<u>Syllabus and Course Details</u>

Welcome to Organizational Behavior!

The following pages provide more detail about the course, the requirements, and other information important to your success.

Course Description

Organizational Behavior is the study of human behavior applied to work. This includes individual differences, job attitudes, learning, motivation, and performance as well as teamwork, leadership, and organizational culture. Each module consists of reading foundations, lectures or other instructional materials and several activities designed to help you learn the concepts under study that week. Learning activities require thinking and include writing assignments, mini-assessments, online discussion forums, quizzes, and exams. Assignments are clearly marked with the point value for each.

Required Text

Organizational Behavior, 13th Edition by Uhl-Bien, Schermerhorn, and Osborn (2014); ISBN: 9781118849774.

You may choose either the hard copy (book) or etext. If you purchase the etext at WileyPLUS, you may get either the etext alone or the package that has numerous study aids. Your choice.

Direct link: wileyplus/class/622140 (Links to an external site.)Links to an external site. Or go to https://www.wileyplus.comLinks to an external site.

Enter Course ID# 622140 to purchase text &/or WileyPlus resource access.

Instructor Bio & Contact Information

Dr. Edwina R Haring

Email: edwina.haring@rutgers.edu (preferred contact method)

Phone: Let's talk! Please schedule a telephone appointment with me in advance.

Dr. Haring brings a unique blend of corporate management, entrepreneurship, and higher education teaching to her work at Rutgers. Her early career was in operations and human resources, followed by several years managing the employee development unit at the University of Delaware. After 5 years, Dr. Haring opened her consulting practice to provide organization development and process consultation expertise to private and public sector teams. She is active in several professional and academic organizations, has presented at regional and international conferences, published original team development activities and articles, and volunteers for several organizations in her local community.

Course Learning Objectives

1. Explain how organizational behavior supports a contemporary business career
2. Explain the various functions, roles, responsibilities, and skills necessary to be an effective manager
3. Describe leader qualities and managerial skills that promote organizational effectiveness
4. Discuss how increased self-awareness helps maintain effective work relationships
5. Describe how a diverse workforce contributes to organizational effectiveness
6. Identify and correct personal biases in judging the job performance of others
7. Apply your understanding of work motivation to self and others
8. Illustrate the connection between job satisfaction, rewards, and work performance
9. Explain the basic principles of human learning, including shaping and reinforcement
10. Describe several decision-making models and discuss how they support quality management decisions
11. Explain how organizational culture develops and identify factors that hinder or advance organizational strategic initiatives

Top 10 Online Course Success Tips

1. Establish a study schedule. Now.
2. Sign onto Canvas at least 3x/week. Set a schedule and just do it.
3. Review the syllabus and course outline so you know how the course works and the requirements.
4. READ COURSE HOME- especially grading rubrics and group project requirements
5. Schedule assignment due dates on your device for the entire semester. Use the Course Calendar.
6. Turn on Canvas notifications- especially for announcements.
7. Review the lesson plan and assignments due each week.
8. READ, _really read_ the instructions for each assignment. Be sure you understand what is required.
9. Save your work in a non-web based format just in case there is an internet service disruption.

10. Don't wait until the last minute to get started. Late assignments are not accepted. **Late assignments are not accepted.**

Learning Activities

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. Several of these instructional activities are described below. Every activity requires that you *clearly demonstrate your understanding of the chapter content.* You are required to read and learn the content in each chapter as assigned.

It is your responsibility to:

1. Read online instructions carefully,
2. Complete assigned work on time, and
3. Post your work as instructed.

Learning is a social activity, so be active in discussions and in the course. Choose to learn something useful to your career.

Late assignments are not accepted. **Late assignments are not accepted.**

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 will not grant an extension on due dates. Modules open a week early, but due dates are absolute.

Brief descriptions of some of the ways we *show learning* (learning activities) are listed below. More detail is provided within the modules for specific chapter activities.

1. **Read & study chapter**(s) assigned each week. The text is REQUIRED
2. **Watch and study video learning and lectures**
3. **Self-Assessments**

   Follow the instructions and the link to take the self-assessment(s). For these assignments, paste a screenshot of the results for each assessment (How to take a Screenshot (Links to an external site)Links to an external site./) into a Word (text) document, then finished the assignment as instructed.
4. **Discussion: Post & Response** (12 points)

These assignments have two parts: (1) Your initial post (usually due Day 4) and (2) your responses to groupmates (usually due Day 7). Check the specific assignment.

Post (300-400 word count) to the discussion topic within your group and post a thoughtful reply (150-200 words) to two other students by the dates noted in the assignment. You must *contribute*

meaningfully to the discussion to demonstrate your engagement. Take time to compose your thoughts before posting.

Note: ***Online discussions are graded academic assignments***. In a college course, these graded dicussions are more formal than other public message boards or social networking sites. 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.

Last, expect to be misunderstood. Read your post thoroughly before you click on the "submit" button.

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 understanding the topics under discussion.

Reflective Comments on classmates' posts:

To comment on another student's post, select a post – or something in another student's 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. Healthy intellectual disagreement is fine (even encouraged!); however, you must tie your comments to the chapter content. You must submit substantive work, i.e., refrain from using terms such as: "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.

Use the Discussion rubric, found in Course Home and in every Discussion assignment, to evaluate your work before posting.

5. **Posts** (10 points)

Post a 400-500 word response to the discussion prompt. These are opportunities to demonstrate your understanding of the course material. Clearly show your understanding of specific chapter content in your post.

6. Group Projects (20 points each)

Student groups of 4–5 are randomly assigned at the beginning of the course to work on the Group Projects. There are 3 Group Projects. You are ***required to collaborate and contribute to the group discussion*** and in the final paper. ***Peer Evaluations*** are required after each group project (2 points each). Read: Course Home -Group Projects.

Netiquette

Online communications can be challenging and statements are subject to misinterpretation.

There is *one rule* you must always adhere to: **<u>Be respectful!</u>**

If you are new to academic electronic communities or uncertain about Rutgers policy on accepted electronic communications, please follow this link: Rutgers Netiquette (Links to an external site.)Links to an external site.

 You are responsible to adhere to all Rutgers Netiquette policies at all times.

Academic Integrity

You are responsible for understanding the principles of academic integrity and abiding by them in all aspects of your work at Rutgers University. We encourage you to help educate fellow students about academic integrity.

Plagiarism will not be tolerated and will result in a zero for the assignment, at the very least. **You may not copy** freely from the text or any internet site.**You must cite** all ideas, results, and words of others.

 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
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- academic and ethical development of all students is fostered
- reputation of Rutgers 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 Academic Integrity at Rutgers (Links to an external site.)Links to an external site.

Grades

Rubrics are used to grade discussions, group projects, and major written assignments. Final Grades are based on these percentages:

A   90% and above

B+   85- 89.99%

B   80 - 84.99%

C+   75 - 79.99%

C   70 - 74.99%

D   60 - 69.99%

F   Below 60%

Weather-related School Closing Policy

As an online course, this class is not normally affected by weather or school closings. Unless specifically stated otherwise, all due dates remain in effect even if campuses are closed. If you feel there are special circumstances, contact the instructor. Plan ahead.

Support services

Academic Support Services

Rutgers University has a number of academic support resources available to our students. For more information, check out the Rutgers University Academic Support (Links to an external site.)Links to an external site.site.

1. Rutgers University's Learning Center (Links to an external site.)Links to an external site. offers a variety of academic support resources and services including Peer Tutoring (Links to an external site.)Links to an external site., Academic Coaching, Writing Coaching ¸and Study Groups (Links to an external site.)Links to an external site.
2. Rutgers Writing Centers (Links to an external site.)Links to an external site. offers tutoring and writing assistance. Schedule an appointment or find the nearest Writing Center to you.
3. Rutgers Library (Links to an external site.)Links to an external site. offers a number of resources for students. You may access research and reference items such as articles, books and media. You may also contact a librarian for assistance via email, phone or live chat. To access an orientation to the overall Rutgers University Library System, please click here (Links to an external site.)Links to an external site..

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. (Links to an external site.)Links to an external site.

 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 (Links to an external site.)Links to an external site..

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 (Links to an external site.)Links to an external site.

Phone: 856.225.6442

Fax: 856.225.6443

E-mail: tpure@camden.rutgers.edu

Course Success Tips

Online learning is both similar and different from classroom-based learning. You have the same course outcomes, develop the same skills, gain the same knowledge, and receive the same credit as a course taught in a building.

The differences, however, are profound. There is no instructor at the front of the room reminding you of upcoming assignments. The Canvas system will do that if you look on the *right pane of the course Home page*.

You must be very self-motivated and self-directed to keep up with the course. Assignments are archived, written or videotaped, so that too takes more time.

There are course mates (students) that you can reach out to for sharing study time, talking about assignments, asking questions, etc. You will not meet them in a class building; you must meet them in the online *student lounge* in your course. Have a virtual cup of coffee together.

What does this online learning mean for you?

It is far too easy to get behind and far too difficult to get caught up. Stay current with the course. Many assignments are group-dependent, so when you are not current or post your work by the agreed deadline, you make it harder for your group mates to get their work done.

Schedule regular study times. I cannot emphasize enough, the value that this discipline will return to you. You will be more relaxed, it will be easier to learn and do your work, and you will enjoy your classmates and the learning opportunities that much more. This time is an investment in your future. This is your time, your education- make it yours!

 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.

Welcome

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

Modules

Course Summary: