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.

Organizational behavior is 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.

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.

Course Objectives
Course material and assignments provide opportunities to:

• Understand how organizations work and why people behave as they do in organizational settings
• Better understand yourself and how you operate in organizational frameworks
• Improve your ability to analyze and understand organizational situations in terms of OB theories and concepts
• Enhance 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.

**Textbook**

Weekly reading material is primarily chapters from this text:


**Overview of Assignments**

You will have various ways to engage with the topics and demonstrate your understanding and ability to apply Organizational Behavior concepts. You will participate in online class discussions, complete individual written assignments, and take online exams during the semester. FYI - There is not a final paper or team project in this class. Below are more details about the three categories of assignments.

1. **Written Assignments (20% of Final Grade, 10% each):**

Students will choose two of five individual written assignments to complete during the semester. Each writing assignment is worth 10% of the final grade and will be between 1-2 single spaced pages. The written assignments will be submitted via a DropBox within the course shell.

The goal or intent with providing you some choices is to provide you with an opportunity to select the topic area you are most interested in exploring and feel the most comfortable with applying. Also, you know your schedule and other responsibilities best and can factor in your time commitments in selecting which assignments to complete.

More details and tips about the writing assignments will be shared as we move through the semester. I strongly encourage you to contemplate the answers to all the individual assignments – even those you don’t formally submit for a grade. In doing so – you will gain better insights into the topics and this may highlight areas that you need clarified.

2. **Exams (40% of final grade; 20% each):**

There will be two exams during the course of the semester – a mid-term and a final exam. Both exams are multiple choice and are each worth 20% of your final grade. Each exam will be online and you will have one hour to complete 50 multiple choice questions. The final exam is not cumulative.

- Midterm Exam covering week 1 – week 6 (200 points)
- Final Exam covering week 8 – week 14 (200 points)

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

To foster greater understanding of the concepts and to learn from one another, students will engage in multiple discussion forums throughout the semester. As with the written assignments, students will have some choices when deciding which conversations to engage in over the semester.

Everyone will participate in the first and last discussion forums as well as the Motivation forum (i.e. they are mandatory). Each of the three mandatory forums (i.e. the introductory, motivation, and summary forums) are worth 80 points. You will also choose two of the possible five other forums to participate in.
during the semester. Each of these two other forums is worth 80 points. I strongly encourage you to review all the forums as this will help you see the concepts and topics from various perspectives and highlight any areas you may need clarified.

For the discussions to be meaningful, you are expected to engage in the discussions multiple times during a Tuesday – Monday course week. Forums open on Tuesdays (12:01 am), first comments (i.e. answers to the questions) are due on Fridays (by 11:59 pm), and other steps are due on Mondays (11:59 pm).

Given the nature of the discussions and the importance of participating during the week, forum participation cannot be made up or completed late. The specific instructions for each of the forums vary but typically there is an initial set of questions that all will answer by Friday and then some element of exchanging ideas and summarizing information by the Monday deadline is required.

I suggest that you type up your answers to the initial set of questions in a word document and save it. Than when you are ready to share with the class – simply cut and paste your answers from the word document into the forum. This way – you will reduce the likelihood that technology will foil your efforts.

When participating in these discussion forums it is an expectation that students will foster an inclusive learning community by:

- Engaging in regular and sustained interaction with peers in forum discussions in a thoughtful manner.
- Communicating clearly, authentically, and maintain a content-oriented focus to encourage others to interact with you.
- Intellectually challenging peers to consider a topic by offering well developed comments that invite peers to share their reflections on course material.
- Maintaining a positive and respectful attitude when interacting with peers.

A word about my involvement in the discussion forums: These discussion forums are designed to have you all learn from each other by having thoughtful and respectful exchange of ideas. As I have many opportunities to exchange ideas with each of you, I tend to leave the forums to you all. I do read all the posts and I will step into the discussion from time-to-time and more frequently in the first couple of forums to help us all get comfortable. Along with a grade, I do provide feedback and insights about your post and the dialogue you have with others. More details and tips about engaging in respectful and meaningful dialogue with the class will be shared throughout the semester.

**Grading**

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

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1000 – 900</td>
<td>A</td>
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<tr>
<td>859 - 800</td>
<td>B</td>
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<tr>
<td>899 - 860</td>
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<tr>
<td>799 – 760</td>
<td>C+</td>
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<td>759 – 700</td>
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<td>699 – 600</td>
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<td>599 Points and below</td>
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the final deadline date (Mondays 11:59pm) to return the feedback and grade. If there is some reason I will need longer, you all will be the first know of the revised timeline.

MY APPROACH TO GRADING: Regarding how I grade the individual assignments and the discussion forums, the key thing to keep in mind is that I will be looking for evidence that you are doing the readings, that you are thinking critically and uniquely about the material, and are able to successfully apply the key concepts. To demonstrate all of this, you will need to take a thoughtful approach to answering the various assignments.

Time to complete each assignment will vary, and some weeks are more intense than others, but please allow yourself ample time to read the material, digest the information, formulate and reflect on your answers. Over the course of the semester you will learn a lot about my approach to grading.

<table>
<thead>
<tr>
<th>Item</th>
<th>Specifics</th>
<th>% of Total Grade</th>
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<tbody>
<tr>
<td>Writing Assignments</td>
<td><strong>2 of 5 Writing Assignments Addressing Course Topics</strong></td>
<td>20%</td>
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<td></td>
<td>(1-2 pages single spaced - 100 points each)</td>
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<td></td>
<td><em>Writing assignments are worth a total of 200 points</em></td>
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<tr>
<td>Exams</td>
<td><strong>Midterm Exam</strong></td>
<td>40%</td>
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<td></td>
<td>50 multiple choice questions covering the topics and material explored in week 1- week 6 (Worth 200 points)</td>
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<td><strong>Final Exam</strong></td>
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<td>50 multiple choice questions covering the topics and material explored in week 8- week 14 (Worth 200 points)</td>
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<td></td>
<td><em>Exams are worth a total of 400 points</em></td>
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<tr>
<td>Threaded Discussions (Forums)</td>
<td><strong>5 Forums</strong></td>
<td>40%</td>
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<td><strong>3 Mandatory Forums:</strong></td>
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<td></td>
<td>Introduction Forum; Motivation Forum, Summary Forum</td>
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<tr>
<td></td>
<td>Each worth 80 points</td>
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<tr>
<td></td>
<td><strong>Engage in 2 of 5 Other Forums</strong></td>
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<td></td>
<td>Each worth 80 points</td>
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<td></td>
<td>Students are given the choice to opt out of three of the five “other” forums</td>
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<td></td>
<td>– OR –</td>
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<td>the lowest number of points earned will be dropped from this set of 4 forums</td>
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<tr>
<td></td>
<td><em>Forum work is worth a total of 400 points</em></td>
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A few ways I try and accelerate your understanding of what is key to me is by highlighting and providing additional instructions for some assignments, sharing individual feedback and grades in a timely manner, providing examples of strong answers from classmates with the group when appropriate, and in my summaries of the prior week’s work. More specific grading criteria will be shared for key assignments.

**EXTRA-CREDIT:** Typically, I will offer a couple extra-credit opportunities throughout the semester. I do this so that folks can have some additional buffer room from those hectic weeks when you cannot devote enough attention to your school work. But please do not rely on extra-credit assignments to make up for too many points lost as on average, extra-credit points total @ 20-25 points out of the 1000 points. Extra-credit opportunities will be made available and shared by posting class announcements and through class emails.

**ROUNDING UP:** At the end of the semester, I will NOT round up your grade. You must earn exactly the correct point value to receive the letter grade. Example: An ‘A’ is equal to 900 points not 899.9. Because there are loads of choices built-in to the semester so that you can highlight your strengths, plus extra-credit opportunity (ies) and I make every effort to be fair in grading throughout the semester - I do not make any adjustments in determining your final grade. So be warned 😊

**Other Course Expectations, Policies, and Tips**

**BEGINNING AND END OF THE SEMESTER:** The course begins Tuesday, January 21st, 2014 and last class assignment will be submitted on Monday, May 5th (11:59pm). Your final exam will be completed during exam week (May 8th-9th).

**START OF THE COURSE WEEK:** TUESDAYS are the beginning of each course week. A weekly message will be sent to all students TUESDAY morning @ by 10:30 am Eastern Time. Students are responsible for the contents of weekly messages and videos and here is where any changes to the assignments and extra-credit opportunities will be posted.

**VIDEOS vs. MY ANNOUNCEMENTS/MESSAGES:** The original creators of this course and the authors of your textbook - Jean Phillips and Stan Gully – have created brief videos to provide an overview of each unit. But changes have been made to schedule of topics, the assignments, as well as what is covered on each exam since this class was first designed. I have tried to make these changes as clear as possible in the syllabus and in my messages and announcements to the class. When in doubt – check the syllabus and email me.

**STICKLER FOR DEADLINES:** I know that you are all busy and are juggling many responsibilities, including this class. However, the expectation is that you have made a conscious decision to devote considerable time and energy to your development via this undergraduate program. I assume that you have gone through the process of anticipating your work-load and your personal responsibilities over the coming months and you have decided that you do in fact have the time and energy to take this course.

Each week you will have required reading and assignments due and it is critical that you submit the work by the deadline. This class is not intended to be a self-paced experience but rather a collective one in which we learn from each other and engage in thoughtful dialog.

Sometimes I may change deadlines to give the class a little extra time to complete assignments or to address issues that arise in the class. These extensions will be communicated with the class via a class
announcement or an email. Of course, life happens and some unforeseen events do come up – and we can try and accommodate those issues on a case-by-case basis.

**LATE ASSIGNMENTS:** As a general rule, let’s complete all work within the time frame allotted and by the due-dates. It is perfectly acceptable to complete most assignments early – so feel free to submit early if that helps ease your stress or suits your other commitments.

- Given the nature of the discussion forums - participation cannot be made up or accepted late.
- I will accept the individual written assignments late but with a 10 point deduction for each day the assignment is late.
- Exams – you will have no other assignments due in this course during the same week as the mid-term or final exam and so you should have plenty of time to take the exam. Students will not have access to the exams after the deadline has passed (or before the starting time).

**WHEN DO I CHECK EMAIL:** I plan on checking in with the course via ecollage every evening, Monday - Friday, and at least once on week-ends.

I will attempt to respond to your questions within 24 hours – though on the weekends my turnaround time may take longer. If something comes up and I’m not able to respond within this time frame, I will let you know ahead of time.

One thing to keep in mind is that if you wait until the end of the week to read over assignments and end up with questions, it will prove challenging for you to address your questions, get a response from me, and complete all the work by the deadline. Folks tend to find that reviewing the instructions for all the assignments at the beginning of the week and firing off clarifying questions to me early in the week works well, even if they do not actively start working on the assignments until mid-to-late week.

**WHAT EMAIL TO USE:** Please email me within the course shell as this is the fastest and best way to reach me. Emails sent directly to my email address rather than within the course shell will get bumped into a long line of other emails and may be missed or delayed. So again – please email me from within our course shell so that your emails are given prompt attention.

**OFFICE HOURS AND AVAILABILITY:** Tuesdays and Thursdays are when I will be doing most of the grading for this course. And if/when necessary I can set up formal office hours and be “extra” available to address any topic-related questions. Emailing will be the primary forum for us to get to know each other – but I am game to talk on the phone if this would help overcome some of the issues that comes with emailing questions or issues.

**EXPECTATIONS ABOUT WHEN STUDENTS ARE ONLINE & ACCESSING THE COURSE SHELL:** We will be using the eCollege course shell for this course. So it is a good idea to get into the habit of going into the class shell and checking for grades, reviewing class posts, class emails, and reading those announcements as this is also where extra-credit opportunities and additional instructions or hints will appear.

We anticipate that all students will check in on the course shell at least 2 times a week in addition to engaging in forums. Students will typically receive at least 1 message a week via email from me. 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 a good excuse for having an assignment or announcement slip through the cracks.
"TECHNOLOGY HAPPENS": One of the advantages and sometimes disadvantages to online classes is that we rely on technology. Undoubtedly, we will all experience some odd issue with technology during the course of the semester. Hopefully, the technology issues will be minor irks and there will be ample time to address any quirks. Because we know that technology is both a tool and a hindrance – my suggestion is to not wait until the last minute to submit assignments, engage in discussions, or start those online exams. It is each student’s responsibility to learn to maneuver around the course and use course tools and there are loads of resources available to help you become comfortable with the online system. If you do have something major going on with the technology – please let me know so I can be on the look-out for large-scale issues with the system. But I am not really a tech-guru and so you should reach out to the experts (i.e. the ecollege helpdesk) for solutions to your technology woes. Below is some info about where to go for help in navigating the eCollege system and dealing with tech. issues.

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.

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: 732-932-4702
- Using eCollege platform course tools such as document sharing, email, dropbox, or the exam feature:

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

STUDENT-TO-STUDENT ? FORUM: During the semester, you all may want to have a space to pose questions to each other about the class topics and logistics that you’d rather not email or ask me about or feel that your classmates may be better suited to address. So one option is to share your question in this Student-to-Student forum and see if someone else in the class can shed light on your question or shares your interest. I will check-in on the Student-To-Student forum from time-to-time but will stay out of the conversation unless something concerning is going on. As with all other forums, your classmates and myself can see what is posted. This Student-To-Student Forum is located in the Course Home section of the course shell.

ACADEMIC INTEGRITY: 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 aiding others in academic dishonesty.

INCLUSIVE AND ACCESSIBLE LEARNING OPPORTUNITIES: Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

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 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 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.
Anticipated Weekly Schedule and Content

Below is an overview of the topics and the anticipated timeline for the semester. Should a change in the syllabus be warranted, I will post a class announcement and email the class. The table is a simple overview of the assignments to be turned in as well as the required readings. The table does **not** include the required videos and online exercises – for those turn to the syllabus. And just to be prepared - additional material may be assigned during the semester – particularly during the last week of class.

**Week 1: INTRODUCTION TO SEMESTER & ORGANIZATIONAL BEHAVIOR**

Reading(s): Syllabus and Related Material & Chapter 1 of *Organizational Behavior*

Video Clip(s) and Online Activities:
1) Weekly overview and unit introduction

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

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_aiE](http://www.youtube.com/watch?v=YmwwrGV_aiE)

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

Assignment(s) Due:
1) Student Questionnaire submitted in the DropBox (ungraded but required)- due by 11:59pm on Monday, January 27th

2) Introductory Discussion Forum (Mandatory – 80 points) – Step 1 due by 11:59pm on Friday, January 24th; Additional Step(s) due by 11:59pm on Monday, January 27th

**Week 2: INDIVIDUAL DIFFERENCES I: DEMOGRAPHICS, PERSONALITY, INTELLIGENCE & LEARNING STYLES**

Reading(s): *Organizational Behavior* Ch. 3 - focus on p. 75-top 85, mid. p. 87 – 95, & Ch. 4 Learning Styles p 111 - top 113 and the assessment on p. 114-115 but skipping most of p. 85 - mid. 87 and skipping p. 88 ”Types of Narcissistic Managers”

Video Clip(s) and Online Activities:
1) Weekly overview and unit introductions

2) 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](http://www.youtube.com/watch?v=QBVEMQsNbBY&feature=related)

3) Take the self-scoring Myers-Briggs Self-Assessment at: [http://www.humanmetrics.com/cgi-win/JTypes2.asp](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](http://www.youtube.com/watch?v=Z81upDDov1k).

5) 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

Assignment(s) Due:
1) Discussion Forum Option #1: Individual Differences (80 points) - Step 1 due by 11:59pm on Friday, January 31st; Additional Step(s) due by 11:59pm on Monday, February 3rd.

Week 3: ATTITUDES, VALUES, MOODS & EMOTIONS

Reading(s): Chapter 5 of Organizational Behavior

Video Clip(s) and Online Activities:
1) Weekly overview and unit introduction

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

3) 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=LUaxQCRXicz

Assignment(s) Due:
1) Discussion Forum Option #2: Attitudes, Values, Moods & Emotions (80 points) - Step 1 due by 11:59pm on Friday, February 7th; Additional Step(s) due by 11:59pm on Monday, February 10th.

Week 4: SOCIAL PERCEPTION, ATTRIBUTIONS, & INDIVIDUAL DECISION MAKING

Reading(s): Organizational Behavior Ch. 6 p. 171-184, Ch. 2 p. 51 - top 53, Ch. 9 p.285 -middle of 298, bottom p. 305 - 312 (skipping the group decision making section for now)

Video Clip(s) and Online Activities:
1) Weekly overview and unit introduction

2) 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=FlzqhQsTos4&feature=related

3) 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=0mUxMpMTT28&feature=related

4) 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_K2WN0I
Assignment(s) Due:
A) Writing Assignment Option #1: Attributions (100 points) due by 11:59pm on Monday, February 17th
   - OR -
B) Writing Assignment Option #2: Making Decisions (100 points) due by 11:59pm on Monday, February 17th

Week 5: MOTIVATING BEHAVIOR

Reading(s): Organizational Behavior Ch. 7, Ch. 6 Perceived Fairness, Trust & Psy. Contracts p. 184-193, & Steven Kerr’s "On the Folly of Rewarding A, while Hoping for B"

Video Clip(s) and Online Activities:
1) Weekly overview and unit introduction
2) To learn more about intrinsic motivation, watch the video, “Daniel Pink: What Really Motivates Workers” (8:27) at: http://www.youtube.com/watch?v=feDJ3zlL23qw&feature=related
3) 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=eYUi95loaAo

Assignment(s) Due:
1) Motivation Discussion Forum (Mandatory - 80 points) - Step 1 due by 11:59pm on Friday, February 21st; Additional Step(s) due by 11:59pm on Monday, February 24th

Week 6: COMMUNICATING

Reading(s): Organizational Behavior Ch. 8

Video Clip(s) and Online Activities:
1) Weekly overview and unit introduction
2) 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=xkngb-6T790
3) To learn more about intercultural communication, watch the video, “Intercultural Communication in the Workplace” (3:20) at: http://www.youtube.com/watch?v=lUjaNLnWl6o

Assignment(s) Due:
1) Discussion Forum Option #3: Social Interactions (80 points) - Step 1 due by 11:59pm on Friday, February 28th; Additional Step(s) due by 11:59pm on Monday, March 3rd

Week 7: MID-TERM EXAM
Reading(s): No new required readings from textbook

Video Clip(s) and Online Activities:

1) TBA

Assignment(s) Due:
1) Take the online Mid-Term Exam (50 multiple choice –true/false questions within one hour) between Tuesday, March 11th (8:00am) and by 11:59pm on Thursday, March 13th

Week 8+: SPRING BREAK! 3/14 – 3/24

Week 9: POWER, INFLUENCE, AND POLITICS

Reading(s): Organizational Behavior Ch. 10

Video Clip(s) and Online Activities:

1) Weekly overview and unit introduction

2) 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=JJWFyms0rQo

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

4) To learn more about office politics, watch the video, “Office Politics Offers Ways to Get Ahead” (2:01) at: http://www.youtube.com/watch?v=0Yi3dyL4Ws&feature=related

Assignment(s) Due:
1) Writing Assignment Option #3: Power (100 points) due by 11:59pm on Monday, March 31st

Week 10: MANAGING CONFLICT AND NEGOTIATING

Reading(s): Organizational Behavior Ch. 11

Video Clip(s) and Online Activities:

1) Weekly overview and unit introduction

2) To learn more about managing conflict, 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

3) To learn one expert’s salary negotiation tips, watch the video, “Salary Negotiation: Do’s and Don’ts!” (7:09) at: http://www.youtube.com/watch?v=1sNR10WE5Mo&feature=related
4) To learn one expert negotiator’s negotiation tips, watch the video, “Negotiation Skills Top 10 Tips” (11:34) at: http://www.youtube.com/watch?v=oy0MD2nsZVs

Assignment(s) Due:
1) Discussion Forum Option #4: Managing Conflict & Negotiating (80 points) - Step 1 due by 11:59pm on Friday, April 4th; Additional Step(s) due by 11:59pm on Monday, April 7th

**Week 11: GROUP BEHAVIOR AND EFFECTIVE TEAMS**

**Reading(s):** Organizational Behavior Ch. 12 and Ch. 9 p. 298 – bottom 305

**Video Clip(s) and Online Activities:**

1) Weekly overview and unit introduction

2) To learn what it means to be part of a virtual team, watch the video, “Another Day in a Virtual Team” (6:43) at: http://www.youtube.com/watch?v=na3Ta039sig&feature=related

3) For more insights on teams and their dysfunction watch the video, “Patrick Lencioni – The Five Dysfunctions of a Team” (4:43) http://www.youtube.com/watch?v=6dRKa700RaQ&feature=related

4) 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_L

Assignment(s) Due:
1) Writing Assignment Option #4: Groups & Teams (100 points) due by 11:59pm on Monday, April 14th

**Week 12: LEADERSHIP**

**Reading(s):** Organizational Behavior Ch. 13

**Video Clip(s) and Online Activities:**

1) Weekly overview and unit introduction

2) To learn more about how good people sometimes become bad leaders, watch the video “Annie McKee on Good and Bad Leaders” (3:32) at: http://www.youtube.com/watch?v=l5K9j1GsZfs&feature=related

3) To learn more about leadership qualities, watch the video “Qualities of Leadership—Leadership Quotes” (3:14) at: http://www.youtube.com/watch?v=UhxINyI4Z54

4) For insights into leading for positive change in and outside an organization, watch “ Six keys to leading positive change: Rosabeth Moss Kanter at TEDxBeaconStreet at: http://www.youtube.com/watch?v=owU5aTNPJbs
Assignment(s) Due:
1) Discussion Forum Option #5: Leadership (80 points) - Step 1 due by 11:59pm on Friday, April 18th; Additional Step(s) due by 11:59pm on Monday, April 21st

**Week 13: ORGANIZATIONAL CULTURE AND ORGANIZATIONAL CHANGE**

Reading(s): *Organizational Behavior* Ch. 15

Video Clip(s) and Online Activities:

1) Weekly overview and unit introduction

2) For an overview of organizational culture take a look at “What is Organisational Culture? Why Culture Matters To Your Organization?” (5:52) at: http://www.youtube.com/watch?v=Rd0kf3wd120

3) For more insights and an example of corporate culture watch the video “Core Values of Culture - Tony Hsieh (Zappos)” (8:11) at: http://www.youtube.com/watch?v=AbFlPc34Ajl8

Assignment(s) Due:
1) Writing Assignment Option #5: Organizational Culture & Change (100 points) due by 11:59pm on Monday, April 28th

**Week 14: REFLECTIONS**

Reading(s): TBA

Video Clip(s) and Online Activities:

1) TBA

Assignment(s) Due:
1) Summary Discussion Forum (Mandatory -80 points) - Step 1 due by 11:59pm on Friday, May 2nd; Additional Step(s) due by 11:59pm on Monday, May 5th

**Week 15: FINALS WEEK**

Online Final Exam taken during exam week by between Thursday, May 8th and Friday, May 9th (200 points)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Assignment(s) Due</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Introduction to Semester &amp; Organizational Behavior</td>
<td>1/21 - 1/27</td>
<td>Student Questionnaire (ungraded but required)</td>
<td>Ch. 1</td>
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<td>Introductory Discussion Forum (Mandatory - 80 pts)</td>
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<td>Deadline for Step 1’s post to the discussion forum is by Friday 11:59pm and for other Step(s) is by Monday 11:59pm</td>
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<tr>
<td>Week 2: Individual Differences I: Demographics, Personality, Intelligence &amp; Learning Styles</td>
<td>1/28 - 2/3</td>
<td>Discussion Forum Option #1: Individual Differences (80 pts)</td>
<td>Ch. 3 - focus on p. 75-top 85, mid. p. 87 - 95 but skipping most of p. 85 - mid. 87 and skipping p. 88 &quot;Types of Narcissistic Managers&quot; &amp; Ch. 4 Learning Styles p 111 - top 113 and the assessment on p. 114-115</td>
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<td>Deadline for Step 1’s post to the discussion forum is by Friday 11:59pm and for other Step(s) is by Monday 11:59pm</td>
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<td>Week 3: Attitudes, Values, Moods &amp; Emotions</td>
<td>2/4 - 2/10</td>
<td>Discussion Forum Option #2: Attitudes, Values, Moods, &amp; Emotions (80 pts)</td>
<td>Ch. 5</td>
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<td>Deadline for Step 1’s post to the discussion forum is by Friday 11:59pm and for other Step(s) is by Monday 11:59pm</td>
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<tr>
<td>Week 4: Social Perceptions, Attribution, &amp; Individual Decision Making</td>
<td>2/11 - 2/17</td>
<td>Writing Assignment Option #1: Attributions (100 pts)</td>
<td>Ch. 6 p. 171-184, Ch. 2 p. 51 - top 53, Ch. 9 285 -middle of 298, bottom 305 - 312 (skipping the group decision making section for now)</td>
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<td>Writing Assignment Option #2: Making Decisions (100 pts)</td>
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<td>Due by Monday 11:59 pm</td>
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<td>Week 5: Motivating Behavior</td>
<td>2/18 - 2/24</td>
<td>Motivation Discussion Forum (Mandatory 80 pts)</td>
<td>Ch. 7, Ch. 6 - Perceived Fairness, Trust &amp; Psy. Contracts p. 184-193, &amp; Steven Kerr's &quot;On the Folly of Rewarding A, while Hoping for B&quot;</td>
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<td>Week 6: Communicating</td>
<td>2/25 - 3/3</td>
<td>Discussion Forum Option #3: Social Interactions (80 pts)</td>
<td>Ch. 8</td>
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<tr>
<td>Week 7: Mid-Term Exam</td>
<td>3/4 - 3/13</td>
<td>Online Mid-term Exam (200 pts)</td>
<td>No new reading material as prepping for and taking the mid-term</td>
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<td>LONG WEEK</td>
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<td>Exam Opens on Tuesday, March 11th Due by Thursday, March 13th at 11:59pm</td>
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<td>Week 8+: SPRING BREAK</td>
<td>3/14 – 3/24</td>
<td>Spring Break starts early in this class as your mid-term is due by 11:59pm on Thursday, March 13th</td>
<td>Relaxing!!</td>
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</table>
 Due by Monday 11:59 pm | Ch. 10          |
| Week 10: Managing Conflict and Negotiating | 4/1 – 4/7  | **Discussion Forum Option #4: Managing Conflict & Negotiating (80 pts)**  
 Deadline for Step 1's post to the discussion forum is by Friday 11:59pm and for other Step(s) is by Monday 11:59pm | Ch. 11          |
| Week 11: Group Behavior & Effective Teams | 4/8 – 4/14 | **Writing Assignment Option #4: Groups & Teams (100 pts)**  
 Due by Monday 11:59 pm | Ch. 12 and Ch. 9 p 298 -bottom 305 |
| Week 12: Leadership | 4/15 – 4/21 | **Discussion Forum Option #5: Leadership (80 pts)**  
 Deadline for Step 1's post to the discussion forum is by Friday 11:59pm and for other Step(s) is by Monday 11:59pm | Ch. 13          |
| Week 13: Organizational Culture & Change | 4/22 – 4/28 | **Writing Assignment Option #5: Organizational Culture and Change (100 pts)**  
 Due by Monday 11:59 pm | Ch. 15          |
| Week 14: Reflections and Pulling It All Together | 4/29 – 5/5 | Summary Discussion Forum (Mandatory - 80 pts)  
 Deadline for Step 1's post to the discussion forum is by Friday 11:59pm and for other Step(s) is by Monday 11:59pm | TBA            |
| Finals Week | 5/8 – 5/9  | **Online Final Exam (200 pts)**  
 Due by 1:00pm on Friday, May 9th | "                  |

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