Organizational Behavior is the study of human behavior applied to work. This includes individual differences, job attitudes, learning, motivation and performance. This course will also focus on teamwork, within the framework of the organization as a social system. Organizational Behavior is interdisciplinary; it draws from sociology, social and industrial-organizational psychology, economics, political science, anthropology and business management. It is important to learn organizational behavior so that you may become an effective professional, team leader, supervisor, and/or manager in organizations. The course is designed so that specific themes are emphasized each week.

After completing this course, students should be able to:

1. Explain why studying organizational behavior is an important component of a contemporary business career.
2. Describe the leader qualities and managerial skills that have the most impact on organizational effectiveness.
3. Explain the various functions, roles, responsibilities and skills necessary to be an effective manager.
4. Provide at least 3 examples of how increasing one’s self-awareness translates to maintaining effective work relationships.
5. Apply your understanding of work motivation to self and others.
6. Describe the process necessary to make sound decisions, individually and in teams.
7. Explain why a diverse workforce is an important component of organizational effectiveness.
8. Explain the connection between job satisfaction, rewards, and work performance.
9. Identify and correct personal biases in judging the job performance of others and one’s self.
10. Explain the basic principles of human learning, including shaping and reinforcement.


Other readings may be distributed and assigned by the professor.
| Teaching Methods | The material presented in the text provides the essential backbone of the course. However, much of the time we spend online will be devoted to activities that flesh out the material presented in the text (e.g., group cases and discussions). For this teaching approach to work, it is necessary that you read all text material assigned for each module. Reading all online instructions carefully, completing all assigned work, including self-assessments, consulting with me immediately when you need help, active participation in online activities such as discussions, and punctuality are strongly recommended for you to excel in this course. |
| Course Materials | All materials are available in the eCollege site for this course or it has been noted where you can get those materials. There are no excuses for not having class materials. |
| Academic Integrity | Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at Rutgers University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities. Principles of academic integrity require that every Rutgers University student: |
| | • properly acknowledge and cite all use of the ideas, results, or words of others |
| | • properly acknowledge all contributors to a given piece of work |
| | • make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration |
| | • obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions |
| | • treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress |
| | • uphold the canons of the ethical or professional code of the profession for which he or she is preparing. |
| | Adherence to these principles is necessary in order to ensure that: |
| | • everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments |
| | • all student work is fairly evaluated and no student has an
inappropriate advantage over others

- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of Rutgers University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

*If there are questions on how to comply, please contact me immediately.*

Policy found at [http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers).

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**Exam Make-up Policy**

Students are expected to take quizzes, midterm, and final exam during the time established. Normally, students will not be permitted to take an exam at an alternate time.

However, if for a university-approved reason you cannot take an exam at the scheduled time, you must provide written notice at least one week in advance and written documentation so that other arrangements can be made. The professor reserves the right to request written documentation to support your absence (such as a doctor’s note, an obituary, or military orders).

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**Last Day to Drop with a "W"**

April 4 is the last day to withdraw from this class with a “W”. For more information, see the registrar’s website, [http://registrar.camden.rutgers.edu/](http://registrar.camden.rutgers.edu/).

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**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](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](https://ods.rutgers.edu/students/registration-form).
Online Class Participation

This course provides a variety of ways for you to demonstrate your mastery of the content. There are individual and group participation opportunities and assessments (a few are discussed next). Several of these instructional activities are noted below; more instructions are available online.

All assignments must be completed and posted by the due date. Late work will receive reduced points and will only be accepted within one week of due date. No makeup exams will be scheduled without prior notification and a university acceptable excuse.

Caution: Things go wrong with computers and internet access- usually at the worst possible time! Do not wait until the last minute to try to post your work. Computer failure or access issues are unacceptable excuses for late submissions.

**Discussion: Post & Response** (10 points total)

Students must post to the discussion topic within your group thread (6 points) and post a thoughtful reply to two other students (2 points each) by the dates noted in the course calendar. Your online discussion comments should reflect your careful reading of the assigned course material and adhere to respectful online communications (see Netiquette below).

You must submit substantive work, i.e., refrain from using terms like: “I agree”, or “Others have basically said what I think.” Substantive work means that you have added to the body of knowledge in any given discussion.

Plan to actively participate in the discussion threads and prepare for these class discussions just as you would if you were in a physical classroom. We all share the responsibility of helping each other learn and understand the topics under discussion.

**Mini-Posts** (5 points)

Post a 250-400 word response using the naming protocol to the discussion question posted. These are opportunities to demonstrate your understanding of the course material. No response is required, though you are always welcome to comment thoughtfully on another student’s contribution.
Group Case Assignments (15 points each)
Student groups of 4–5 are assigned at the beginning of the course to work on the Group Assignments (case study). There are 3 Group Assignments. Due dates are on Course Calendar.

Instructions

1. Review and analyze the assigned case studies.
2. Evaluate the best response to the review questions at the end of each case study.
3. Post your individual responses on your group's page in the class wiki.
4. Compare and contrast group member responses to arrive at a consensus.
5. Summarize the group's responses and submit them through the dropbox on the submission page for that Group Assignment.

Group Assignment Sandbox

All student groups will collaborate in the sandbox assigned to their group. You will consult with your group on each of the assigned case studies and collaborate in developing your group's final response.

After submitting each Group Assignment response, all group members must submit Group Performance Evaluations through the designated dropbox.

Netiquette

Online discussions are carefully designed to help you master the content of the Organizational Behavior course. Below are expectations for effective online interactions with me and with your fellow classmates:

- Posts must be between 200-400 word count. No more, no less.
- You must contribute meaningfully to the discussion to demonstrate your engagement. Take time to compose your thoughts before posting.
- Read all assignment instructions and discussion messages posted thoroughly and carefully.
- Make sure you post within your assigned group area.
- Online discussions in a college class are more formal than other public message boards. Check spelling, meaning, tone, word choice, and punctuation. Use proper written English, full words and complete sentences- NO text shorthand or abbreviations. Edit your message before posting. These are graded academic assignments, not text messages between friends. Do NOT post in all caps: This is the equivalent of SHOUTING at someone and is unacceptable.
- **Expect to be misunderstood.** Read your post thoroughly before you click on the “submit” button.
Reflective Comments on classmates’ posts:

- Posts must be between 100-300 words
- When you comment on a classmate’s posting, make sure that your classmates will know which message you are commenting on. You could begin your post by acknowledging the name of the poster and summarizing the point you want to comment on: “Juanita, I thought your idea that …”
- Select a post that made you think, surprised you, that you learned something from, that you agreed with, that you disagreed with, that you had a question about, or that struck you in some way.
- Comment on a specific idea in a specific classmate’s post, rather than the whole post.
- You may disagree with each other’s perspective, but always be polite about it- and always link your comment back to the chapter learnings. Never post a message saying anything that you would not be willing to say to someone’s face. However, healthy intellectual disagreement is a good thing.
- You want to behave online just as you would if you were physically sitting in the room with your instructor and all your classmates.
- Be an active participant in all class discussions. Get involved, reply to others, be yourself, and have fun!
- Seek to be understood and to be understanding.

Self-Assessments
Students will complete weekly assessments as outlined in your course calendar for each chapter. To report their results, students must take a screenshot of their results for each assessment, paste them into a Word document, and summarize their interpretations of each result (except where indicated otherwise).

Journal Reflections
There are 4 Journal Reflections required in this course: One after we conclude each Content Part (II, II, and IV) and one Comprehensive Reflection at the end of the course. Use the Journal feature at the top of the screen to answer the reflective prompts.

Incompletes & Problems
If you are having trouble completing course work or need further explanation of content, please schedule an online chat with me immediately. We will find a mutually good time to chat. Do not wait until the last week of classes to ask for help. "Incompletes" will only be given through prior consultation and under extreme circumstances. Incomplete grades must be made up prior to the start of the next semester.
Final Grades are based on these percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% and above</td>
</tr>
<tr>
<td>B+</td>
<td>85-89.99%</td>
</tr>
<tr>
<td>B</td>
<td>80-84.99%</td>
</tr>
<tr>
<td>C+</td>
<td>75-79.99%</td>
</tr>
<tr>
<td>C</td>
<td>70-74.55%</td>
</tr>
<tr>
<td>D</td>
<td>60-69.99%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Click here to view the Course Calendar, which provides the due dates and point value of all learning activities and assignments throughout the semester, organized by week.

Online learning is both similar and different from face-to-face learning. The similarities are found in the course outcomes, which are the same as traditional courses. You develop the same skills, gain the same knowledge, and receive the same credit as if this course were taught in a building.

The differences, however, are profound. If we graphed the interactions of a face-to-face class, there would be peaks and valleys for each class meeting and the spaces in between. A graph of an online class, however, would be flatter because it is always on and there are more opportunities for engagement. Accordingly, there is a sense in which time slows down in an online class because every interaction takes written form and is archived.

What all this means for you is the following:

- It is important to work regularly in the course. You should not go more than a day or two without logging in and catching up. You will want to contribute on time. This shows respect for your fellow students and will prevent you from losing points through late postings.
- As all communication in an online course is written, it is important that you reflect upon and even revise your writing, whether it is a discussion post or a formal paper. We do not have the benefit of inflection or non-verbal symbols in an online class, so writing precision is essential.

Happy New Year and Welcome to our Organizational Behavior course. We will learn a lot and the time will pass very quickly. So, let’s get busy!