

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

COURSE OBJECTIVES

Course material and discussions provide opportunities to:

- Better understand your own OB related traits and perspectives;
- Understand why people behave as they do in work settings;
- Improve your ability to analyze and understand organizational situations;
- Improve your skills in reacting appropriately to organizational situations;
- Improve your ability to create and maintain productive work environments.

COURSE ORGANIZATION

Weeks 1-2 The Organizational Behavior Context

Weeks 3-6 Individual Effectiveness

Weeks 7-11 Social Interactions

Weeks 12-13 Groups, Teams, and Leadership

Week 14 Organizational Culture and Change

TEXTBOOK

Jean M. Phillips and Stanley M. Gully. 2013. Organizational behavior: Tools for success. Mason, OH: South-Western Cengage Learning. ISBN-13: 978-1-133-95360-9.

(Note: you may use an older version of this book if necessary.)

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.

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

Item	Specifics	% of Total
Writing Assignments	<p style="text-align: center;">2 of 4 Writing Assignments Addressing Course Topics (100 points each)</p> <p>The specific writing assignments and grading criteria are described on pp. 4-6</p> <p style="text-align: center;">Writing assignments are worth a total of 200 points</p>	20%
Exams	<p style="text-align: center;">Midterm Exam 50 multiple choice questions covering chapters 1, 3-7, videos Worth 250 points</p> <p style="text-align: center;">Final Exam 50 multiple choice questions covering chapters 8,10 -13, 15 , videos Worth 250 points</p> <p style="text-align: center;">Exams are worth a total of 500 points</p>	50%
Threaded Discussions (Forums)	<p style="text-align: center;">5 Forums Asynchronous threaded discussions on topics relating to course units and assignments. Grading Rubric: high content quality (50%), participation (40%), and context (10%) see p. 7 of syllabus in course for further explanation of the forum grading criteria.</p> <p style="text-align: center;">The specific forum topics are described on pp.5</p> <p style="text-align: center;">2 Mandatory Forums: Introduction Forum (30 points); Summary Forum (60 points) Worth a total of 90 points</p> <p style="text-align: center;">Forums Options # 1 – 4 (choose any 3) Each worth 70 points.</p> <p style="text-align: center;">Students are given the choice to opt out one of the numbered forums Worth a total of 210 points</p> <p style="text-align: center;">Forum work is worth a total of 300 points (90 + 210)</p>	30%
Total		100%

PROCEDURES

1. Class Sessions and Assignment Due Date Information

The course begins on Tuesday, January 20th, 2015. The last assignment must be submitted by Sunday May 10, 2014.

Schedule: The weeks in the course begin on Monday and end on Sunday evening at 11 p.m. You often will have things due on either Thursday evening or Sunday evening, just like any course that meets twice a week.

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**.

2. 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.

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: 848-932-4702
- 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

OVERVIEW OF ASSIGNMENTS

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

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

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

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

Writing Assignment #1: Nice N Easy Grocery Shoppes RJP (100 points – due 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?

Writing Assignment #2: Attributions (100 points – due week 6)

Point your favorite browser to http://www.youtube.com/watch?v=EEExkZW_fI68 to watch the video, “Social Perception” (6:10) and answer the following questions.

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 week 10)

Point your favorite browser to

http://www.youtube.com/watch?v=0eFln_mdXGY&playnext=1&list=PL4358CAAFB E552346&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 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.

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.

2. Exams (50% of final grade; 25% each)

Midterm Exam (online, one hour to complete 50 multiple choice questions) covering chapters 1, 3-6, videos (250 points - due by end of week 7)

Final Exam (online, one hour to complete 50 multiple choice questions) covering chapters 8, 10-13, 15, and videos (250 points - due by end of week 15)

3. Threaded Discussions (FORUMS) (Worth 30% 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. *Two of the forums, the introduction and summary forums, are mandatory. Students must also participate in at least three of the additional four forums. If a student chooses to participate in all six forums, the numbered forum with the lowest number of points earned will be dropped.*
- **Students are expected to engage in forum discussions multiple times during a Monday –Sunday course week.** Forums open on Monday (12:01 am), first comment dates are on Thursday (by 11:59 pm), and forums close on Sunday (11:59 pm).
- **Forum Schedule**
 - Introduction Forum:** Introduction (Mandatory; 30 points) – Week 2
 - Forum Option #1:** Individual Differences (70 points) – Week 3
 - Forum Option # 2:** Attitudes, Values, Moods, and Emotions (70 points) – Week 5
 - Forum Option # 3:** Social Interactions (70 points) – Week 9
 - Forum Option #4:** Managing Conflict and Negotiating (70 points) – Week 11

Summary Forum: Synthesizing Material and Processing the Field of OB
(Mandatory; 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 is evident
 - are constructed so that citation of original work is available

- **Participation** (40% of points)
 - 3 or more comments during each forum open period; 1st comment made prior to 11:59 pm Thursday (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.

CLASS POLICIES

1. Media Policy

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

Recordings, course materials, forum content, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute

copyright infringement in violation of federal or state law, or University policy. Violation of this policy may subject a student to disciplinary action under the University's Standards of Conduct.

Exception:

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

Destruction of Approved Recordings:

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

2. 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.

3. Disability Services

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> .

4. Extra Credits

When students feel that they need extra points to increase a final grade, there is one way to earn it. No extra credit assignment will be offered at the end of the semester. Students who begin a discussion in a forum and also return to the discussion they have started to interact with at least 1 peer who has responded to their initial comment earn a total of 5 points per forum. This extra credit option is available for Forums 1 – 4 (not the Introductory or Summary forums).

5. Email

Instructor's Email Checking Policy

Unless you receive advance notification, your instructor will check for email messages daily on most workdays. (This excludes Saturday/Sunday, and holidays.) 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.

WEEKLY SCHEDULE AND CONTENT

Reading and video material below represent core material for the semester.

Week 1: INTRODUCTION (Jan. 20-25)

- Explore what the course is about and make note of what is required of you.
- Learn how to use Pearson E-college and locate readings & other online resources. There are excellent instructional videos online about the use of the e-college system.
- Reading: Syllabus and Related Material

Week 2: WHAT IS ORGANIZATIONAL BEHAVIOR? (Jan. 26 – Feb. 1)

- **Reading:** Chapter 1 of *Organizational Behavior*
- **Video Clip(s) and Online Activities:**
 - 1) Weekly overview and unit introduction
 - 2) To learn more about scientific management, watch the video, "Ford and Taylor Scientific Management" (7:24) at: <http://www.youtube.com/watch?v=8PdmNbqtDdI>

3) To learn about some current global trends and issues, watch “Did You Know 3.0” (4:59) at: http://www.youtube.com/watch?v=YmwwrGV_aiE

- **Assignment Due: Introductory Discussion Forum** (Mandatory - 30 points); Step 1 due by 11:59 pm on Thursday, January 29; Additional Step(s) due by 11:59pm on Sunday, February 1.

Week 3: INDIVIDUAL DIFFERENCES I: DEMOGRAPHICS, PERSONALITY, AND INTELLIGENCE (Feb. 2 - 8)

- **Reading:** Chapter 3 of *Organizational Behavior*
- **Video Clip(s) and Online Activities:**
 - 1) Weekly overview and unit introductions
 - 2) To learn more about managing the four generations in the workforce, watch the video, “Characteristics of the Four Generations in the Workplace” (5:59) at: <http://www.youtube.com/watch?v=QBVEMQsNbBY&feature=related>
 - 3) Take the self-scoring Myers-Briggs Self-Assessment at: <http://www.humanmetrics.com/cgi-win/JTypes2.asp> and then watch this video to learn more about the Myers-Briggs personality types: “How to Understand Anyone (the Myers-Briggs Way)” (1:21) at: <http://www.youtube.com/watch?v=Z81upDDov1k> .
 - 4) Take the self-scoring emotional intelligence self-assessment at: http://psychology.about.com/library/quiz/bl_eq_quiz.htm . Then watch some examples of emotional intelligence in the workplace by watching the video, “Examples of Emotional Intelligence” (4:58) at: <http://www.youtube.com/watch?v=6D5oWNFR6oY> .
- **Assignment:** Discussion Forum Option #1: Individual Differences (70 points) - Step 1 due by 11:59pm on Thursday, Feb. 5; Additional Step(s) due by 11:59pm on Sunday, Feb. 8.

Week 4: INDIVIDUAL DIFFERENCES II: SELF-CONCEPT, LEARNING STYLES, AND TYPES OF FIT (Feb. 9 - 15)

- **Reading:** Chapter 4 of *Organizational Behavior*
- **Video Clip(s) and Online Activities:**
 - 1) Weekly overview and unit introductions

- 2) 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>
 - 3) 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 Option #1:** Nice N Easy Grocery Shoppes RJP (due by midnight on Sunday, Feb. 15; 100 points);

Week 5: ATTITUDES, VALUES, MOODS, AND EMOTIONS (Feb. 16-22)

- **Reading:** Chapter 5 of *Organizational Behavior*
- **Video Clip(s) and Online Activities:**
 - 1) Weekly overview and unit introduction
 - 2) To learn more about employee engagement, watch the video, “Employee Engagement” (3:03) at: <http://www.youtube.com/watch?v=9JbWInqfKLk>
 - 3) To learn more about workplace stress and how to manage it, watch the video, “What is Stress? Managing Stress at work.mov” (1:59) at:
<http://www.youtube.com/watch?v=LUaxQCRXizc>
- **Assignment:** Discussion Forum Option #2: Attitudes, Values, Moods & Emotions (70 points) - Step 1 due by 11:59pm on Thursday (Feb.19); Additional Step(s) due by 11:59pm on Sunday (Feb.21).

Week 6: SOCIAL PERCEPTION, ATTRIBUTIONS, AND PERCEIVED FAIRNESS (Feb. 23 – March 1)

- **Reading:** Chapter 6 of *Organizational Behavior*
- **Video Clip(s) and Online Activities:**
 - 1) Weekly overview and unit introduction
 - 2) To learn how to make a good first impression at a job interview, watch the video, “First Impressions at an Interview” (2:44) at:
<http://www.youtube.com/watch?v=FlzqhQsTos4&feature=related>
 - 3) To learn more about how to create trust at work, watch the video, “Great Place to Work Trust Model” (5:30) at: <http://www.youtube.com/watch?v=j5tAnPrUZT4>

- **Writing Assignment Option #2:** Attributions (due by midnight on Sunday (March 1); 100 points)

Week 7: MIDTERM EXAM (March 2 - 8)

- **Midterm Exam** covering chapters 1, 3-6 (due by midnight on Sunday; 250 points). Take the online Mid-Term Exam (50 multiple choice within one hour) between Monday, March 2 (8:00am) and by 11:59pm on Sunday, March 8.

Week 8: MOTIVATING BEHAVIOR (March 9 - 13)

- **Reading:** Chapter 7 of *Organizational Behavior*
- **Video Clip(s) and Online Activities:**
 - 1) Weekly overview and unit introduction
 - 2) To learn more about intrinsic motivation, watch the video, “Daniel Pink: What Really Motivates Workers” (8:27) at:
<http://www.youtube.com/watch?v=feDJ3zL23qw&feature=related>
 - 3) To learn about how Disney motivates its employees, watch the video, “How Disney Leaders Create Magic” (3:22) at:
<http://www.youtube.com/watch?v=eYUi95loaAo>
- **Assignment:** none.

Week 9: COMMUNICATING (March 23-29)

- **Reading:** Chapter 8 of *Organizational Behavior*
- **Video Clip(s) and Online Activities:**
 - 1) Weekly overview and unit introduction
 - 2) 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/>
 - 3) 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>

- 4) To learn more about nonverbal communication in the office, watch the video, “How to Understand Non-Verbal Communication in the Office” (1:59) at:
<http://www.youtube.com/watch?v=xkngb-6T79o>
- 5) To learn more about intercultural communication, watch the video, “Intercultural Communication in the Workplace” (3:20) at:
<http://www.youtube.com/watch?v=lUjaNLnWl6o>
- **Assignment:** Forum option #3 (due by midnight on Sunday; 60 points). Step 1 due by 11:59 pm on Thursday; Additional Step(s) due by 11:59pm on Sunday.

Week 10: POWER, INFLUENCE, AND POLITICS (March 30 – April 5)

- **Reading:** Chapter 10 of *Organizational Behavior*
- **Video Clip(s) and Online Activities:**
 - 1) Weekly overview and unit introduction
 - 2) To see examples of various types of power from the movie “12 Angry Men”, watch the video, “12 Angry Men—Examples of Power” (1:44) at:
<http://www.youtube.com/watch?v=IJWFyms0rQo>
 - 3) To learn more about influence tactics, watch the video, “Killer Attitude Covert Influence Tactics” (7:57) at: <http://www.youtube.com/watch?v=mUpAOAmXsXw>
 - 4) To learn more about office politics, watch the video, “Office Politics Offers Ways to Get Ahead” (2:01) at:
http://www.youtube.com/watch?v=_OYi3dvL4Ws&feature=related
- **Writing Assignment Option #3:** Power: Why Some People Have it and Others Don’t (due by midnight on Sunday; 100 points)

Week 11: MANAGING CONFLICT AND NEGOTIATING (April 6 - 12)

- **Reading:** Chapter 11 of *Organizational Behavior*
- **Video Clip(s) and Online Activities:**
 - 1) Weekly overview and unit introduction
 - 2) To learn more about managing conflict, watch the video, “10 Hot Tips—Managing Conflict” (2:47) at: http://www.youtube.com/watch?v=mqkm788-Jk8&feature=results_video&playnext=1&list=PL9B5257C3127BF9D1
 - 3) To learn one expert’s salary negotiation tips, watch the video, “Salary Negotiation: Do’s and Don’ts!” (7:09) at:
<http://www.youtube.com/watch?v=1sNR1OWE5Mo&feature=related>

4) To learn one expert negotiator's negotiation tips, watch the video, "Negotiation Skills Top 10 Tips" (11:34) at: <http://www.youtube.com/watch?v=oy0MD2nsZVs>

- **Assignment: Forum Option #4** (70 points): Step 1 due by 11:59 pm on Thursday; Additional Step(s) due by 11:59pm on Sunday.

Week 12: GROUP BEHAVIOR AND EFFECTIVE TEAMS (April 13-19)

- **Reading:** Chapter 12 of *Organizational Behavior*
- **Video Clip(s) and Online Activities:**
 - 1) Weekly overview and unit introduction
 - 2) To learn what it means to be part of a virtual team, watch the video, "Another Day in a Virtual Team" (6:43) at:
<http://www.youtube.com/watch?v=na3Tao39sjg&feature=related>
 - 3) For more insights on teams and their dysfunction watch the video, "Patrick Lencioni – The Five Dysfunctions of a Team" (4:43)
<http://www.youtube.com/watch?v=6dRKA700RaQ&feature=related>
 - 4) To learn more about how groupthink contributed to the space shuttle Challenger disaster, watch the video, "Groupthink" (3:02) at:
http://www.youtube.com/watch?v=qYpbStMyz_I
- **Assignment:** none.

Week 13: LEADING (April 20-26)

- **Reading:** Chapter 13 of *Organizational Behavior*
- **Video Clip(s) and Online Activities:**
 - 1) Weekly overview and unit introduction
 - 2) To learn more about how good people sometimes become bad leaders, watch the video "Annie McKee on Good and Bad Leaders" (3:32) at:
<http://www.youtube.com/watch?v=l5K9j1GsZfs&feature=related>
 - 3) To learn more about leadership qualities, watch the video "Qualities of Leadership—Leadership Quotes" (3:14) at:
<http://www.youtube.com/watch?v=UhxINyIZ454>
 - 4) For insights into leading for positive change in and outside an organization, watch "Six keys to leading positive change: Rosabeth Moss Kanter at TEDxBeaconStreet at:
<http://www.youtube.com/watch?v=owU5aTNPJbs>

- **Writing Assignment Option #4:** Personal Reflection Paper (due by midnight on Sunday; 100 points)

**Week 14: ORGANIZATIONAL CULTURE AND ORGANIZATIONAL CHANGE
(April 27 – May 3)**

- **Reading:** Chapter 15 of *Organizational Behavior*
- **Video Clip(s) and Online Activities:**
 - 1) Weekly overview and unit introduction
 - 2) For an overview of organizational culture take a look at “What is Organisational Culture ? Why Culture Matters To Your Organization?”(5:52) at:
<http://www.youtube.com/watch?v=Rd0kf3wd120>
 - 3) 3) For more insights and an example of corporate culture watch the video “Core Values of Culture - Tony Hsieh (Zappos)”(8:11) at :
<http://www.youtube.com/watch?v=AbFIPc34AJ8>
 - 4) To learn more about delegation, watch the video, “Delegation” (2:27) at: <http://www.youtube.com/watch?v=6wSNacZljQ8>
 - 5) 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>
- **Assignment: Summary Forum** (mandatory; 60 points)

Week 15: Wrap Up (May 5 - 10)

- **Final Exam** covering chapters 8,10-13, 15 (due by midnight on Sunday May 10; 250 points)