

**Course Instructor:**

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**Description**

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

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

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

**Course Objectives**

Course material and assignments provide opportunities to:

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

**Course Competencies**

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

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

**Course Organization**

Week 1	The Organizational Behavior Context
Weeks 2-6	Individual Effectiveness
Weeks 7-9	Social Interactions
Weeks 10-11	Groups, Teams, and Leadership

## Requirements

The course will include:

## Readings

### Textbook

Weekly reading material is primarily chapters from this text:

Phillips, J.M. & Gully, S.M. (2013). *Organizational Behavior* (2<sup>nd</sup> Edition), Mason, OH: South-Western College Pub.  
ISBN-10: 1133953603  
ISBN-13: 978-1133953609

## 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** (20% of final grade)

Following writing assignment instructions each student completes and submits **any 2 of the 4** following 1-2 page (single-spaced) papers. If more than two are submitted, only the first two will be graded. All writing assignment submission should be made to **Dropbox**.

**Writing Assignment #1:** Nice N Easy Grocery Shoppes RJP (100 points – due at end of week 3)

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?

**Writing Assignment #2:** Attributions (100 points – due at end of week 5)

Point your favorite browser to [http://www.youtube.com/watch?v=EEExkZW\\_fl68](http://www.youtube.com/watch?v=EEExkZW_fl68) 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?

**Writing Assignment #3:** Power: Why Some People Have it and Others Don't (100 points – due at end of week 8)

Point your favorite browser

to [http://www.youtube.com/watch?v=0eFln\\_mdXGY&playnext=1&list=PL4358CAAFBE552346&feature=results\\_main](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?

**Writing Assignment #4:** Self-Reflection (100 points – due at end of week 10)

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

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

- **Midterm Exam** (online, one hour to complete 50 multiple choice questions) covering chapters 1, 3-7, videos (200 points - due by end of week 6)
- **Final Exam** (online, one hour to complete 50 multiple choice questions) covering chapters 8, 10, 11, 12, and 13 and the assigned videos (200 points - due by end of week 11)

***Proctortrack***

In order to remain compliant with the federal requirement of student authentication in online courses, you will take one of two exams in this course using Proctortrack software, a remote proctoring service. In this course, there is NO charge for the use of Proctortrack services.

Detailed instructions on how to use Proctortrack will be provided early June. You will be asked via announcement in early June to set up your account profile by taking an ungraded "onboarding" quiz. This quiz is intended to identify any potential software problems. Despite Proctortrack's compatibility with Chrome and Firefox, Pearson LearningStudio (eCollege) still runs the exam, so it is recommended that you use Mozilla Firefox.

Questions and requests for tech support during the authentication and verification process should be addressed by calling (888) 326-5219(888) 326-5219 X3 or by going to [www.proctortrack.com](http://www.proctortrack.com). Questions regarding course materials and exam questions should be directed to the instructor.

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

Why Are Forums Important?

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

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

Forum Requirements, Topics, and Timing within Semester

Six learning community forums are held throughout the semester. ***All of the forums are mandatory.***

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

**Introduction Forum:** Introduction (Mandatory; 80 points) – Week 1

**Forum 1:** Individual Differences (80 points) – Week 2

**Forum 2:** Attitudes, Values, Moods, and Emotions (80 points) – Week 4

**Forum 3:** Social Interactions (80 points) – Week 7

**Forum 4:** Managing Conflict and Negotiating (80 points) – Week 9

**Summary Forum:** Synthesizing Material and Processing the Field of OB (Mandatory; 80 Points) – Week 11

## Policies and Procedures

### Class Sessions and Assignment Due Date Information

- The course begins on Tuesday, May 26, 2015. The first assignment starts on Wednesday, May 27, 2015. The last assignment must be submitted by Tuesday, August 11, 2015.
- **Wednesdays** are the beginning of each course week. A weekly message will be posted to eCollege every Wednesday by 10 am 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 (12:01 am – 11:49 pm) for a 10% penalty.** Writing assignments submitted **after the 24 hour late period will not be accepted.**

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

**Contact the eCollege 24/7 toll free helpdesk if you experience any technical problems that prohibit you from completing an assignment. Technical problems are not a valid excuse for missing a due date.  
877-778-8437**

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

### 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 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 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.

## 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](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.

## Extra Credit

When students feel that they need extra points to increase a final grade, there is **ONLY ONE WAY** to earn it. No extra credit assignment will be offered at the end of the semester.

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

## Email

### Instructor's Email Checking Policy

Unless you receive advance notification, your instructor will check for email messages by 10:00 am ET on most workdays. (This excludes Saturday/Sunday, holidays, and Thanksgiving Break.) If a student sends a comment or question, your instructor will try to answer the email within 24 hours.

### Students Email Checking Policy

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

Email messages are ALWAYS sent to the student's default email address for the course. Forgetting or being unable to check your email is not an excuse.

## Grading

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

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

## Course Expectations

Item	Specifics	% of Total Grade
Writing Assignments	<p><b>2 of 4 Writing Assignments Addressing Course Topics</b> (100 points each)</p> <p>The specific writing assignments are described on pp. 2-3</p> <p>See pp. 9-10 of syllabus for further explanation of grading criteria for written assignments</p> <p><i>Writing assignments are worth a total of 200 points</i></p>	20%
Exams	<p><b>Midterm Exam</b> 50 multiple choice questions covering chapters 1, 3-7 Worth 200 points</p> <p><b>Final Exam</b> 50 multiple choice questions covering chapters 8-13, 15 (NOT chapters 14 or 16) Worth 200 points</p> <p><i>Exams are worth a total of 400 points</i></p>	40%
Threaded Discussions (Forums)	<p><b>5 Forums</b> Asynchronous threaded discussions on topics relating to course units and assignments. Grading Rubric: high content quality (50%), participation (40%), and context (10%) see p. 9 of syllabus and grading document in course for further explanation of the forum grading criteria.</p> <p>The specific forum topics are described on pp. 3-5</p> <p><b>Forums:</b> Introduction Forum (80 points); Summary Forum (80 points) <i>Mandatory</i>; Worth a total of 160 points</p> <p><b>Forums 1 – 4</b> Each worth 80 points.</p> <p>Students are given the choice to opt out of one of the numbered forums</p> <p><i>Forum work is worth a total of 400 points (160 + 240)</i></p>	40%
	<b>Total</b>	<b>100%</b>

## Self-Empowerment

### Use of Technical Tools & Problem Solving

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

#### Student Resources

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

#### Resources Available in Course:

- Tech FAQs document – provides written information and instructions that address all aspects of technical performance within this course. (The document is linked on the left hand side of course, on the course home page, and available on the default page of document sharing.)
- Flash Videos – Offer visual demonstrations of how to use each course tool (example: document sharing, dropbox and changing default email address). Links to videos are located on the home page of the course.
- Clear Instructions – Basic and specific instructions and links are provided for students to identify how and where course information is organized. Upon entering the course, follow all steps presented to become acclimated to the location of key pieces of information and feel comfortable entering all areas of the course shell.

### Resources Available Outside the Course:

- **NetID or Rutgers email problems:** Call 732-445-HELP (4357)
- **Logging into the course:** Call Monday through Friday 9 am – 5 pm: 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](mailto:help@ecollege.rutgers.edu)**

### **Embrace the Opportunities of Online Learning**

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

Well designed and facilitated, online courses:

- feature learner-centered/self-directed learning. Self-directed learning requires more involvement from the student. More involvement increases the likelihood of retention.
- are assignment based. This difference requires students to continually do something with the topics being addressed in a course. Students are engaged to make a personal connection with the material.
- expand resources for study beyond the recourses in the course shell. Students are encouraged to explore a wide variety of Internet based sources of information that addresses course topics.
- foster student-to-student interaction and support opportunities that can serve as high quality learning opportunities.
- offer time for students to consider concepts and skills being addressed beyond the period one would be present in an on-the-ground classroom.
- support one-on-one learning through ongoing interaction with the instructor. Instructors are readily available to answer questions and/or discuss course content and assignments.

### **Assist in Creating and Fostering an Online Community of Learners**

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

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

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

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

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

- Intellectually challenge peers to consider a topic by offering well developed comments that invite peers to share their reflections on course material.
- Maintain a positive and respectful attitude when interacting with peers. “flaming” – where students focus on demeaning a peer instead of constructively offering a differing opinion when there is a disagreement - has point deducting consequences.

## **Recognize Best Practices and Use Them to Achieve Success**

### General Information on Directions and Assignment Grading

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

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

### Best Practices in Forum Participation

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

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

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

At least 3 comments:

- are relevant to the topics addressed in a forum
- exhibit critical thinking and an overall understanding of topic is evident
- are constructed so that citation of original work is available

#### **Participation** (40% of points)

- 3 or more comments during each forum open period; 1<sup>st</sup> comment made prior to 11:59 pm Saturday (4 days after forum opens).
- Fosters learning community development through: 2 or more replies acknowledging and then building upon the ideas/thoughts of others. (no echoing)
- At least 1 comment offers an *appropriate* question for community to consider AND/OR offers an *appropriate* web resource for peers to consider.

#### **Context and Expression** (10% of Points)

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

### Best Practices in Completing Writing Assignments

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

#### **Content** (50% of points)

Content is well developed:

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

**Reflection (40% of points)**

Outstanding reflective skills:

- Answers indicate a high level of reflection and insight on topic.
- Critical thinking is evident.
- A strong desire to reflect on topics is evident.

**Organization & Mechanics (10% of points)**

Organization of content and expression of ideas/thoughts is outstanding:

- Writing is fluent and lively.
  - All answers are presented in a professional 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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## Weekly Schedule and Content

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

### **Week 1: WHAT IS ORGANIZATIONAL BEHAVIOR?**

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

Reading: Chapter 1 of *Organizational Behavior*

**Assignment:** Introduction Forum (due by Tuesday at midnight; 80 points)

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

### **Week 2: INDIVIDUAL DIFFERENCES I: DEMOGRAPHICS, PERSONALITY, AND INTELLIGENCE**

Reading: Chapter 3 of *Organizational Behavior*

**Assignment:** Forum #1 (due by Tuesday at midnight; 80 points)

### **Week 3: INDIVIDUAL DIFFERENCES II: SELF-CONCEPT, LEARNING STYLES, AND TYPES OF FIT**

Reading: Chapter 4 of *Organizational Behavior*

**Writing Assignment #1:** Nice N Easy Grocery Shoppes RJP (due by Tuesday at midnight; 100 points);

### **Week 4: ATTITUDES, VALUES, MOODS, AND EMOTIONS**

Reading: Chapter 5 of *Organizational Behavior*

**Assignment:** Forum #2 (due by Tuesday at midnight; 80 points)

### **Week 5: SOCIAL PERCEPTION, ATTRIBUTIONS, AND PERCEIVED FAIRNESS**

Reading: Chapter 6 of *Organizational Behavior*

**Writing Assignment #2:** Attributions (due by Tuesday at midnight; 100 points)

### **Week 6: MOTIVATING BEHAVIOR**

Reading: Chapter 7 of *Organizational Behavior*

**Midterm Exam** covering chapters 1, 3-7 (due by Tuesday at midnight; 200 points)

### **Week 7: COMMUNICATING**

Reading: Chapter 8 of *Organizational Behavior*

**Assignment:** Forum #3 (due by Tuesday at midnight; 80 points)

### **Week 8: POWER, INFLUENCE, AND POLITICS**

Reading: Chapter 10 of *Organizational Behavior*

**Writing Assignment #3:** Power: Why Some People Have it and Others Don't (due by Tuesday at midnight; 100 points)

### **Week 9: MANAGING CONFLICT AND NEGOTIATING**

Reading: Chapter 11 of *Organizational Behavior*

**Assignment:** Forum #4 (due by Tuesday at midnight; 80 points)

**Week 10: GROUP BEHAVIOR AND EFFECTIVE TEAMS**

Reading: Chapter 12 of *Organizational Behavior*

**Writing Assignment #4:** Personal Reflection Paper (due by Tuesday at midnight; 100 points)

**Week 11: LEADING**

Reading: Chapter 13 of *Organizational Behavior*

**Assignment:** Summary Forum (due by Tuesday at midnight; 80 points)

**Final Exam** covering chapters 8, 10-13 (due Tuesday at midnight; 200 points)