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Organizational Behavior
Spring 2016

(This is a preliminary syllabus subject to change)

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.

Textbook

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

Assignments

1. Writing Assignments (30% of final grade, 15% each)

Following writing assignment instructions each student completes and submits any 2 of the 4 following 1-2 page (single-spaced) papers:

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

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

- **Midterm Exam** (online, one hour to complete 50 multiple choice questions) covering chapters 1, 3, 4, 5, 6, and 7 as well as videos
(Week 8: Sunday March 13th at 12:00 AM, to Monday, March 14^h, at 11:59 PM)
- **Final Exam** (online, one hour to complete 50 multiple choice questions) covering chapters 8, 10, 11, 12, 13, and 15 as well as videos
(Week 15: Sunday May 1st at 12:00 AM, to Monday, May 2nd, at 11:59 PM)

3. Threaded Discussions (FORUMS) (Worth 30% of final grade, 7.5% each)

Two of the forums, the introduction and summary forums, are mandatory. Students must also participate in at least two of the other four forums.

- **Introduction Forum:** Introduction (Mandatory) – Week 2
- **Forum 1:** Individual Differences – Week 3
- **Forum 2:** Attitudes, Values, Moods, and Emotions – Week 5
- **Forum 3:** Social Interactions – Week 9
- **Forum 4:** Managing Conflict and Negotiating – Week 11
- **Summary Forum:** Synthesizing Material and Processing the Field of OB (Mandatory) – Week 14

Forum Requirements, Topics, and Timing within Semester

Six learning community forums are held throughout the semester. *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 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 later in the syllabus.

Policies and Procedures

Class Sessions and Assignment Due Date Information

- The course begins on Tuesday, January 19th, 2016. The last assignment must be submitted by Monday, May 2nd, 2016.
- **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.**

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.

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 2 comments:

- are relevant to the topics addressed in a forum
- exhibit critical thinking and an overall understanding of topic is evident

Participation (40% of points)

- 2 or more comments during each forum open period; **1st comment must be made prior to 11:59 pm Saturday (4 days after forum opens).**
- Fosters learning community development through: 1 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.

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.

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.

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.

Email

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.

If you send an email to me, I will try to reply as soon as possible.

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