different perspectives, and develop the behavioral insights and skills to be successful in a wide array of multicultural environments.</td>
</tr>
</tbody>
</table>
OGL 365: Global Organizations

Bachelor of Arts, Organizational Leadership

ASU Online / 7-Week Accelerated

Arizona State University

Instructor
David A. Thomas, Ph. D.
Office: USE 248
Office Phone: (480) 727-7061
Office Hours: Varies – E-mail me to set up an appointment

E-Mail: david.thomas@asu.edu

** When e-mailing, please make the subject line useful by including
 a) your last name
 b) a word or two that captures the main point of your email.

In the body of your email, you might want to include your PHONE NUMBERS, in case it is faster/better for me to contact you that way.

Catalog Course Description

Explores how organizations function by analyzing in depth a specific organizational context such as: health care, technological innovation, family, education, government, community, religion, nongovernmental organizations, the economy, or country/country groups.

Course Learning Objectives

• Analyze the organization of social groups and social structures.
• Apply organizational theories and concepts to different scenarios.
• Examine the impact of social structures on individual behavior.

Course Overview

Welcome to OGL 365: Global Organizations! You’ve made an incredible investment in yourself and your future by deciding to travel abroad and learn about the textured nature of the global workplace! I’m happy to be your guide!

Organizational behavior in the global workplace doesn’t happen in a “bubble” – our behaviors at any point in time are a function of a number of complex and constantly interacting variables. The behaviors we exhibit, in the most basic sense, rise from the interaction between internal influences (such as thoughts, attention, conditioning influences, personality, needs / desires, intelligence, physiology, mood), and environmental influences (such as social context / other people, cultural rules
and norms, expectations of others). How we perceive ourselves, our environment, and the effectiveness of our behaviors in context is the foundation of learning to lead diverse groups of people in a multi-cultural, global workplace.

**OGL 365: Global Organizations** examines a number of approaches to understanding how national culture and organizational culture influence behavioral dynamics, leadership, and followership. This course draws on interdisciplinary approaches that we can use to become more effective leaders in global organizations, where a multicultural and diverse workforce is the norm. Students will develop greater insight into their own personal, interpersonal, sociocultural, and environmental perceptions, and develop deeper self-awareness and human relations knowledge and skills that will help them lead a global workforce more effectively.

This particular course, unlike some other college courses you may have taken, isn’t about the simple conveyance of facts to fill your head. OGL 365 moves beyond that, and will provide you with questions, self-assessments, challenging quizzes, and assignments that encourage your development as a careful, constructively critical, global leader and communicator. The course will help guide you deeper, into more comprehensive thinking about your own behaviors, about the nature and structure of your relationships with others, and about the multifaceted nature of leadership in international / global contexts.

**Course Learning Outcomes**

This course examines the nature of social processes and human interaction across a number of different national and organizational contexts with an eye toward effective multicultural integration and global leadership.

**Module 1: Becoming a Cultural Sojourner / Challenges Associated With Living and Doing Business Globally**

- Identify, describe, and provide examples of “culture shock”
- Develop goals with respect to learning about specific aspects of national and organizational culture in your countries of interest
- Assess individual dimensions of personality (MBTI) and discuss results in light of challenges associated with living, studying, and working abroad
- Demonstrate an understanding of one’s own identity, socialization, ethnic heritage, and culture and how that influence interactions with others

**Module 2: Behavioral Dynamics in Multicultural Environments**

- Identify the major work attitudes that affect work behaviors in multicultural environments
- Understand cultural differences in work attitudes and ethics
- Understand and recognize the stress cycle, as well as the sources and implications of stress
- Understand the role emotions play in work-related attitudes and behaviors
- Assess and reflect on your level of emotional intelligence
• Reflect on the value and behavioral implications of empathy
• Assess your capacity to empathize with others who may see the world very differently
• Describe your dominant mental models and the behavioral ramifications associated with these mental models from a multicultural perspective

**Module 3: Understanding National Culture From a Global Perspective**

• Demonstrate an understanding of global cultures and the components of cultural diversity and its historical, economic, political, and social roots
• Demonstrate an understanding of the different models for analyzing national cultures and how those models can be used to explain cultural differences
• Define and recognize prejudice and discrimination
• Describe, self-assess, and demonstrate basic intercultural competencies

**Module 4: Understanding Organizational Culture**

• Describe three leading approaches to understanding and describing organizational culture
• Demonstrate awareness of the interaction between leadership styles and organizational culture
• Describe key behavioral competencies associated with effectively leading diverse organizations
• Reflect on motivation and learning self-assessment results when discussing key factors associated with organizational learning and motivation-related behaviors

**Module 5: Integrative Approaches to Communication and Teamwork in the Global Workplace**

• Discuss the basic elements of (and barriers to) effective listening
• Practice active listening and dialogue techniques
• Describe various aspects of verbal and nonverbal communication, and associated cultural and organizational implications
• Within the context of the Indigo Assessment, develop and employ strategies to communicate more effectively with a wide range of people from different cultural and organizational backgrounds

**Module 6: Personal Leadership and Professional Development for Aspiring Global Leaders**

• Assess individual strengths and opportunities for improvement with respect to managing conflict
Practice an integrative approach to resolving conflict in several different organizational and national contexts

Understand negotiation styles and approaches from a social process / human relations perspective, including national and organizational cultural implications

List key factors and behaviors associated with organizational performance

Diagnose organizational performance problems in global organizations

Textbook / Course Readings

Selected chapters / readings from the following textbook are required for the course:

- **Organizational Behavior: Bridging Science and Practice v3.0** (https://students.flatworldknowledge.com/course/2586839)
  By: Talya Bauer and Berrin Erdogan  Published: 2018
  Available through FlatWorld Knowledge Publishers (https://students.flatworldknowledge.com/course/2586839)
  Cost: Approximately $35 for online access. Additional cost for downloadable PDF or hardcopy.

  By: Fons Trompenaars and Charles Hampden-Turner  Published: 2020
  Available through various sources as an e-book or hardcopy.

- **Course Website** – You’ll find all of the other required readings available online under the Readings links posted under the Course Home and Learning Modules 1 – 7 navigation tabs.

Grading Policy / Assignment Weighting

Students in this course will be required to develop an electronic portfolio, complete short writing assignments in conjunction with activities in the textbook and online readings, perform limited library/internet research, participate in online discussion topics, and take a series of quizzes on the reading materials.

(Continued on next page)
<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Task(s) To Be Completed</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Module 1</td>
<td><strong>Becoming a Cultural Sojourner</strong> Challenges Associated With Living and Doing Business Abroad</td>
<td><strong>Readings:</strong> 1) OB Textbook, Chapters 1, 2 2) Culture Textbook, Chapters 1, 2</td>
</tr>
<tr>
<td></td>
<td><strong>Additional Online Content:</strong> Culture Shock readings, Cultural Sojourner article (The Psychological Roller Coaster of Cultural Transitions)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Quizzes:</strong> 1) Readings quiz</td>
<td></td>
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<tr>
<td></td>
<td><strong>Self-Assessments</strong> 1) Personality Self-Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assignments:</strong> 1) E-Portfolio Assignment #1-1: Personal Strengths &amp; Weaknesses Associated with Living / Working Abroad</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>2) E-Portfolio Assignment #1-2: Goals and Strategies for Success in Specific Global Destinations of Interest</td>
<td>50</td>
</tr>
<tr>
<td>Learning Module 2</td>
<td><strong>Behavioral Dynamics in International Multicultural Environments</strong>  - Mental Models / Perspectives  - Emotional Intelligence  - Stress Management</td>
<td><strong>Readings:</strong> 1) OB Textbook, Chapters 4, 7, 11 2) Culture Textbook, Chapter 3</td>
</tr>
<tr>
<td></td>
<td><strong>Additional Online Content:</strong> Empathy, Emotional Intelligence, Mental Models</td>
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<tr>
<td></td>
<td><strong>Quizzes:</strong> 1) Readings quiz</td>
<td>25</td>
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<tr>
<td></td>
<td><strong>Self-Assessments</strong> 1) Emotional Intelligence Self-Assessments (2)</td>
<td></td>
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<tr>
<td></td>
<td><strong>Assignments:</strong> 1) E-Portfolio Assignment #2-1: Emotional Intelligence and Empathy, Positions of Power and Compliance Behaviors, Stress Management</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>2) E-Portfolio Assignment #2-1: Mental Models – Perspectives and Differences</td>
<td>50</td>
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</tbody>
</table>

**Commented [DT12]:** C3 and C4 Readings draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction) and illustrate use of social sciences perspectives and data (See Table of Contents below).  
**Commented [DT13]:** C3 and C4 Readings draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction) and illustrate use of social sciences perspectives and data.  
**Commented [DT14]:** C3 Distinct methods of Inquiry (associated with human behavior / human interaction) in the social and behavioral sciences.  
**Commented [DT15]:** C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).  
**Commented [DT16]:** C3 and C4 Readings draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction) and illustrate use of social sciences perspectives and data (See Table of Contents below).  
**Commented [DT17]:** C3 Distinct methods of Inquiry in the social and behavioral sciences (associated with human behavior / human interaction).  
**Commented [DT18]:** C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).  
C4 Illustrate use of social sciences perspectives and data.
<table>
<thead>
<tr>
<th>Learning Module 3</th>
<th>Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding National Culture (From a Global Perspective)</td>
<td>1) OB Textbook, Chapters 5 and 6</td>
</tr>
<tr>
<td>Behavioral Tendencies Associated and Leadership Skills Associated With Working Across Cultures</td>
<td>2) Culture Textbook, Chapters 4 - 10</td>
</tr>
<tr>
<td>Additional online content: Motivation, Transfer of Learning, Mindset, and Grit</td>
<td></td>
</tr>
<tr>
<td>Quizzes:</td>
<td>1) Readings quiz</td>
</tr>
<tr>
<td>Self-Assessments</td>
<td>1) Kolb Learning Styles Self-Assessment</td>
</tr>
<tr>
<td>Assignment</td>
<td>2) Goal Orientation Self-Assessment</td>
</tr>
<tr>
<td>Assignment</td>
<td>3) Cultural Self-Assessments</td>
</tr>
<tr>
<td>Assignments:</td>
<td>1) E-Portfolio Assignment #3-1 Kolb Learning Style Analysis and Transfer of Learning Plan</td>
</tr>
<tr>
<td>Assignment</td>
<td>2) E-Portfolio Assignment #3-2: Mindset, Goal Orientation and Associated Behavioral Implication</td>
</tr>
<tr>
<td>Assignment</td>
<td>3) E-Portfolio Assignment #3-3: Cultural Self-Assessments Reflection</td>
</tr>
</tbody>
</table>

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<tr>
<th>Learning Module 4</th>
<th>Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Organizational Culture</td>
<td>1) OB Textbook, Chapter 10</td>
</tr>
<tr>
<td>Behavioral Tendencies and Leadership Skills Associated with Recognizing and Developing Effective Organizational Cultures Globally</td>
<td>2) Culture Textbook, Chapters 13, 14, 15</td>
</tr>
<tr>
<td>Additional Online Content: Bolman &amp; Deal Organizational Frames / Organizational Culture</td>
<td></td>
</tr>
<tr>
<td>Quizzes:</td>
<td>1) Readings quiz</td>
</tr>
<tr>
<td>Self-Assessments</td>
<td>1) Conflict Styles Self-Assessment</td>
</tr>
<tr>
<td>Assignment</td>
<td>2) Leadership Styles Self-Assessment</td>
</tr>
<tr>
<td>Assignments:</td>
<td>1) E-Portfolio Assignment #5-1: Organizational Cultural Analysis</td>
</tr>
<tr>
<td>Assignment</td>
<td>2) E-Portfolio Assignment #5-2: Analysis of Conflict Style, and Practice With Defensive Behavior Concepts</td>
</tr>
</tbody>
</table>

Commented [DT19]: C3 and C4 Readings draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction) and illustrate use of social sciences perspectives and data (See Table of Contents below).

Commented [DT20]: C3 Distinct methods of Inquiry in the social and behavioral sciences (associated with human behavior / human interaction).

Commented [DT21]: C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).

Commented [DT22]: C3 Textbook and supplementary readings topics draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).

Commented [DT23]: C3 Distinct methods of Inquiry in the social and behavioral sciences (associated with human behavior / human interaction).

Commented [DT24]: C3 Assignments draw from the distinct knowledge base of the social and behavioral sciences (associated with human behavior / human interaction).

C4 Illustrate use of social sciences perspectives and data.
<table>
<thead>
<tr>
<th>Learning Module 5</th>
<th>Integrative Approaches to Communication and Teamwork in the Global Workplace</th>
</tr>
</thead>
</table>
| **Readings:**     | 1) OB Textbook, Chapters 11, and 12  
|                   | 2) Supplementary readings: Tuckman, Stages of Team Development, Listening Skills |
| **Quizzes:**      | 1) Readings quiz |
| **Self-Assessments** | 1) Listening Skills Self-Assessment  
|                   | 2) Indigo Assessment |
| **Assignments:**  | 1) E-Portfolio Assignment #4-1: Listening Skills Application and Analysis in an Intercultural Context |
|                   | 2) E-Portfolio Assignment #4-2: Indigo Assessment Debrief and Strategies to Improve Intercultural Communication |
| **Total Possible Points** | 750 |

<table>
<thead>
<tr>
<th>Learning Module 6</th>
<th>Personal Leadership and Professional Development for Aspiring Global Leaders</th>
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</thead>
</table>
| **Readings:**     | 1) OB Textbook, Chapters 13 and 14  
|                   | 2) Culture Textbook, Chapters 16 - 20 |
| **Quizzes:**      | 1) Readings quiz |
| **Assignments:**  | 1) E-Portfolio Assignment #6-1: Influence, Organizational Culture, and Performance-Related Behaviors: Diagnosis and Intervention Analysis |
|                   | 2) Team Project: Cultural Interpretations Activity & Presentation |
| **Total Possible Points** | 750 |
Assignments are generally due Sunday nights at 11:59 p.m. AZ time. Remember, however, that I may not be as available on the weekends so do enough early in the week to see if you have questions. **All assignments will be graded within a week of the due dates. Individual and group feedback will be provided.**

Also, while due dates are firm, you are generally in control of your schedule beyond that. So, for instance, if you know you need more time to read something, start earlier. Or, for example, you know you have a wedding coming up and you will be gone on a due date, plan ahead to get the work done early and submit it before you go. All assignments are visible from day one, so while this is NOT a self-paced class, you can build in your own wiggle room if you plan ahead. (Generally, if you plan ahead to spend at least as much time as you would coming to campus and sitting in a face-to-face class, plus homework, you should be fine!)

### Late Policy

Due to amount of work required for this course, **no late work will be accepted for credit except when the student has contacted the instructor prior to the assignment deadline with extraordinary circumstances and appropriate documentation.** If you think you will have trouble meeting the assignment deadlines for this course, you would be well advised to drop the course and take it when you have more time to devote to your studies.

There is sufficient time to do each assignment and you know about them all in advance so can plan ahead and basically start immediately on the next assignment once you've completed the previous one. As mentioned above, if you know you have a busy week coming up, start early or work ahead a bit.

**Illness and/or catastrophes:** The late work policy applies to students who are ill or who are having personal problems. These students are encouraged to face adverse conditions and survive. The key here is to get an early start and do not procrastinate! However, students facing catastrophic illness or events are advised to make an appointment with the instructor, and develop a special plan of action.

**Disability Resources Issues:** If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible in the first week of class. (Technically, if one has a disability they’re supposed to explore arrangements before classes start in case it isn’t possible to adjust a particular class for a particular disability they can find out early. Still if you are not sure if you have a disability, touch base today and we’ll see.)

**Other workload considerations:** Finally, lateness due to national or religious holidays, for athletic events or work/internship events has never come up in my online classes and “absences” don’t make sense either. I suspect because it isn’t really a valid reason as the due dates are laid out from day one and folks can plan ahead (to turn something in before the holiday or sporting event, etc.)... part of why they want to take an online class!
Laying out assignments ahead is, again, by design so everybody has plenty of time to know what’s coming and when in order to give themselves more time on any one assignment if they personally think they need it or want to work ahead a bit to clear some time on their calendar. So if you know you have travel plans for fun, will be super busy at work one period of time or gone for business, or have restrictions or celebrations to attend for your family or religion on a certain day please simply plan ahead so you can turn your work in any time before that.

**Policy on Incompletes**

Please note that incompletes will be given only in very special circumstances. An incomplete will only be granted to a student who has only a minor portion of the work left undone at the end of the semester, as the result of special circumstances only. An incomplete will be granted for serious grounds and not when a student, through negligence or procrastination, fails to complete a major portion of the work for the course on time.

**Assessment Guidelines**

Following are my Assessment Guidelines for your perusal. Your grades will be assigned based on the principles there that relate to the quality and compliance with the detailed instructions laid out in each assignment.

I will post your points to the online Grade book. Then I will offer comprehensive feedback to the class on the Announcements page (my main way of communicating with the class) that speaks in general terms and offers examples of how people did...what tended to earn a better versus a less good grade, etc. so you can learn from what everyone did right (and wrong) on each assignment to apply to doing better on the next assignment.

You are expected to consider your points in the context of that feedback given and what was asked for in the instructions as a way of understanding your score. Through working with many online students I’ve learned that most prefer this method of feedback (once they get used to it) as it helps build community by letting them know how they fit in with the whole and how they might do better. It’s like the comments the teacher gives a face-to-face class after an assignment is done.

Thus, I may not provide individual feedback to students unless they ask for it after having first read the class feedback. Many educators consider this a more advanced form of feedback helping good thinkers (which you should be at this stage of your education) build still better critical thinking skills and skills in self-evaluation, or at least practice them before asking for more that would confirm or disconfirm. (And it discourages students from ignoring contextual feedback and focusing only on themselves.) So, I give plenty of feedback in these announcements. If you re-read what you turned in objectively (in light of the instructions, assessment guidelines, and feedback announcement) you should be able to recognize why you fell where you did on the continuum. (When I do give individual feedback, it is usually attached via hyperlink to your grade in the gradebook...keep an eye out for it.)

All that is said so you understand how the class works and what is expected of you.

Still, please know, you are always welcome to call or email me if you do need some individual feedback in a given case. It can take a little practice to build the skills I described above. So I encourage you to touch base with me if, after you’ve done as asked above, to email or call me, explain what piece of the feedback you think does or doesn’t apply so you are specific about what piece you need further clarification on (as I can’t read minds as much as I try!)
If you ask for additional feedback it needs to be within 3-5 days of when I posted the announcement so that what we talk about will benefit your next assignment & your assignment will be fresh in my head).

Following is an assessment guidelines rubric that you should consider as you review your grades on any particular assignment.

**Academic Integrity**

Academic Integrity is important. Carefully read the material on the Course Website (Learning Module 1). Should you intentionally or accidentally fail to be in integrity, you will fail the class.

**Citing Style for Assignments**

Other potentially useful info: See these cites for APA citation style. APA is easy and what I personally prefer. If you don’t know it, see [http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html](http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html) and for help with just about any sort of citation you need to do for several styles (including APA) [http://www.lib.duke.edu/libguide/cite/works_cited.htm](http://www.lib.duke.edu/libguide/cite/works_cited.htm). See all these for help. They also help refresh your memory on how to do your bibliography.


Purdue University Writing Lab, look through lots of handouts and materials there...see information on research and documenting sources, paraphrasing, etc. [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)

Be prepared that I may ask you to provide/bring in your sources for various reasons throughout the semester. Don’t worry, normally I’m just curious to learn more in case I might want to incorporate the source in class or some other non-worrisome reason. Another reason might be I have a plagiarism-related concern, or the like (so suddenly “losing” a source soon after doing the assignment will only add suspicion and will not make things go away.)

**Assignment Formatting / Submission Tips**

Please follow these instructions carefully:

- Write all of your assignments in Microsoft Word. If you are using Microsoft Word 2010 or any other word processor (such as Word Perfect), be sure to save your file as a Rich Text File (.rtf) before you submit it to the course website. Saving as a rich text file (.rtf) is generally always a good bet when in doubt.
- Always be sure to spell-check and proofread your work.
- Always back up your work – and do it regularly to an external drive or flash drive. You should always have your work saved in at least two places.
- Use the class naming convention for files of YourName_AssignmentName for each assignment).

**Required Format:** Core assignments must be typed / word-processed (11 point font / 1.5 line spacing / 1 inch margins). When you are responding to specific questions / prompts, please include the questions / prompts before your responses (you can copy and paste them from the course website).

Put the assignment number/name on the top left, and your name on the top right, of the first page. Follow the assignment submission instructions carefully and save each file as a Microsoft Word
Communicating With the Instructor

Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it’s not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 72 hours.

Email

ASU email is an official means of communication (Links to an external site.) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility for missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

ASU Online Course Policies

View the ASU Online Course Policies (Links to an external site.)

Accessibility Statements

View the Accessibility section to review accessibility statements for common tools and resources used in ASU Online courses.

If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs (Links to an external site.).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling (Links to an external site.), is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, https://goto.asuonline.asu.edu/success/online-resources.html (Links to an external site.).
**Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

(Textbook TOC's starting on next page)
Organizational Behavior: Bridging Science and Practice v3.0

Table of Contents

Chapter 1 Organizational Behavior
1.1 Employee Engagement in Organizational Change Toward B Corp Status: The Case of Townshend’s Tea Company
1.2 Understanding Organizational Behavior
1.3 Learning and Retention
1.4 Organizational Behavior Research Methods
1.5 Trends Influencing Organizational Behavior
1.6 Maintaining a Customer Service Culture: The Case of Les Schwab Tires
1.7 Conclusion
1.8 Exercises

Chapter 2 Diversity in the Workplace
2.1 Equality as a Core Value: The Case of Salesforce.com
2.2 Demographic Diversity
2.3 Cultural Diversity
2.4 The Role of Ethics and National Culture
2.5 Managing Diversity for Success: The Case of IBM
2.6 Conclusion
2.7 Exercises

Chapter 3 Understanding People at Work: Individual Differences and Perception
3.1 Hiring for Match: The Case of Netflix
3.2 The Interactionist Perspective: The Role of Fit
3.3 Individual Differences: Values and Personality
3.4 Perception
3.5 The Role of Ethics and National Culture
3.6 Using Big Data to Match Applicants to Jobs: The Case of Cornerstone OnDemand
3.7 Conclusion
3.8 Exercises

Chapter 4 Individual Attitudes and Behaviors
4.1 Fostering Positive Job Attitudes and Professional Development: The Case of Enterprise Holdings
4.2 Work Attitudes

Commented [DT30]:
Textbook Table of Contents provided as evidence for:
C1 Textbook advancing basic understanding and knowledge about human interaction.
C2 Course content / textbook emphasizes the study of social behavior
C3 Textbook topics draw from the distinct knowledge base of the social and behavioral sciences.
C4 Illustrate use of social sciences perspectives and data
Chapter 5 Theories of Motivation
5.1 Creating Happiness Through Motivation: The Case of The Walt Disney Company
5.2 Need-Based Theories of Motivation
5.3 Process-Based Theories
5.4 The Role of Ethics and National Culture
5.5 A Motivating Place to Work: The Case of Zappos
5.6 Conclusion
5.7 Exercises

Chapter 6 Designing a Motivating Work Environment
6.1 Retail with a Purpose: The Case of REI
6.2 Motivating Employees Through Job Design
6.3 Motivating Employees Through Goal Setting
6.4 Motivating Employees Through Performance Appraisals
6.5 Motivating Employees Through Performance Incentives
6.6 The Role of Ethics and National Culture
6.7 Motivating Steel Workers Works: The Case of Nucor
6.8 Conclusion
6.9 Exercises

Chapter 7 Managing Stress and Emotions
7.1 Managing Stress and Emotions: The Case of NASA’s Mission to Mars
7.2 What Is Stress?
7.3 Managing Stress
7.4 What Are Emotions?
7.5 Emotions at Work
7.6 The Role of Ethics and National Culture
7.7 Facing Foreclosure: The Case of Camden Property Trust
7.8 Conclusion
7.9 Exercises
Chapter 8 Communication
8.1 Instant Messaging in the Workplace: The Case of Slack
8.2 Understanding Communication
8.3 Communication Barriers
8.4 Different Types of Communication
8.5 The Role of Ethics and National Culture
8.6 Employee Satisfaction Translates to Success: The Case of Edward Jones
8.7 Conclusion
8.8 Exercises

Chapter 9 Managing Groups and Teams
9.1 Four Generations of Teamwork: The Case of the Lego Group
9.2 Group Dynamics
9.3 Understanding Team Design Characteristics
9.4 Management of Teams
9.5 Barriers to Effective Teams
9.6 The Role of Ethics and National Culture
9.7 Putting Peer Pressure to Work: The Case of Pret a Manger
9.8 Conclusion
9.9 Exercises

Chapter 10 Conflict and Negotiations
10.1 When Conflict Is Productive: The Case of Amazon
10.2 Understanding Conflict
10.3 Causes and Outcomes of Conflict
10.4 Conflict Management
10.5 Negotiations
10.6 The Role of Ethics and National Culture
10.7 Negotiation Failure: The Case of PointCast
10.8 Conclusion
10.9 Exercises

Chapter 11 Making Decisions
11.1 Trusting Employees to Make Decisions: The Case of Microsoft
11.2 Understanding Decision Making
11.3 Faulty Decision Making
11.4 Decision Making in Groups
11.5 The Role of Ethics and National Culture
11.6 Decisions, Decisions: The Case of Angry Birds
11.7 Conclusion
11.8 Exercises

Chapter 12 Leading People Within Organizations
12.1 A Different Approach to Leadership at Apple: The Case of Tim Cook
12.2 Who Is Considered a Leader? Trait Approaches to Leadership
12.3 What Do Leaders Do? Behavioral Approaches to Leadership
12.4 What Is the Role of the Context? Contingency Approaches to Leadership
12.5 What's New? Contemporary Approaches to Leadership
12.6 The Role of Ethics and National Culture
12.7 Taking on the Pepsi Challenge: The Case of Indra Nooyi
12.8 Conclusion
12.9 Exercises

Chapter 13 Power and Politics
13.1 English Teacher to Billionaire: The Case of Jack Ma
13.2 The Basics of Power
13.3 The Power to Influence
13.4 Organizational Politics
13.5 Understanding Social Networks
13.6 The Role of Ethics and National Culture
13.7 You’ve Got a Friend in Me: The Case of Dale Carnegie
13.8 Conclusion
13.9 Exercises

Chapter 14 Organizational Structure and Change
14.1 Changes in Latitudes, Changes in Attitudes: The Case of Kronos
14.2 Organizational Structure
14.3 Organizational Change
14.4 The Role of Ethics and National Culture
14.5 Lean, Mean Driving Machine: The Case of Toyota
14.6 Conclusion
14.7 Exercises
Chapter 15 Organizational Culture

15.1 When It Comes to Culture, Strong Signals Matter: The Case of General Motors
15.2 Understanding Organizational Culture
15.3 Characteristics of Organizational Culture
15.4 Creating and Maintaining Organizational Culture
15.5 Creating Culture Change
15.6 The Role of Ethics and National Culture
15.7 Service Culture Makes All the Difference: The Case of Four Seasons Hotels
15.8 Conclusion
15.9 Exercises
Table of contents

1 ● An Introduction to Culture
Fons Trompenaars and Charles Hampden-Turner

SECTION I National Culture and Personal Values

2 ● The One Best Way of Organizing Does Not Exist
Fons Trompenaars and Charles Hampden-Turner
3 ● The Meaning of Culture
Fons Trompenaars and Charles Hampden-Turner
4 ● Rules and Exceptions
Fons Trompenaars and Charles Hampden-Turner
5 ● The Individual and the Group
Fons Trompenaars and Charles Hampden-Turner
6 ● Feelings and Relationships
Fons Trompenaars and Charles Hampden-Turner
7 ● How Far We Get Involved
Fons Trompenaars and Charles Hampden-Turner
8 ● How We Accord Status
Fons Trompenaars and Charles Hampden-Turner
9 ● How We Manage Time
Fons Trompenaars and Charles Hampden-Turner
10 ● How We Relate to Nature
Fons Trompenaars and Charles Hampden-Turner
11 ● Cross-Cultural Competence: Assessment and Diagnosis
Fons Trompenaars and Peter Woolliams
12 ● Toward International and Transnational Management
Fons Trompenaars and Charles Hampden-Turner

SECTION II Corporate Cultures and Change Management

13 ● National Cultures and Corporate Cultures
Fons Trompenaars and Charles Hampden-Turner
14 ● A New Framework for Managing Change Across Cultures
Fons Trompenaars and Peter Woolliams
15 ● Your Values for the Next Transformation
Fons Trompenaars and Charles Hampden-Turner

SECTION III Reconciling Cultural Dilemmas
16 ● Reconciling Cultural Dilemmas
Fons Trompenaars and Charles Hampden-Turner
17 ● When Two Worlds Collide: The Integration of Cultures in a Merger or Acquisition
Fons Trompenaars and Peter Woolliams

SECTION IV Culture in Practice
18 ● Creating a Culture of Innovation
Fons Trompenaars and Peter Woolliams
19 ● Developing Digital Leaders: The Critical Role of Dilemma Reconciliation
Fons Trompenaars and Lucas de Jong de Abril
20 ● Ethics Across Cultures: Did the Pedestrian Die?
Fons Trompenaars

APPENDIX A: Supporting Diagnostic Tools and Apps

APPENDIX B: Technical Aspects of the Trompenaars' Databases