**RUTGERS**

School of Management
and Labor Relations

**Course Syllabus** (37:575:345:91)
Organizational Behavior & Work
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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. OB explains how organizations work from individual motivation to team dynamics to organizational structure, knowing about OB is essential to being effective at all organizational levels.

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

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

## COURSE OBJECTIVES

- 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:

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 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 1**: Nice N Easy Grocery Shoppes RJP (**week 4**)
      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 2**: Attributions (**week 6**)
      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 3**: Power: Why Some People Have it and Others Don't (**week 10**)
      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 4**: Self-Reflection (**week 13**)
      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.

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**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 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.

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2. **Forums (threaded discussions; 300 points in total; 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.

Five learning community forums are held throughout the semester. **All of these forums are mandatory**. **Students are expected to engage in forum discussions multiple times during the course week.** Forums open on **Tuesdays (12:01 A.M.)**, first comment due-dates are on **Fridays (by 11:59 P.M.)**, and forums close on **Mondays (11:59 P.M.)**.

1) **Introduction Forum:** Introduction (30 points; **week 2**)
2) **Forum 1:** Individual Differences (70 points; **week 3**)
3) **Forum 2:** Attitudes, Values, Moods, and Emotions (70 points; **week 5**)
4) **Forum 3:** Communicating (70 points; **week 10**)
5) **Summary Forum:** Synthesizing Material and Processing the Field of OB (60 Points; **week 14**)

**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

*Concise comments with key ideas will be evaluated better than only lengthy comments

**Participation** (40% of points)

- 3 or more comments during each forum open period; **some points will be deducted if 1st comment will not be made prior to 11:59 P.M. Friday (3 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 (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.**)
    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.**)

**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 and will respond within 24 hours. (This excludes Saturday/Sunday, holidays, and Thanksgiving Break).
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 Tuesday, September 1, 2015. The final exam must be finished by Tuesday, December 22, 2015.
- Tuesdays are the beginning of each course week. A weekly message will be posted to eCollege. Students are responsible for the contents of weekly messages. Messages present timely information on course activities/assignments and content.
- 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:

    o feature learner-centered/self-directed learning. Self-directed learning requires more involvement from the student. More involvement increases the likelihood of retention.
    o 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.
    o 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.
    o foster student-to-student interaction and support opportunities that can serve as high quality learning opportunities.
    o offer time for students to consider concepts and skills being addressed beyond the period one would be present in an on-the-ground classroom.
    o 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:

    o Engage in regular and sustained interaction with peers in forum discussions.
    o Communicate clearly, authentically, and maintain a content-oriented focus to encourage others to interact with you.

- o Intellectually challenge peers to consider a topic by offering well developed comments that invite peers to share their reflections on course material.
- o 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.