

Course Syllabus (37:575:345:91)

Organizational Behavior & Work

Spring 2017

Course Description

37:575:345 Organizational Behavior and Work (3) Behavior by individuals and groups in the workplace; group and intergroup dynamics; organizational culture, structure, and change; leadership, employee motivation, job performance, and feedback.

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Appointments can be arranged in advance by email.

Welcome to our class! This semester will hold exciting and interesting topics for you to build upon. My name is Yan Chen and I will be your instructor for the semester. My background lies in Human Resources and Labor Relations. I earned my masters in Human Resource and Industrial Relations from University of Illinois at Urbana-Champaign, and I am currently enrolled full-time in the doctoral program from Rutgers School of Management and Labor Relations. During our journey this semester, we will be reading, learning, and discussing the important principles found in the field of organizational behavior. I want you to be aware that I welcome ongoing class feedback. Please note that I will try and respond to you as soon as I can.

Again, welcome to class and I look forward to a great semester together!

-Yan Chen

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 anyone 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

- 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.

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 Ed.). Mason, OH: South-Western College Pub (ISBN-10: 1133953603 | ISBN-13: 9781133953609).

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:

4 Writing Assignments (2 REQUIRED) - (100 points each for 200 points in total; 20% of final grade)

The following are writing assignment instructions that each student must complete and submit.

Students will choose any 2 of the 4 following writing assignment options 1-2 pages (single spaced).

Please do not exceed the page limitation; some points will be deducted if your writing work does not follow these rules. All writing assignment submission should be made to **Dropbox**.

1) Writing Assignment 1: Nice N Easy Grocery Shoppes RJP (**DUE Week 4 * Feb. 6 to Feb. 12**)

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=VzbIvUtpJp0> 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?

2) Writing Assignment 2: Attributions (**DUE Week 6 * Feb. 20 to Feb. 26**)

Point your favorite browser to http://www.youtube.com/watch?v=EExkZW_fI68 to watch the video, "Social Perception" (6:10) and answer the following questions. Please use the Dropbox to submit your paper for this assignment.

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?

3) Writing Assignment 3: Power: Why Some People Have it and Others Don't (**DUE Week 11 * March 27 to April 2**)

Point your favorite browser to

http://www.youtube.com/watch?v=0eFln_mdXGY&playnext=1&list=PL4358CAAFBE552346&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?
- 4) **Writing Assignment 4:** Self-Reflection (**DUE Week 13 * Apr. 10 to Apr. 16**)

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.

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 and creative ideas are 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 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.

1. Forums (5 REQUIRED) (threaded discussions; 5 forums for a total of 300 points; worth 30% 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. They take the place of in-class discussions regarding course topics.

Students will participate in five (5) learning community forums held throughout the semester. **All forums are mandatory.** Students are expected to engage in forum discussions multiple times during the week, **at least 3 comments including one original posting.** Weeks begin on Monday and end on Sunday at 11:59 PM. One primary post to a forum is due by Thursday night and a secondary response to a classmate is due by Sunday night. Forums open on **Mondays (12:01 A.M.) and close on Sundays (11:59 PM).** **PLEASE REVIEW BEST PRACTICES IN FORUMS FOR QUALITY CRITERIA BELOW AND GRADING:**

- 1) **Introduction Forum:** Introduction (**30 POINTS; DUE Week 2 / Jan. 23 to 29**)
- 2) **Forum 1:** Individual Differences (**70 POINTS; DUE Week 3 / Jan. 30 to Feb. 5**)
- 3) **Forum 2:** Attitudes, Values, Moods, and Emotions (**70 POINTS; DUE Week 5 / Feb. 13 to 19**)
- 4) **Forum 3:** Communicating (**70 POINTS; DUE Week 10 / Mar. 20 to 26**)
- 5) **Summary Forum:** Synthesizing Material and Processing the Field of OB (**60 POINTS; DUE Week 14 / April 17-23**)

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 evidently
- are constructed so that citation of original work is available

Participation (40% of points)

- **3 or more comments** during each forum open period; **10% penalty if 1st comment will not be made prior to 11:59 P.M. Thursday (4 days after forum opens).**
- Among 3 or more comments, at least 1 comment offers some original ideas and an appropriate question for community to consider AND/OR offers an appropriate web resource for peers to consider.
- 2 or more replies acknowledging and then building upon the ideas/thoughts of others. (no echoing)

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.

2. Exams (250 points each and 500 points in total; 50% of final grade)

- 1) **Midterm Exam** (online, one hour to complete 50 multiple-choice questions) covering chapters 1, 3, 4, 5, 6, and videos (due at **11:59 P.M. Week 7 Saturday and Sunday ONLY - Midterm must be taken on March 4 and 5 ONLY**).
- 2) **Final Exam** (online, one hour to complete 50 multiple-choice questions) covering chapters 8, 10, 12, 13, 15, and videos (due at **11:59 P.M. Week 15 Saturday and Sunday ONLY - Final must be taken on April 29 and 30 ONLY**)

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 below.

***Please make sure that if you have 899 in total, it means that you receive B+, not A.**

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

EMAIL

- 1) **Instructor's Email Checking Policy:** Unless you receive advance notification, your instructor will check for email messages randomly between 10:00 AM and 3:00 PM 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. **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 January 17, 2017. The final exam must be finished by Sunday, April 30, 2017.
- Mondays are the beginning of each course week (except for the first week, Jan 17-22). A weekly message will be posted to eCollege **every Monday 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 from 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 A.M. to 5 P.M.: 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

STUDENTS WITH DISABILITIES

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>.

EVALUATION

Because this course is taught in an online format, you are allowed a flexible schedule. However, you are responsible for your learning activities so be sure to pace your weekly readings, writing or reviews for any work due that week. It is a good idea to think about whether this method of learning suits your learning style and integrates well with your personal life (e.g., work-family balance or study-life balance). The responsibility of success in this course lies with you. I encourage you to review and understand the course syllabus, expectations and due dates.

For the purposes of grading, there are three components (in total of 1,000 points) within the course:

2 Writing Assignments (choose two out of four) (each 100 points, total 200 points).

5 Threaded Discussions (Forums) (total 300 points).

2 Exams, one mid-term and one final (each 250 points, and total 500 points).

Week 1: Introduction (Jan. 17-22)

Welcome to Organizational Behavior. Learning about organizational behavior (OB) and strengthening your OB skills will help you to understand the behavior of people in organizations and be more effective in your personal and professional life. The textbook has a variety of self-assessments in each chapter, and more are available on the book's website if your book has an unused passcode. You may buy a passcode if you wish, but it is not required for this course. Completing the self-assessments in each chapter will help you better relate to the material and understand how to improve your skills to maximize your success.

Your assignment for the first week is to:

1. Look around the eCollege site;
2. Explore the different features;
3. Get familiar with how the online learning platform works;
4. **Read the entire course syllabus and calendar** in order to ensure you understand the course requirements, grading criteria, class schedule, and due dates, and;

Every week you will view an introduction video clip from Dr. Jean M. Philips or Dr. Stanley M. Gully, the authors of our textbook and two former faculty members at Rutgers School of Management and Labor Relations. They are both influential scholars in the field of Organizational Behavior (OB). The intro videos will guide you regarding the week's topics. You will then need to read the chapter assigned for the week. If there is a forum, a writing assignment, or an exam due, please do it following the schedule and guidelines delineated in the syllabus. Please let your instructor (Yan Chen; chenyan0716@gmail.com) know if you have any questions.

Week 2: What is Organizational Behavior (Jan. 23-29)

This week you will learn about the field of Organizational Behavior (OB) to better understand the importance of OB for individual success in any job within an organization. This week's lessons explore the history of OB and identify some current OB trends and issues. This chapter should give you a good overview of the OB field and its importance to both organizations and individuals.

This week:

1. View the weekly introduction video first;
2. Then read Chapter 1 of the book;
3. Watch the two following video clips;
4. **Participate in the Introduction Forum (WORTH 30 POINTS).** The forum will no longer be available after Jan 29, so plan accordingly.

Video Clip 1 - To learn more about scientific management, watch the video, "Ford and Taylor Scientific Management" (7:24) at: <http://www.youtube.com/watch?v=8PdmNbqtDdI>

Video Clip 2 - To learn about some current global trends and issues, watch "Did You Know 2014" (7:36) at:
<https://www.youtube.com/watch?v=XrJjfDUzD7M>

Introduction Forum (WORTH 30 POINTS) is **MANDATORY**, and opens **THIS WEEK ONLY (Jan. 23-29)**. Your primary response is due no later than Thursday night and a secondary post to another student is required by Sunday evening (one post each at a minimum!) Please review the syllabus for Best Practices in threaded discussion forums. To receive full credit, you must engage multiple times in forum discussions. The goal of this forum is to help you get to know each other and the instructor better. The topic of the Introduction Forum is to introduce yourself, explain your work background, major, career goals, and how you believe that studying OB will help you be more successful.

Week 3: Individual Differences I (Jan. 30-Feb. 5)

This week we will focus on a better understanding of how demographics, personality, and intelligence influence our behaviors and effectiveness. We will study how individual differences are important to understand because they shape everything we do. In other words, how we relate to others, interpret events, or are treated by others, all stems from our uniqueness. Individual differences are important to understand because they influence organizational outcomes like job performance and satisfaction.

This week:

1. View the weekly introduction video first;
2. Then read Chapter 3 of the book;
3. Complete the two self-scoring online self-assessments;
4. Then watch the three video clips.
5. **Participate in Forum 1 - Individual Differences (WORTH 70 POINTS).**

Take the self-scoring Myers-Briggs Self-Assessment at: <http://www.humanmetrics.com/cgi-win/JTypes2.asp> and then;

Video Clip 1 - Watch this video to learn more about the Myers-Briggs personality types: "How to Understand Anyone (the Myers-Briggs Way)"
(1:20) <https://www.youtube.com/watch?v=aiEDoxnB1L0>.

Assessment - Take the self-scoring emotional intelligence self-assessment at:
http://psychology.about.com/library/quiz/bl_eq_quiz.htm.

Video Clip 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>.

Video Clip 3 - Then watch some examples of emotional intelligence in the workplace by watching the 2 short videos, "Emotional Intelligence" a pair of optimal and suboptimal emotional intelligence examples at: <http://www.youtube.com/watch?v=BEBidhgoNSs&list=PLE4E0668670E2009A>.

Forum 1 Individual Differences: (WORTH 30 POINTS) is **MANDATORY** and opens **THIS WEEK ONLY (Jan. 30-Feb. 5)**. Click on the link under Week 3 to participate in Forum 1, Individual Differences. Your primary response is due no later than Thursday night and a secondary post to another student is due by Sunday evening (one post each at a minimum). Please look at the syllabus for grading criteria for forums under the Best Practices in Threaded Discussions box.

Week 4: Individual Differences II (Feb 6-12)

This week, we focus on the role of self-concept in our performance and how to best influence the performance of others. We also discuss various learning styles. After studying this chapter, you will have a better idea of how you learn best and why they require us to be flexible in how we teach others. We also discuss various ways of "fitting" with a job and why some people are unsuccessful at a job despite being very talented at what they do.

This week:

1. View the weekly introduction video first;
2. Then read Chapter 4 of the book;
3. Watch the two video clips;
4. **Writing Assignment 1 (WORTH 100 POINTS)** is **due by Sunday night, 2/12/2017**. You need to complete 2 out of 4 assignments. If you want to complete Assignment 1, it is due no later than Sunday night this week.

Video Clip 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>

Video Clip 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=iD9jLSWUIC8>

Writing Assignment 1 (WORTH 100 POINTS) is due by **11:59 P.M. Sunday, February 12, 2017**. By the end of the course, you will need to have completed two of the four writing assignments. Please use the **Dropbox** to submit your paper for this assignment. Select your two writing assignments based on your interests and schedule, and then do your two selected writings following the guideline and format seen in the syllabus.

Week 5: Attitudes, Values, Moods and Emotions (Feb. 13-19)

This week, we will discuss the roles of attitudes, values, moods, and emotions play in our success. I can tell you that this will be a really fun week! Because these factors often influence our behaviors more than do conscious, rational thoughts, it is important to understand how they influence us and the behavior of others. We also explore the positive and negative effects of stress, and learn how to better manage stress before it leads to burnout.

This week:

1. View the weekly introduction video first;
2. Then read Chapter 5 of the book;
3. Watch the two video clips;
4. **Participate in Forum 2 (WORTH 70 POINTS).**

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

Video Clip 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>

Forum 2 Attitudes, Values, Moods and Emotions (WORTH 70 POINTS) is **MANDATORY** and opens **THIS WEEK ONLY (Feb 13 -19)**. Post a primary comment by Thursday night and a secondary post to a classmate by Sunday night (One each at a minimum). 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! Please refer to the Best Practices in Forums above in the syllabus.

Week 6: Social Perception, Attributions, and Perceived Fairness Introduction (Feb. 20-26)

Understanding how our perceptions and attributions about what happens around and to us influences our behavior can help us to stay objective and make the best decisions. This week we will learn how we form impressions of others and how to make a great first impression. We will explore how different attributions for success and failure influence the amount of effort we are willing to expend in the future, and learn how to manage common attribution errors. We also discuss the importance of trust and the many ways we interpret fairness.

Reminder, the midterm exam is next week.

This week:

1. View the weekly introduction video first;
2. Then read Chapter 6 of the book;
3. Watch the two videos;
4. **Writing Assignment 2(WORTH 100 POINTS) is due by Sunday night, 02/26/2017.**

Video Clip 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=FIzqhQsTos4&feature=related>

Video Clip 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=jStAnPrUZT4>

Writing Assignment 2 (WORTH 100 POINTS) is due by 11:59 P.M. Sunday, Feb 26, 2017. By the end of the course, you will need to have completed two of the four writing assignments. Please use the **Dropbox** to submit your paper for this assignment. Also, please make sure that your writing does follow the guidelines and format found earlier in the syllabus.

Week 7: Midterm Exam (March 4-5)

This week:

The **50-question midterm** exam (**WORTH 250 POINTS**) is available on March 4 and 5 ONLY. **DUE** by 11:59 P.M. on Sunday **March 5, 2017**. You have one hour to complete it. Remember, the exam can contain material from the videos as well as the chapters 1, 3, 4, 5, and 6. Please make sure that it is a best practice **NOT TO WAIT UNTIL THE LAST MINUTE** to take the exam because "things" may happen!

If you experience any technical issue, please contact eCollege help desk at 877-7RUTGER (877-778-8437 FREE).

In addition, you can review your result with correct answers. I really encourage you to know what kind of questions you missed, because understanding that will be effective in preparing for the final exam.

Week 8: Motivating Behavior (March 6-12)

This week, we will learn about motivation. Understanding how to best motivate ourselves and others is an important personal and professional skill. The roles of goals, feedback, self-efficacy, rewards, and other factors will be discussed. Understanding why and how different motivational techniques work will help you to flexibly utilize the right motivational approach for the situation.

This week:

1. View the weekly introduction video first;
2. Then read Chapter 7 of the book;
3. Watch the two videos

Video Clip 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>

Video Clip 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=eYUi95loA0>

There is no assignment for this week! Enjoy!

Week 9: SPRING BREAK! ☺ (March 13-19)

Week 10: Communicating (March 20-26)

This week, we will look at communication. Effective communication is critical for organizational effectiveness. Because many organizations believe that college graduates' communication skills are not as strong as they should be, it can give you an advantage to be an effective written and verbal communicator. This week we will discuss the communication process and a variety of barriers to effective communication. We will describe a variety of communication media, and discuss how to improve various types of communication skills.

This week:

1. View the weekly introduction video first;
2. Then read Chapter 8 of the book;
3. Read Article 1, see below;
4. Watch the three videos.
5. **Participate in Forum 3 Communicating (WORTH 70 POINTS).**

Article 1 To learn how to show confidence through your own body language, read the Forbes article: “12 Body Language Tips for Career Success” by Carol Kinsey Goman at:
<http://www.forbes.com/sites/carolkinseygoman/2013/08/21/12-body-language-tips-for-career-success/>

Video Clip - 1 To learn to better read gestures and body language, watch the video, “Gestures and Body Language Tutorial” (7:56) at: <https://www.youtube.com/watch?v=ZUXtGQkJcQ0>

Video Clip - 2 To learn more about nonverbal communication in the office, watch the video, “How to Read Your boss’ Body Language” (1:20) at: <https://www.youtube.com/watch?v=g2oXL5rdHYU>

Video Clip - 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>

Forum 3 Communicating (WORTH 70 POINTS) is **MANDATORY** and opens **THIS WEEK ONLY (March 20 -26)**. A primary post is due by Thursday night and a secondary post is due by Sunday night (One each at a minimum). 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!

Week 11: Power, Influence, and Politics (March 27- April 2)

Power, influence, and politics can affect your job performance and career success in both positive and negative ways. This week we explore different types of power and when each is appropriate to use. We also discuss a variety of influence tactics to improve your ability to persuade others. We also explore the causes of political behavior and ways of effectively managing office politics.

This week:

1. View the weekly introduction video first;
2. Then read Chapter 10 of the book;
3. Watch the two videos;
4. **Writing Assignment 3(WORTH 100 POINTS) is due by Sunday night, 04/02/2017**

Video Clip 1 - To learn more about influence tactics, watch the video, “Killer Attitude Covert Influence Tactics” (7:57) at:

<http://www.youtube.com/watch?v=mUpAOAmXSXw>

Video Clip 2 - To learn more about office politics, click on the link to watch the video, “Office Politics Offers Ways to Get Ahead” (2:01) at: http://www.youtube.com/watch?v=_OYi3dvL4Ws&feature=related

Writing Assignment 3 (WORTH 100 POINTS) is due by 11:59 P.M. Sunday, April 2, 2017. By the end of the course, you will need to have completed two of the four writing assignments. Hence, if you have already submitted the first two writing assignments, please do not write any more.

IMPORTANT: If you have not completed any writing assignment so far, you need to do this writing assignment due by April 2, and the next one due by April 16. If you have done either 1st or 2nd writing assignment, please do either this or next writing assignment. Please use the **Dropbox** to submit your paper for this assignment.

Week 12: Group Behavior and Effective Teams (April 3-9)

Teamwork is an essential part of most jobs. Unfortunately, most teams fail to live up to their potential. This week we will explore different types of teams and how to enhance team effectiveness and build effective teams. We will also discuss the roles of different types of diversity in teams. Building your teamwork skills will help you to perform well in a wide variety of jobs and is an important managerial skill.

This week:

1. View the weekly introduction video first;
2. Then read Chapter 12 of the book;
3. Watch the two videos.

Video Clip 1 - To learn what it means to be part of a virtual team, 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>

Video Clip 2 - Patrick Lencioni – The Five Dysfunctions of a Team” (4:43) at

<http://www.youtube.com/watch?v=6dRKA700RaQ&feature=related>

There is no assignment for this week! Enjoy!

Week 13: Leadership (April 10-16)

This week, we have another very important topic, which is leadership. As I strongly believe that many of you will become a leader in your current or future organization, you better understand diverse aspects of leadership. Leaders can make or break teams and organizations. Leadership occurs at all levels of an organization. This week, we explore what leadership is, and how it differs from management. We will discuss a variety of leadership theories and what influence a leader's effectiveness. Developing your leadership skills is something that will help you throughout your career.

This week:

1. View the weekly introduction video first;
2. Then read Chapter 13 of the book;
3. Watch the two videos.
4. **Writing Assignment 4 (WORTH 100 POINTS) is due by Sunday night, 04/16/2017**

Video Clip 1 - To learn more about how good people sometimes become bad leaders, 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=l5K9j1GsZfs&feature=related>

Video Clip 2 - To learn more about leadership qualities, click on the link to watch the video, “Qualities of Leadership—Leadership Quotes” (3:14) at: <http://www.youtube.com/watch?v=UhxINyIZ454>

Writing Assignment 4 (WORTH 100 POINTS) is due by 11:59 P.M. Sunday, April 16, 2017. If you have not submitted two writing assignments to date, please try this writing assignment and then submit it by using the **Dropbox**.

Week 14: Organizational Culture and Change (April 17-23)

Welcome to the last week of this course! I hope you have been enjoying this course and learning a lot! This week, our topic is Organizational Culture. Organizational culture is like an invisible hand that influences employees' attitudes, decisions, and interpretations of events in organizations. This week, we discuss what organizational culture is, where it comes from, and the effects it has on organizational performance. We will also explore cultures of conflict and inclusion in more detail.

Organizational change is inevitable. Understanding the forces driving change and better understanding the organizational change process will help you to be more effective in managing and surviving these changes. We also explore a variety of barriers to change and discuss strategies for overcoming resistance to change.

This week:

1. View the weekly introduction video first;
2. Then read Chapter 15 of the book;
3. Watch the two videos;
4. **The Summary Forum (WORTH 60 POINTS).**

Video Clip 1 - To learn more about delegation, watch the video, "Delegation" (2:27) at:

<http://www.youtube.com/watch?v=6wSNacZljQ8>

Video Clip 2 - To learn more about how matrix teams operate, watch the video, "Breaking the Silos—Matrix Management" (4:55) at: <http://www.youtube.com/watch?v=roqo0m4k2Iw>

The Summary Forum (WORTH 60 POINTS) (Worth 60 Points) is **MANDATORY** and opens **THIS WEEK ONLY (April 17-23)**. You may choose to write on one or more of the topics. 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! A primary post is due by Thursday night and a secondary post to a classmate is due by Sunday night (One each at a minimum). Please refer to the criteria for grading forums above in the box marked Best Practices for Threaded Discussions / Forums.

Week 15: FINAL EXAM: April 29-30

This week:

Complete the **Final Exam (WORTH 250 POINTS)**. OPEN April 29 and April 30, 2017 ONLY. After April 30, 2017, the final exam will no longer be available.