Description
The field of organizational behavior (OB) is about understanding how people and groups in organizations behave, react, and interpret events. It also describes the role of organizational systems, structures, and processes in shaping behavior, and explains how organizations really work. Drawing from fields including management, anthropology, sociology, information technology, ethics, economics, and psychology, OB provides a foundation for the effective management of people in organizations. Because it explains how organizations work from individual motivation to team dynamics to organizational structure, knowing about OB is essential to being effective at all organizational levels.

Because an organization's people are responsible for gaining and keeping a competitive advantage, understanding how to mobilize and motivate employees is critical to organizational performance. Businesses excel when employees understand how their behaviors influence an organization’s performance and enable strategy execution, and when they are led effectively and are motivated to do their best. Competitors can often copy a firm’s technologies, products, processes, and structures, but it is difficult to duplicate a core of talented, knowledgeable, motivated employees who work together to achieve the firm’s goals and who care about their firm’s success. Understanding and practicing OB concepts is critical to understanding organizations and gives individuals, managers, and organizations the skills and tools they need to be effective.

Organizational behavior is also the cornerstone of success for individuals in organizations. Even the most skilled nurse, salesperson, accountant, engineer, or anything else will be ineffective as an employee and as a manager without good OB skills, including interpersonal and communication skills and a solid understanding of managing and motivating individuals and teams.

Course Objectives
Course material and assignments provide opportunities to:

• Understand how organizations work and why people behave as they do in work settings.
• Better understand your own OB related traits and perspectives.
• Improve your ability to analyze and understand organizational situations in terms of OB theories and concepts.
• Improve your skills in reacting appropriately to organizational situations using OB concepts.
• Improve your ability to create and maintain healthy and productive work environments.

Course Competencies
At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

• Identify key theoretical aspects and practical applications of organizational behavior.
• Apply OB concepts and theories to analyze and improve work situations.
• Understand and leverage your own traits and OB competencies in the workplace for professional success and as a potential organizational leader.

Course Organization
Weeks 1-2 The Organizational Behavior Context
Weeks 3-6 Individual Effectiveness
Weeks 7-11 Social Interactions
Weeks 12-13 Groups, Teams, and Leadership
Week 14 Organizational Culture and Change
**Requirements**
The course will include:

**Readings** - Weekly reading material is primarily chapters from this textbook:

ISBN-10: 0538745762

**Assignments** - Students are required to complete the following:

1. **Writing Assignments** (20% of final grade)
   Following writing assignment instructions each student completes and submits *any 2 of the 4* following 1-2 page (single-spaced) papers:

   **Writing Assignment #1**: Nice N Easy Grocery Shoppes RJP (100 points – due week 5)
   As you learned in this chapter, it is important for employees to fit the job, the organization, and their workgroup. Point your browser to [http://www.youtube.com/watch?v=VzbJvlJtpjQ](http://www.youtube.com/watch?v=VzbJvlJtpjQ) and watch the video "Nice N Easy Grocery Shoppes, Inc. Realistic Job Preview" (6:46). When you are finished, answer the following questions.
   1. What could job seekers learn from this video that would help them decide if they should apply for a job with Nice N Easy?
   2. What types of fit do you think Nice N Easy is trying to improve through this video? Do you think they will be successful? Why or why not?
   3. What are two individual differences that you think would be related to successful employment at Nice N Easy? Why?
   4. What else can Nice N Easy do to improve the various types of fit of its employees?

   **Writing Assignment #2**: Attributions (100 points – due week 7)
   Point your favorite browser to [http://www.youtube.com/watch?v=EExkZW_fI68](http://www.youtube.com/watch?v=EExkZW_fI68) to watch the video, “Social Perception” (6:10) and answer the following questions.
   1. What are the implications of this video for generational differences in the workplace?
   2. What are the implications of this video for hiring decisions?
   3. How can organizations help managers increase the accuracy of their social perceptions?

   **Writing Assignment #3**: Power: Why Some People Have it and Others Don't (100 points – due week 11)
   Point your favorite browser to [http://www.youtube.com/watch?v=0eFln_mdXGY&playnext=1&list=PL4358CAAFFBE552346&feature=results_main](http://www.youtube.com/watch?v=0eFln_mdXGY&playnext=1&list=PL4358CAAFFBE552346&feature=results_main) to watch the video, "Power: Why Some People Have it and Others Don’t" (8:11) and answer the following questions:
   1. Describe two things you learned from this video about power.
   2. Identify two people from whom you can learn more about how to be successful in your chosen career. Explain why they will be able to help you.
   3. What level of power do you currently aspire to have in your own career? What tradeoffs will you need to make to achieve this?

   **Writing Assignment #4**: Self-Reflection (100 points – due week 14)
The personal reflection paper is a discussion of how at least three concepts presented in the course relate to your own professional effectiveness, and what you plan to do to improve your skills and competencies in these areas. The self-assessments in each chapter (more are available on the book’s website with an access code) can help you better understand yourself and how the course material relates to you. You must apply the concepts and theories you choose to your own career rather than merely expressing an opinion. Also discuss how you plan to improve how you manage each characteristic or how you will build your skills in each area over the next year. Be specific as to what you will do, and take your insights seriously in improving yourself in the areas you choose.

2. **Exams** (40% of final grade; 20% each)
   - **Midterm Exam** (online, one hour to complete 50 multiple choice questions) covering chapters 1, 3-7 (200 points - due week 7)
   - **Final Exam** (online, one hour to complete 50 multiple choice questions) covering chapters 8-13, 15 (200 points - due week 14)

3. **Threaded Discussions (FORUMS)** (Worth 40% of final grade)

   **Why Are Forums Important?**
   Of great importance in an online learning environment is the use of forums to discuss course topics. Students can communicate their insights and thoughts pertaining to a particular topic, as well as learn from one another in the process.

   Threaded discussions are also a means for the instructor to identify whether or not a student comprehends required reading and video assignments. Forums include instructor-generated questions and suggested topic areas for discussion and student-to-student interaction.

   **Forum Requirements, Topics, and Timing within Semester**
   Six learning community forums are held throughout the semester. *Two of the forums, the introduction and summary forums, are mandatory. Students must also participate in at least three of the additional four forums. If a student chooses to participate in all six forums, the numbered forum with the lowest number of points earned will be dropped.*

   Students are expected to engage in forum discussions multiple times during a Wednesday – Tuesday course week. Forums open on Wednesdays (12:01 am), first comment dates are on Saturdays (by 11:59 pm), and forums close on Tuesdays (11:59 pm). For more expectations on forum work, refer to page 9 of the syllabus.

   **Introduction Forum:** Introduction (Mandatory; 30 points) – assigned Week 1 and due at end of Week 2
   Introduce yourself, explaining your work background, major, career goals, and how you believe that studying OB will help you to be more successful.

   **Forum 1:** Individual Differences (80 points) – Week 3
   Choose to write on one or more of the topics below, or begin a new topic. Remember to engage in thoughtful dialogue with others in the forum - show by your comments that you understand their point of view and are considering it respectfully, even if you disagree! In your post, please place the word in the parentheses at the start of your message so that other students know immediately what you are writing about.
1. (Important) What individual differences do you feel are most important to organizations? Why?

2. (Bullying) If your coworker or supervisor exhibited bullying behaviors toward you, what would you do? Give specific examples.

3. (Emotional) Do you think emotional intelligence is important to managers? How would you assess emotional intelligence in deciding who to promote to a managerial position?

4. (Video) Explain what you agree or disagree with in one of the videos assigned for this week. What would you add to the points made by the video? Do you think any of the points made in the video are wrong?

Forum 2: Attitudes, Values, Moods, and Emotions (80 points) – Week 5

Choose to write on one or more of the topics below, or begin a new topic. Remember to engage in thoughtful dialogue with others in the forum - show by your comments that you understand their point of view and are considering it respectfully, even if you disagree! In your post, please place the word in the parentheses at the start of your message so that other students know immediately what you are writing about.

1. (Values) Do terminal or instrumental values have a larger influence on your behavior at work? Explain.

2. (Influence) Do you think that it would be easier to influence a subordinate’s attitudes, values, or emotions? Why? Which would have the largest influence on the employee’s behavior? Why? What could you do as a manager to influence the category you chose?

3. (Stress) As a manager, how could you ensure that your employees were experiencing functional rather than dysfunctional stress?

4. (Engagement) Describe a time when you were highly engaged at work. Why did you feel this way? What could you do as a manager to promote engagement among your employees?

5. (Video) Explain what you agree or disagree with in one of the videos assigned for this week. What would you add to the points made by the video? Do you think any of the points made in the video are wrong?

Forum 3: Social Interactions (80 points) – Week 8

Choose to write on one or more of the topics below, or begin a new topic. Remember to engage in thoughtful dialogue with others in the forum - show by your comments that you understand their point of view and are considering it respectfully, even if you disagree! In your post, please place the word in the parentheses at the start of your message so that other students know immediately what you are writing about.

1. (Diversity) What are the implications of organizational diversity on the communication media the company should use?

2. (Persuasion) Think of a time when you have been persuaded by someone to do something. Why was the other person able to change your attitude or behavior?

3. (Media) If you were about to be fired, how would you want to hear the news? Why? How would you least want to hear the news? Why?
4. (Video) Explain what you agree or disagree with in one of the videos assigned for this week. What would you add to the points made by the video? Do you think any of the points made in the video are wrong?

**Forum 4**: Managing Conflict and Negotiating (80 points) – Week 11

Choose to write on one or more of the topics below, or begin a new topic. Remember to engage in thoughtful dialogue with others in the forum - show by your comments that you understand their point of view and are considering it respectfully, even if you disagree! In your post, please place the word in the parentheses at the start of your message so that other students know immediately what you are writing about.

1. (Rationality) Which of the conflict causes do you feel is most challenging to a manager? Why?

2. (Relationship) If two of your subordinates were experiencing relationship conflict, what would you do to manage it? Why?

3. (Mediation) What would have to happen for you to fully accept and cooperate with a mediator's recommended settlement?

4. (Video) Explain what you agree or disagree with in one of the videos assigned for this week. What would you add to the points made by the video? Do you think any of the points made in the video are wrong?

**Summary Forum**: Synthesizing Material and Processing the Field of OB (Mandatory; 50 Points) – Week 14

1. (Entrepreneur) If you were an entrepreneur starting your own company, what areas of OB would you first attend to and why? What are some examples of what you would do to influence these areas?

2. (Relevance) If you were trying to persuade the management of your employer to invest in OB-related training and other initiatives, what would you say or do to persuade them?

3. (Personal) This course focused on applying OB to your career. Most of the concepts apply to your personal life as well. What OB concepts do you think are most relevant for improving aspects of your personal life? Why?
Policies and Procedures
Class Sessions and Assignment Due Date Information

- The course begins **Wednesday, September 4, 2013**. Last assignment will be submitted on **Tuesday, December 3, 2013**.

- **Wednesdays** are the beginning of each course week. *****A weekly message will be sent to all students prior to the start of the week. Students are responsible for the contents of weekly messages. Messages present timely information on course activities/assignments and content.**

- **Use the course calendar** to identify all assignment due dates and graded assignment return dates. The calendar is available as a link under course home and uploaded into document sharing.

- Students are given ample time to participate in forums. **Forum participation cannot be made up.**

- The 2 major Writing assignments will be accepted up to **24 hours late (12:01 am – 11:49 pm) for a 10% penalty.** Writing assignments submitted **after the 24 hour late period will not be accepted.**

**Things happen.** When you don’t have to attend a class session in person, it’s easy to let a situation in your personal or professional life get in the way of online course work. In addition, remember the first rule in computer use – the computer or Internet connection will act up at the most critical time. Because “things happen” it’s a best practice not to wait until the last minute to take the exam, submit a comment in a forum, or upload a writing assignment.

**Contact the eCollege 24/7 toll free helpdesk if you experience any technical problems that prohibit you from completing an assignment. Technical problems are not a valid excuse for missing a due date.**

877-778-8437

Plan ahead if you’ll be unable to complete an assignment on time. You may need to submit the assignment earlier that the posted due date.

Extra Credit
When students feel that they need extra points to increase a final grade, there is one way to earn it. No extra credit assignment will be offered at the end of the semester.

- Students who begin a discussion in a forum and also return to the discussion they have started to interact with at least 1 peer who has responded to their initial comment earn a total of 5 points per forum. This extra credit option is available for Forums 1 – 4 (not the Introductory or Summary forums).

Email
**Instructor’s Email Checking Policy**
Unless you receive advance notification, your instructor will check for email messages daily on most workdays. (This excludes Saturday/Sunday, holidays, and Thanksgiving Break.) If a student sends a comment or question, your instructor will try to answer the email within 24 hours.

**Students Email Checking Policy**
It is the responsibility of the student to check for incoming course related messages at least **2 times a week.** This is in addition to engaging in forums in the course. Students receive at least 1 message a week via email.

Email messages are ALWAYS sent to the student’s default email address for the course.

Forgetting or being unable to check your email is not an excuse.

Grading
A final grade is based on the point system below. Number of points for each course assessment is detailed in the following chart.

- 1000 – 900 Points = A
- 799 – 760 Points = C+
- 699 – 600 Points = D
- 859 – 800 Points = B
- 759 – 700 Points = C
- 599 Points and below = F
- 899 – 860 Points = B+

<table>
<thead>
<tr>
<th>Item</th>
<th>Specifics</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignments</td>
<td>2 of 4 Writing Assignments Addressing Course Topics (100 points each)</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>The specific writing assignments are described on pp. 2-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See pp. 9-10 of syllabus for further explanation of grading criteria for written assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing assignments are worth a total of 200 points</td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>Midterm Exam</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>50 multiple choice questions covering chapters 1, 3-7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worth 200 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50 multiple choice questions covering chapters 8-13, 15 (NOT chapters 14 or 16)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worth 200 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exams are worth a total of 400 points</td>
<td></td>
</tr>
<tr>
<td>Threaded Discussions (Forums)</td>
<td>6 Forums</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asynchronous threaded discussions on topics relating to course units and assignments. Grading Rubric: high content quality (50%), participation (40%), and context (10%) see p. 9 of syllabus and grading document in course for further explanation of the forum grading criteria.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The specific forum topics are described on pp. 3-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Mandatory Forums:</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Introduction Forum (30 points); Summary Forum (50 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worth a total of 80 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forums 1 – 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each worth 80 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are given the choice to opt out of one of the forums</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– OR –</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the lowest number of points earned will be dropped from this set of 4 forums.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worth a total of 320 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forum work is worth a total of 400 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Course Expectations**

**Self-Empowerment**

**Use of Technical Tools & Problem Solving**

It is each student’s responsibility to learn to maneuver around the course and use course tools. Each student has a wealth of information and support to achieve this goal.

**Student Resources**
Use a “can do” attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource.

Resources Available in Course:

- Tech FAQs document – provides written information and instructions that address all aspects of technical performance within this course. (The document is linked on the left hand side of course, on the course home page, and available on the default page of document sharing.)

- Flash Videos – Offer visual demonstrations of how to use each course tool (example: document sharing, dropbox and changing default email address). Links to videos are located on the home page of the course.

- Clear Instructions – Basic and specific instructions and links are provided for students to identify how and where course information is organized. Upon entering the course, follow all steps presented to become acclimated to the location of key pieces of information and feel comfortable entering all areas of the course shell.

Resources Available Outside the Course:

- **NetID or Rutgers email problems:** Call 732-445-HELP (4357)

- **Logging into the course:** Call Monday through Friday 9 am – 5 pm: 848-932-4702

- **Using eCollege platform course tools** such as document sharing, email, dropbox, or the exam feature:

  eCollege helpline staff can also assist you in diagnosing a software problem that is prohibiting you from completing required tasks.

  **Call toll free 24 hours a day, 7 days a week: 877-7RUTGER (877-778-8437) or by chat through the tech support tab within the course. If you have additional questions, feel free to email help@ecollege.rutgers.edu**

Embrace the Opportunities of Online Learning

Online courses are different than face-to-face courses. Beyond enjoying the convenience in not having to commute to class, choose to become empowered by the other benefits of online learning.

Well designed and facilitated, online courses:

- feature learner-centered/self-directed learning. Self-directed learning requires more involvement from the student. More involvement increases the likelihood of retention.

- are assignment based. This difference requires students to continually do something with the topics being addressed in a course. Students are engaged to make a personal connection with the material.

- expand resources for study beyond the recourses in the course shell. Students are encouraged to explore a wide variety of Internet based sources of information that addresses course topics.

- foster student-to-student interaction and support opportunities that can serve as high quality learning opportunities.

- offer time for students to consider concepts and skills being addressed beyond the period one would be present in an on-the-ground classroom.

- support one-on-one learning through ongoing interaction with the instructor. Instructors are readily available to answer questions and/or discuss course content and assignments.
Assist in Creating and Fostering an Online Community of Learners

Online learning communities are an important part and a benefit of an online course. Interacting with peers increases a sense of connection and belonging. Interaction during the semester reminds students that they are part of a larger group of individuals who are engaged in the same learning experience.

Beyond basic interaction, the development of a community of learners offers students the opportunity to collaborate. Students work together and assist one another while focusing on a common goal – successfully gaining knowledge and skills associated with course topics.

The responsibility of creating an online learning community is shared between the instructor and the student. The instructor develops a course format, activities, and policies that offer the possibility of a community. However, student involvement within their community is a critical component to the community’s success.

When participating in this course it is an expectation that students will:

- Engage in regular and sustained interaction with peers in forum discussions.
- Communicate clearly, authentically, and maintain a content-oriented focus to encourage others to interact with you.
- Intellectually challenge peers to consider a topic by offering well developed comments that invite peers to share their reflections on course material.
- Maintain a positive and respectful attitude when interacting with peers. “flaming” – where students focus on demeaning a peer instead of constructively offering a differing opinion when there is a disagreement - has point deducting consequences.

Recognize Best Practices and Use Them to Achieve Success

General Information on Directions and Assignment Grading

Students are offered specific directions on how to complete each assignment within the course shell as well as within the weekly messages. In addition, specific grading rubrics are published so that students understand exactly how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments. Paying attention is in the student’s best interest.

An overview of best practices for the two most point bearing course assignments are provided below. Complete grading rubrics for these and all assignments are available under the link titled “Grading” in the course.

Best Practices in Forum Participation

While forums are designed to be active and expressive, they are not chat rooms. A forum is an established area of the course where peers contribute to the greater understanding or appropriate expansion of course topics. Working together, students create an intriguing, supportive, and useful “community of learners” where peers choose to visit and participate.

Earning the highest number of points in a forum requires following these best practices:

**Comment Quality (50% of Points)**

At least 3 comments:

- are relevant to the topics addressed in a forum
- exhibit critical thinking and an overall understanding of topic is evident
Participation (40% of points)
- 3 or more comments during each forum open period; 1st comment made prior to 11:59 pm Saturday (4 days after forum opens).
- Fosters learning community development through: 3 or more replies acknowledging and then building upon the ideas/thoughts of others. (no echoing)
- At least 1 comment offers an appropriate question for community to consider AND/OR offers an appropriate web resource for peers to consider.

Context and Expression (10% of Points)
- Comments are presented using appropriate grammar, sentence structure, and spelling.
- Comments are well communicated. It is easy for peers to understand points being made.
- Expression of ideas/thoughts is outstanding.
- Comments are appropriate for an academic forum.

Best Practices in Completing Writing Assignments

There are three sets of criteria on which students are graded. Earning the highest number of points within each section of the writing assignments requires following these best practices:

Content (50% of points)
Content is well developed:
- Content that relates to required/recommended course material is accurate.
- Questions are thoroughly answered and content is appropriate for the topic of inquiry.
- Content that indicates knowledge gained and potential for knowledge/skills to influence future thoughts/behavior is adequately linked to course materials (including any material brought into the course by a student). When required, citations are provided.

Reflection (40% of points)
Outstanding reflective skills:
- Answers indicate a high level of reflection and insight on topic.
- Critical thinking is evident.
- A strong desire to reflect on topics is evident.

Organization & Mechanics (10% of points)
Organization of content and expression of ideas/thoughts is outstanding:
- Writing is fluent and lively.
- All answers are presented in a professional manner: using appropriate grammar, sentence structure, and spelling.
- All ideas/thoughts are well communicated. Answers to all questions are concise/to the point.
- Engages in a high quality Internet search (when applicable).
- Instructions for completing assignment are followed.

Weekly Schedule and Content
Reading and video material below represent core material for the semester. Refer to weekly topic pages in course shell for a complete listing. Assignment due dates are listed in the course calendar.

Week 1: INTRODUCTION

Video Clip:
1) Weekly lecture (***)

Assignment: Introduction Forum; see p. 3 of syllabus for specific topics (due by end of week 2; 30 points)

IMPORTANT! Locate eCollege resources for technical assistance and review: Tech FAQs, instructional videos for course tools
Week 2: WHAT IS ORGANIZATIONAL BEHAVIOR?

Reading: Chapter 1 of Organizational Behavior

Video Clips:
2) To learn more about scientific management, watch the video, “Ford and Taylor Scientific Management” (7:24) at: http://www.youtube.com/watch?v=8PdmNbqtDdI

3) To learn about some current global trends and issues, watch “Did You Know 3.0” (4:59) at: http://www.youtube.com/watch?v=YmwwrGV_ailE

4) Weekly lecture (***)

Assignment: Introduction Forum; see p. 3 of syllabus for specific topics (due by end of week 2; 30 points)

IMPORTANT! Locate eCollege resources for technical assistance and review: Tech FAQs, instructional videos for course tools

Week 3: INDIVIDUAL DIFFERENCES I: DEMOGRAPHICS, PERSONALITY, AND INTELLIGENCE

Reading: Chapter 3 of Organizational Behavior

Video Clips and Online Activities:
1) To learn more about managing the four generations in the workforce, watch the video, “Characteristics of the Four Generations in the Workplace” (5:59) at: http://www.youtube.com/watch?v=QBVEMQsNbBY&feature=related

2) Take the self-scoring Myers-Briggs Self-Assessment at: http://www.humanmetrics.com/cgi-win/JTypes2.asp and then watch this video to learn more about the Myers-Briggs personality types: “How to Understand Anyone (the Myers-Briggs Way)” (1:21) at: http://www.youtube.com/watch?v=Z81upDDov1k


4) Weekly lecture (***)

Assignment: Forum #1; see pp. 3-5 of syllabus for specific topics (due by end of week 3; 80 points)

Week 4: INDIVIDUAL DIFFERENCES II: SELF-CONCEPT, LEARNING STYLES, AND TYPES OF FIT

Reading: Chapter 4 of Organizational Behavior

Video Clips:
1) For more information on learning styles and their impact, watch the video, “The 3 Learning Styles” (5:17) at: http://www.youtube.com/watch?v=0Vo6XcjR248&feature=related

2) For more information about psychological contracts, watch the video, “Inspiration Session: The Psychological Contract: MSc Organizational Psychology” (5:11) at: http://www.youtube.com/watch?v=iD9jLSWULCB

3) Weekly lecture (***)
Writing Assignment #1: Nice N Easy Grocery Shoppes RJP (due by end of week 4; 50 points); see pp. 2-3 of syllabus for specific assignment

Week 5: ATTITUDES, VALUES, MOODS, AND EMOTIONS

Reading: Chapter 5 of Organizational Behavior

Video Clips:
1) To learn more about employee engagement, watch the video, “Employee Engagement” (3:03) at: http://www.youtube.com/watch?v=9jbWlnqfKLk

2) To learn more about workplace stress and how to manage it, watch the video, "What is Stress? Managing Stress at work.mov" (1:59) at: http://www.youtube.com/watch?v=LUaxQCRXizc

3) Weekly lecture (***)

Assignment: Forum #2; see pp. 3-5 of syllabus for specific topics (due by end of week 5; 80 points)

Week 6: SOCIAL PERCEPTION, ATTRIBUTIONS, AND PERCEIVED FAIRNESS

Reading: Chapter 6 of Organizational Behavior

Video Clips:
1) To learn how to make a good first impression at a job interview, watch the video, “First Impressions at an Interview” (2:44) at: http://www.youtube.com/watch?v=FlzqhsosTos4&feature=related

2) To learn more about how to create trust at work, watch the video, “Great Place to Work Trust Model” (5:30) at: http://www.youtube.com/watch?v=jStAnPrUZ4T

3) Weekly lecture (***)

Writing Assignment #2: Attributions (due by end of week 6; 50 points); see pp. 2-3 of syllabus for specific assignment

Week 7: MOTIVATING BEHAVIOR

Reading: Chapter 7 of Organizational Behavior

Video Clips:
1) To learn more about intrinsic motivation, watch the video, “Daniel Pink: What Really Motivates Workers” (8:27) at: http://www.youtube.com/watch?v=feDJ3zL23qw&feature=related

2) To learn about how Disney motivates its employees, watch the video, “How Disney Leaders Create Magic” (3:22) at: http://www.youtube.com/watch?v=eYUi95IoaAo

3) Weekly lecture (***)

Midterm Exam covering chapters 1, 3-7 (due by end of week 7; 200 points)

Week 8: COMMUNICATING

Reading: Chapter 8 of Organizational Behavior

Video Clips:
1) To learn more about nonverbal communication in the office, watch the video, “How to Understand Non-Verbal Communication in the Office” (1:59) at: http://www.youtube.com/watch?v=xkngb6T79o
2) To learn more about intercultural communication, watch the video, “Intercultural Communication in the Workplace” (3:20) at: http://www.youtube.com/watch?v=UJaNLnWl6o

3) Weekly lecture (***)

Assignment: Forum #3; see pp. 3-5 of syllabus for specific topics (due by end of week 8; 80 points)

Week 9: MAKING DECISIONS

Reading: Chapter 9 of Organizational Behavior

Video Clips:
1) To learn more about making ethical decisions at work, watch the video, “Ethics in the Workplace!” (3:26) at: http://www.youtube.com/watch?v=0mUxMpqMTT28&feature=related

2) To learn more about how emotions can improve decision making, watch the video, “When Emotions Make Better Decisions—Antonio Damasio” (3:23) at: http://www.youtube.com/watch?v=1wup_K2WN0l

3) To learn more about how groupthink contributed to the space shuttle Challenger disaster, watch the video, “Groupthink” (3:02) at: http://www.youtube.com/watch?v=qYpbStMyz_I

4) Weekly lecture (***)

Assignment: None this week

Week 10: POWER, INFLUENCE, AND POLITICS

Reading: Chapter 10 of Organizational Behavior

Video Clips:
1) To see examples of various types of power from the movie “12 Angry Men”, watch the video, “12 Angry Men—Examples of Power” (1:44) at: http://www.youtube.com/watch?v=IWFyms0rOo

2) To learn more about influence tactics, watch the video, “Killer Attitude Covert Influence Tactics” (7:57) at: http://www.youtube.com/watch?v=mUpAOAmXSWw

3) To learn more about office politics, scan the QR code using a QR app on your smartphone or click on the link to watch the video, “Office Politics Offers Ways to Get Ahead” (2:01) at: http://www.youtube.com/watch?v=OYj3dVL4Ws&feature=related

4) Weekly lecture (***)

Writing Assignment #3: Power: Why Some People Have it and Others Don’t (due by end of week 10; 50 points); see pp. 2-3 of syllabus for specific assignment

Week 11: MANAGING CONFLICT AND NEGOTIATING

Reading: Chapter 11 of Organizational Behavior

Video Clips:
1) To learn more about managing conflict, scan the QR code using a QR app on your smartphone or click on the link to watch the video, “10 Hot Tips—Managing Conflict” (2:47) at: http://www.youtube.com/watch?v=mqkm788-Lk8&feature=results_video&playnext=1&list=PL9B5257C3127BF9D1
2) To learn one expert’s salary negotiation tips, scan the QR code using a QR app on your smartphone or click on the link to watch the video, “Salary Negotiation: Do’s and Don’ts!” (7:09) at: http://www.youtube.com/watch?v=1sNR1OWeSM0&feature=related

3) To learn one expert negotiator's negotiation tips, scan the QR code using a QR app on your smartphone or click on the link to watch the video, “Negotiation Skills Top 10 Tips” (11:34) at: http://www.youtube.com/watch?v=oy0MD2nsZVs

4) Weekly lecture (***)

Assignment: Forum #4; see pp. 3-5 of syllabus for specific topics (due by end of week 11; 80 points)

Week 12: GROUP BEHAVIOR AND EFFECTIVE TEAMS

Reading: Chapter 12 of Organizational Behavior

Video Clips:
1) To learn what it means to be part of a virtual team, scan the QR code using a QR app on your smartphone or click on the link to watch the video, “Another Day in a Virtual Team” (6:43) at: http://www.youtube.com/watch?v=na3Tao39sJg&feature=related

2) Patrick Lencioni – The Five Dysfunctions of a Team” (4:43) http://www.youtube.com/watch?v=6dRKa700RaQ&feature=related

3) Weekly lecture (***)

Writing Assignment #4: Personal Reflection Paper (due by end of week 13; 50 points); see p. 3 of syllabus for specific assignment

Week 13: LEADING

Reading: Chapter 13 of Organizational Behavior

Video Clips:
1) To learn more about how good people sometimes become bad leaders, scan the QR code using a QR app on your smartphone or click on the link to watch the video, “Annie McKee on Good and Bad Leaders” (3:32) at: http://www.youtube.com/watch?v=5K9j1GsZfs&feature=related

2) To learn more about leadership qualities, scan the QR code using a QR app on your smartphone or click on the link to watch the video, “Qualities of Leadership—Leadership Quotes” (3:14) at: http://www.youtube.com/watch?v=UhxINyIZ454

3) Weekly lecture (***)

Writing Assignment #4: Personal Reflection Paper (due by end of week 13; 50 points); see p. 3 of syllabus for specific assignment

Week 14: ORGANIZATIONAL CULTURE AND ORGANIZATIONAL CHANGE

Reading: Chapter 15 of Organizational Behavior

Video Clips:
1) To learn more about delegation, scan the QR code using a QR app on your smartphone or click on the link to watch the video, “Delegation” (2:27) at: http://www.youtube.com/watch?v=6wSNacZJhQ8
2) To learn more about how matrix teams operate, scan the QR code using a QR app on your smartphone or click on the link to watch the video, "Breaking the Silos—Matrix Management" (4:55) at: http://www.youtube.com/watch?v=roqo0m4k2lw

3) Weekly lecture (***)

**Assignment:** Summary Forum: see p. 5 of syllabus for specific topics (due at end of week 14; 50 points)

**Final Exam** covering chapters 8-13, 15 (due at end of week 14; 200 points)