Professor: Gary J. Falcone, Ed.D.
Phone: (609) 802-1455
Office Hours: contact me at falker2@comcast.net to arrange for
Face Time early evening Tues, Wednesday (609) 802-1455

Course Description
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.

Course Objectives
After completing this course, students should be able to:
- Explain why studying organizational behavior is an important component of a contemporary business
career.
- Describe the leader qualities and managerial skills that have the most impact on organizational
effectiveness.
- Explain the various functions, roles, responsibilities and skills necessary to be an effective manage.
- Provide at least 3 examples of how increasing one’s self-awareness translates to maintaining effective
work relationships.
- Apply your understanding of work motivation to self and others.
- Describe the process necessary to make sound decisions, individually and in teams.
- Explain why a diverse workforce is an important component of organizational effectiveness.
- Explain the connection between job satisfaction, rewards, and work performance.
- Identify and correct personal biases in judging the job performance of others and one’s self.
- 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 in class will be devoted to class exercises, role-play, video clips, and other activities that flesh out the material presented in the text. For this teaching approach to work, it is necessary that you read all text material assigned for that week.

Reading all instructions carefully, completing all assigned work, including self-assessments, consulting with the instructor immediately when you need help, active participation in class activities such as discussions, and punctuality are strongly recommended for the student to excel in this course.

Academic Integrity
Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the 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 the 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. This policy found at http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

Exam Make-up Policy  Students are expected to take the midterm and final exam during the period of time established by the instructor. 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 give the professor written notice at least one week in advance 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).

Last Day to Drop with a “W”

BLANK 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/

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.

Rutgers-Camden Disability Services:
Rutgers-Camden Learning Center
Armitage Hall, Room 240
311 North Fifth Street
Camden, NJ 08102-1405
Web page: http://learn.camden.rutgers.edu/disability-services
Phone: 856.225.6442
Fax: 856.225.6443
E-mail: tpure@camden.rutgers.edu

Group Assignments  Student groups of 4 will be assigned on Night 1 to work on the Group Assignments. There will Group Case Studies that will be submitted after each 4 weeks. See the actually dates when these cases studies must be submitted. All work is submitted to me at falker2@comcast.net by 11:59PM, on Sunday of that week. Basically, your groups will review, discuss, and analyze weekly case studies found in The OB Skills Workbook. Your instructions are:
Review and analyze the assigned case studies. 
Summarize what is occurring in each case. 
Evaluate the best response to the review questions at the end of each case study. 
Participate fully in your group’s responses. 
Compare and contrast group member responses to arrive at a consensus. 
Summarize the group’s responses and submit them to me. **Only 1 per group! Make sure group member names are on the document.**

Group assignment evaluations will take place by midterm and at the conclusion of the course. Each group member must submit a Group Performance Evaluation. This too is emailed to me.

At midterm, and at the end of the course, students will rate their co-members according to the following criteria:

Rate each team member by placing a **1=Low to 5-High** in the column under each team members name

### Team Members Names →

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| 1. Contribution  
(provides input and results) |   |   |   |   |
| 2. Dependability  
(Executes tasks on a timely basis) |   |   |   |   |
| 3. Cooperation  
(work well as team member; fosters team spirit) |   |   |   |   |
| 4. Quality of Work  
(Submit complete and accurate work products) |   |   |   |   |
| 5. Initiative  
(seeks and accepts tasks and generates ideas) |   |   |   |   |
| 6. Communication  
(Express concepts well; transmits ideas readily) |   |   |   |   |

**Class Participation/Journaling** – Students will earn 2 points for every class they attend. Students get a blue book on day 1. Each night they enter “What did I learn tonight” What do I need to learn by next week? I will collect your blue books, read your entries, record 2 points for you in my Grade Book., and return them to you for the next class.

**Punctuality**
It is expected that you will be punctual when arriving to class and with regard to the dates on which work is to be submitted. You must remain in class until class ends. Attendance will be taken at the end of class.

**Class Discussions**
With regard to discussions, students must listen and ask questions that are substantive in nature; substantive work means that you have added to the body of knowledge in any given discussion. Your contributions are expected to help the class learn and understand the topics under consideration.

**Late Work** - All assignments must be handed in on time; late work will receive reduced or no credit. No makeup exams will be scheduled without prior notification and a physician’s excuse.
Incompletes and Problems If you find that you are having trouble completing course work or need further explanation of class topics, please call me immediately at 609 802-1455. If you need this class for graduation, you should be sure that your performance is up to standard throughout the course. It is too late to wait until the last week of classes to ask for help. I'm available to meet throughout the entire semester if you need help. "Incompletes" will only be given through prior consultation, under extreme circumstances. Incomplete grades must be made up prior to the start of the next semester.

Grading
Journaling  - 28%
Final Project (Book Review) - 15%
Group Case Study Assignments – 10%
Individual Assessments - 13%
Midterm Exam (In Class) - 10%
Final Exam (In Class) - 10%
Attendance & Participation - 14%
Total = 100%

Final Project: Book Review
Students will write a 4-page book report on one of the management and leadership titles provided in a separate handout. Book reports must be typed in Word 2010 or higher, double-spaced, and proofed. No spelling or grammatical errors will be accepted. Go to https://owl.english.purdue.edu/owl/resource/704/1/ for help with writing a book review.

Self-Assessments
Students will complete weekly assessments, which are found in the OB Skills Workbook on pages W33 - W53. You may take and score these mini-surveys by hand or follow the instructions below. Each chapter has a set of 2 or 3 assessments for you to take. To report their results, students must write out the title of assessment, take a screenshot of their results for each survey, paste them into a Word document, and summarize their interpretations of each result. Then students must email me the interpretations on a weekly basis. DO NOT JUST SEND ME YOUR SCORES. I want to hear what you have to say about it. Did your results conform to what you expected? Were they a surprise?

Instructions for searching for online assessments:
Go to https://www.wileyplus.com/WileyCDA/Section/id-WILEYPLUS_LOGIN.html
Login as falker2@comcast.net and wiley (password)
Under "Welcome" on top right, click my wiley plus
Under classes click Schermerhorn, 12th ed.
Go to Ready, Study, Practice on top center
Each chapter has content
For Ch 1, scroll down to Multimedia resources.
See Self-Assessments (there are 3 in this chapter)
Click and take each one and make sure you submit so that a score is generated.
When reporting your results I am not interested in actual scores, but what the survey measured and what the scores mean to you

Class Schedule
Chapter 1: Introducing Organizational Behavior 2/1
Chapter 2: Individual Differences, Values, and Diversity 2/8
Chapter 3: Emotions, Attitudes, and Job Satisfaction 2/15
Chapter 4: Perception, Attribution, and Learning 2/22
Chapter 5: Motivation Theories 2/29 (1st set of group case studies due)
Chapter 6: Motivation and Performance 3/7 (In Class Midterm Exam)
Chapter 7: Teams in Organizations 3/21
Chapter 8: Teamwork and Team Performance 3/28 (2nd set of group case studies due)
Chapter 9: Decision Making and Creativity 4/4
Chapter 10: Conflict and Negotiation 4/11
Chapter 11: Communication and Collaboration 4/18
Chapter 12: Power and Politics 4/25
Chapter 13: Leadership Essentials 5/2
Chapter 14: Leadership Challenges and Organizational Change 5/9 (3rd set of group case studies due) Book Reviews due; Final In Class Exam