Topics in Labor and Employment Relations: Organizational Behavior (On-Line), Fall 2013

38:578:614:90 (Index #38835) 38:578:614:91 (Index #39175)

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COURSE OVERVIEW

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 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.

REQUIRED TEXT AND MATERIAL

- Reading and videos are core material for the semester. Please refer to weekly topic pages (the left bar) in the course shell for a complete listing.
- Weekly reading material is primarily chapters from this text:
 Jean M. Phillips and Stanley M. Gully. (2013) Organizational behavior: Tools for success (2nd Edition). Mason, OH: South-Western College Pub.

ASSIGNMENTS

It can be helpful to schedule consistent times each week to complete course assignments. Because the course is online, completing the reading and assignments on time requires more self-discipline than does a face-to-face class that meets at the same time every week. Students are required to complete the following:

- 1. Writing Assignments (100 points each and 200 points in total; 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:
 - 1) Writing 1: Nice N Easy Grocery Shoppes RJP (due at 11:59 P.M. Oct. 1st Tuesday)
 - 2) Writing 2: Attributions (due at 11:59 P.M. Oct. 15th Tuesday)
 - 3) **Writing 3**: Power: Why Some People Have it and Others Don't (due at **11:59 P.M. Nov. 12**th **Tuesday**)
 - 4) Writing 4: Self-Reflection (due at 11:59 P.M. Dec. 3rd Tuesday)

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 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)

- 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 and Mechanics (10% of points)

- Writing is fluent and lively.
- All answers are presented in a professional manor: 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.

2. Forums (threaded discussions; 400 points in total; 40% of final grade)

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.

Six learning community forums are held throughout the semester. All of the six forums are mandatory. Students are expected to engage in forum discussions multiple times during a Wednesday–Tuesday course week. Forums open on Wednesdays (12:01 A.M.), first comment due-dates are on Saturdays (by 11:59 P.M.), and forums close on Tuesdays (11:59 P.M.).

- 1) **Introduction Forum:** Introduction (30 points), Sep. 11th 17th
- 2) **Forum 1:** Individual Differences (80 points), Sep. 18th 24th
- 3) Forum 2: Attitudes, Values, Moods, and Emotions (80 points), Oct. 2nd 8th
- 4) Forum 3: Social Interactions (80 points), Oct. 23rd 29th
- 5) Forum 4: Managing Conflict and Negotiating (80 points), Nov. 13th 19th
- 6) **Summary Forum:** Synthesizing Material and Processing the Field of OB (50 Points), Dec. $4^{th} 10^{th}$

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
- are constructed so that citation of original work is available

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.

- 3. Exams (200 points each and 400 points in total; 40% of final grade)
 - 1) **Midterm Exam** (online, one hour to complete 50 multiple-choice questions) covering chapters 1, 3-7, and videos (due at 11:59 P.M. Oct. 22nd Tuesday)
 - 2) **Final Exam** (online, one hour to complete 50 multiple-choice questions) covering chapters 8-13, 15 and videos (due at **11:59 P.M. Dec. 17th Tuesday**)

GRADING

Everyone will have the opportunity to do well in this course. A final grade is based on the point system seen in the following table. Number of points for each course assessment is detailed above.

Grade	Total Points	
A	1,000-900	
B+	899-860	
В	859-800	
C+	799-760	
C	759-700	
D	699-600	
F	≤599	

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

- 1) Instructor's Email Checking Policy: Unless you receive advance notification, your instructor will check for email messages by 10:00 A.M. ET 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.
- 2) 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. Forgetting or being unable to check your email is not an excuse. Email messages are ALWAYS sent to the student's default email address for the course.

POLICIES AND PROCEDURES

Class Sessions and Assignment Due-Date Information

■ The course begins on Wednesday, Sep. 4th, 2013. The final exam must be finished by Tuesday, Dec. 17th, 2013.

- Wednesdays are the beginning of each course week. A weekly message will be posted to eCollege every Wednesday by 10 A.M. Eastern Time. 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 along with the syllabus.
- Students are given ample time to participate in forums. Forum participation cannot be made up.
- The writing assignments will be accepted up to 24 hours late (12:00 A.M. 11:59 P.M.) 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.

Call toll free 24 hours a day, 7 days a week: 877- 7RUTGER (877-778-8437) Email: help@ecollege.rutgers.edu

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

ACADEMIC INTEGRITY POLICY

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf for details regarding the Academic Integrity Policy. Students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty.

MEDIA POLICY

The recording and transmission of classroom activities and discussions by students or faculty is prohibited without written permission from the class instructor and all students in the class. Class participants must have been informed that audio/video recording or reposting of forum contributions may occur. Recording of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording or rights to ownership of content. The recording may not be reproduced or uploaded to publicly accessible web environments without written permission. You may not share any part of any recording without express written permission by all parties potentially affected by the recording.

Recordings, course materials, forum content, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy. Violation of this policy may subject a student to disciplinary action under the University's Standards of Conduct.

Exception: It is not a violation of this policy for a student determined by the Learning Needs and Evaluation Center ("LNEC") to be entitled to educational accommodations, to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study. Such recordings of lectures or class presentations are solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording or rights to ownership of content. The restrictions on third party web and commercial distribution apply in such cases.

Destruction of Approved Recordings: Students must destroy recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them as an LNEC-authorized accommodation.

COURSE EXPECTATIONS

- 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.
- Use a "can do" attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource.
- 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.
- 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.
- 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.

RESOURCES

- Available in the 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.
- 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: 732-932-4702
 - 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) Email: help@ecollege.rutgers.edu

COURSE CALENDAR: WEEKLY SCHEDULE, CONTENT, AND ASSIGNMENTS

Sun	Mon	Tue	Wed	Thu	Fri	Sat
9/1	9/2	9/3 Fall semester begins	9/4 Week 1 begins	9/5	9/6	9/7
			Course Introduction			
9/8	9/9	9/10 Week 1 ends	9/11 Week 2 begins	9/12	9/13	9/14
			READING: Ch. 1 What is Organizational Behavior?			First comment in the introduction
			ASSIGNMENT: Introduction forum opens			forum is due at 11:59 P.M.
9/15	9/16	9/17 Week 2 ends	9/18 Week 3 begins	9/19	9/20	9/21
		Introduction forum closes	READING: Ch. 3 Individual Differences I			First comment in the forum 1 is due
		at 11:59 P.M.	ASSIGNMENT: Forum 1 opens			at 11:59 P.M.
9/22	9/23	9/24 Week 3 ends	9/25 Week 4 begins	9/26	9/27	9/28
		Forum 1 closes at 11:59	READING: Ch. 4 Individual Differences II			
0/20	0/20	P.M.	ASSIGNMENT: Writing 1 (Nice N Easy Grocery Shoppes RJP)	10/2	10/4	10/5
9/29	9/30	10/1 Week 4 ends Writing 1 is due at 11:59	10/2 Week 5 begins READING: Ch. 5 Attitudes, Values, Moods, & Emotions	10/3	10/4	First comment in the forum 2 is due
		P.M.	ASSIGNMENT: Forum 2 opens			at 11:59 P.M.
10/6	10/7	10/8 Week 5 ends	10/9 Week 6 begins	10/10	10/11	10/12
10/0	10//	Forum 2 closes at 11:59	READING: Ch. 6 Social Perception, Attributions, & Fairness	10/10	10/11	10/12
		P.M.	ASSIGNMENT: Writing 2 (Attributions)			
10/13	10/14	10/15 Week 6 ends	10/16 Week 7 begins	10/17	10/18	10/19
10/15	10/11	Writing 2 is due at 11:59	READING: Ch. 7 Motivating Behavior	10/1/	10/10	10/17
		P.M.	MIDTERM EXAM (covering Ch. 1, 3-7) opens			
10/20	10/21	10/22 Week 7 ends	10/23 Week 8 begins	10/24	10/25	10/26
		The midterm exam is due	READING: Ch. 8 Communicating			First comment in the forum 3 is due
		at 11:59 P.M.	ASSIGNMENT: Forum 3 opens			at 11:59 P.M.
10/27	10/28	10/29 Week 8 ends	10/30 Week 9 begins	10/31	11/1	11/2
		Forum 3 closes at 11:59	READING: Ch. 9 Making Decisions			
		P.M.				
11/3	11/4	11/5 Week 9 ends	11/6 Week 10 begins	11/7	11/8	11/9
			READING: Ch. 10 Power, Influence, & Politics			
11/10	11/11	11/12 xx 1 10 1	ASSIGNMENT: Writing 3 (Power: Why Some People Have it and Others Don't)	11/14	11/17	11/16
11/10	11/11	11/12 Week 10 ends <u>Writing 3</u> is due at 11:59	11/13 Week 11 begins READING: Ch. 11 Managing Conflict & Negotiating	11/14	11/15	First comment in the forum 4 is due
		P.M.	ASSIGNMENT: Forum 4 opens			at 11:59 P.M.
11/17	11/18	11/19 Week 11 ends	11/20 Week 12 begins	11/21	11/22	11/23
11/1/	11/10	Forum 4 closes at 11:59	READING: Ch. 12 Group Behavior & Effective Teams	11/21	11/22	11/23
		P.M.	ASSIGNMENT: Writing 4 (Personal Reflection Paper)			
11/24	11/25	11/26	11/27 Thanksgiving Week	11/28	11/29	11/30
	12/2	12/3 Week 12 ends	12/4 Week 13 begins	12/5	12/6	12/7
		Writing 4 is due at 11:59	READING: Ch. 13 Leading			First comment in the summary
		P.M.	ASSIGNMENT: Summary forum opens			forum is due at 11:59 P.M.
12/8	12/9	12/10 Week 13 ends	12/11 Week 14 begins	12/12	12/13	12/14
		Summary forum closes at	READING: Ch. 15 Organizational Culture & Change			
		11:59 P.M.	FINAL EXAM (covering Ch. 8-13, 15) opens			
12/15	12/16	12/17 Week 14 ends	12/18	12/19	12/20	12/21
		The final exam is due at				
		11:59 P.M.				