

About the Instructor

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Welcome: *Welcome to PSYC 474 Organizational Behavior. This course is conducted **entirely online**, which means you do not have to be on campus to complete any portion of it. I will work very hard to help you feel connected to your colleagues, even though you may never actually meet in person! This online course will require you to carefully organize your time and your work to avoid getting behind. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. I will do all I can to assist you with this, but the responsibility is ultimately yours! Be sure to contact me immediately with any concerns about the course or your progress through it.*

Bio: Hello, I am Joel T. Nadler. I am an Associate Professor of I/O psychology and the director of the I/O Masters program in the Department of Psychology at SIUE. I teach classes at SIUE including Industrial/Organizational Psychology, Personnel Psychology, Organizational Development, and Employee Selection. I also work as an organizational consultant and I have worked with organizations on areas such as organizational climate and culture, survey development, performance appraisal, program evaluation, needs assessment, leadership development, organizational change and development, and study design and methodology.

My primary research interests are in gender bias in selection and performance appraisal, sexual harassment, organizational attractiveness, adverse impact (EEO law), and assessing inclusive diversity practices. Additionally, I have expertise in advanced measurement, design and statistical techniques. My research has been published in journals such as *Industrial Organizational Psychology: Perspectives on Science and Practice*, *Sex Roles*, *Social Issues and Policy Review*, *Journal of Applied Social Psychology*, *American Journal of Evaluation*, and the *Journal of Leadership and Organizational Studies*.

Outside of my professional interests I enjoy cycling, traveling, running, motorcycling, music, science fiction, and wine-making. I am looking forward to making this online course a valuable and professionally rewarding experience for you and welcome any question you have. Email is the best way to get ahold of me and I will be checking my emails regarding this class multiple times a day.

About the Course

Course description: (3 credit hours) The purpose of this course is to expose students to various concepts, theories, and research findings within the field of organizational psychology/ organizational behavior. Students will be encouraged to develop skills enabling them to apply theories and research findings (covered in the course) to their personal real life settings. This course will be useful to students aspiring to management, technical/staff careers, entrepreneurship, or organizational psychology.

Prerequisite knowledge and credit hours: PSYC 320 or consent of the instructor.

Course goals and objectives: Upon completion of this course, you should:

- Understand what psychological science and practice can do to improve organizations
- Understand the major theories, principles, and practices of the field
- Be able to use the principles and theories of organizational psychology to understand your own experience of work
- Be able to effectively communicate your ideas about applying organizational psychology to real world work settings

Course textbook: Robbins, S. P. & Judge, T. A, (2014) Organizational Behavior, 16th Ed, Pearson.

This textbook can be rented from SIUE and can be shipped to you. Please go to <http://www.siu.edu/muc/textbooks.shtml>. Look for the option “Off-Campus Classes have special instructions, click here for these.” Note: shipping time may take up to two weeks.

Course requirements

Blackboard: You will participate in the course using SIUE’s course management system called Blackboard that can be found at <https://bb.siu.edu>. You will need your SIUE e-id to access Blackboard. If you do not have an e-id, you can find out how to sign up for one at http://www.siu.edu/its/eid_support.shtml. If you have questions about using Blackboard tools, you can get answers within the course by clicking on “Help,” at the top of the page and entering the name of the tool in the search criteria field. You can also check the ITS Student Resources at <http://www.siu.edu/its/bb/>.

I am just the instructor for this course. I cannot guarantee that I have the answers to help you fix problems with the technology. **If you have problems with Blackboard, please contact ITS at SIUE 618-650-5500 or help@siu.edu.**

Technology requirements:

Computer: In order to participate in this course, you will need access to a reliable and recent (within the last 5 years) computer with high speed internet access. Additionally, you will need access to Adobe Reader and Microsoft Office 2000 or better (Word, PowerPoint, Excel).

Note: All documents on the Blackboard site are created in Microsoft Office. If you have difficulties opening these documents, please let me know.

- Java plugin (free): <http://java.com/en/download/index.jsp>
- SIUE offers students free access to Office 365 (Microsoft Office): <http://office365.siu.edu>

Technology capabilities:

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy I mean being able to manage and organize computer files efficiently, and learning to use your computer’s operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer.

You need experience:

- Creating documents in Microsoft Word and uploading files to the computer in cases where papers need to be turned in via Blackboard Assignments in the online course.
- Opening and replying to email messages both electronic email and Blackboard messages (within the course).
- Students must have a university email address and check it regularly.
- Moving between multiple internet windows, so you can open the learning module, move to the discussion board and the journal; then, go back to the learning module with no problem.

Course activities/assessments:

Projects: There will be a four-part project that will allow students an opportunity to gain “hands-on” experience with I/O methods and procedures. Projects must be conducted and turned in individually. Project assignments will be assigned throughout the semester (and posted on Blackboard), but generally the project will focus on the lecture/text topics covered during the timeframe of the project. The project has four sections due throughout the semester, each worth 25 points for a total of 100 points. Project sections are due on the date specified in the schedule below, unless otherwise announced. Five points will be deducted each day the project section is late, beginning at 12:01am on the day after the project is due.

Quizzes: Quizzes will be given throughout the course, and are listed on the schedule below. They will normally be available for a period of 48 hours, so you should respond promptly once they are posted. Quizzes are not timed, contain 10 multiple choice questions, are open book, and can be returned to while they are open. However; once submitted quizzes are closed and cannot be edited. Quizzes will be posted at 12:01am the day they are listed on the schedule and can cover any and all material due for that day (lecture modules and readings). The purpose of the quizzes is to help you pull information from readings, lectures, and other course experiences together and present your understandings to the instructor.

You may use any available resources to respond to quiz questions.

Discussion Board: The online content of this course requires students to participate in discussion board activities throughout the course. As in traditional class discussions, student discussions should be conducted in a respectful, courteous manner. Please refrain from threats, ad hominem attacks, and other disrespectful rhetorical tactics. Failure to conduct oneself in a respectful manner in the discussion forums will adversely affect your grade.

Discussion postings require application of the session’s reading to the discussion prompt, and work in dialogue fashion. Your first post for each session should respond to the session prompt. Subsequent postings should address and respond to the comments of your colleagues. For each discussion question, you are expected to post **at least one Parent Post** that answers the question(s) raised in each forum. You are also expected to **post at least two messages** in each forum that respond to postings of another classmate by expanding or questioning his or her comments. Each discussion prompt will be “live” for 4 days after it posts. Discussion questions will post at 12:01am the day they are listed on the course schedule. Note: you will not be able to see any other student’s posts until you post your original parent post to the discussion question.

Each discussion session is worth a total of 20 points (10 points for the original post and 5 each for the first two subsequent postings).

Quality responses to classmates are more than “Good job!” or “I agree with you!” If you agree with a classmate, **explain** the reasons for this. If you disagree with a classmate, provide reasons to support your position.

Post Relevance: Messages should relate to the subject matter. The message should provide information, opinions, or questions about the concept. Relating the subject matter to personal experience is acceptable as long as the focus remains academic in nature. Conclusions should be clearly stated and supported by premises, reasons, evidence, and grounds for belief. Your opinion (unless explicitly requested) is not enough to support a conclusive argument. There must be other evidence to support your position.

You may decide to write your discussion board entry in a word processor program (which gives you the ability to save your work for future use or in case of technology errors) and cut and paste it into the Blackboard discussion board content window.

You should NOT add your discussion post as an attachment. The discussion board posts need to be submitted by typing the text directly into the Blackboard textbox. Any discussion board post that is not typed directly into the Blackboard textbox will not receive credit.

Discussion Board Grading

Primary Post (must be posted before you can see other student's posts). Worth 0-10 points, Though the primary post will vary, generally there are three components being graded. 1) Factually address the question based on the text and the lectures (0-4 points) , 2) Apply the concepts to your own experience (0-3 points), and 3) reflect on how your experiences either support or call into question the concept under discussion (0-3 points).

Two minimum follow up posts: Worth 0-5 points each. After posting your main response you need to comment on at least two other students' main posts. Your goal is critically consider their points of view and to share either how their thoughts have added to your own, or to provide additional insight on their post. Generally, a good follow up post with either detail how the original post furthered your own understanding or will take the form of you offering the original poster additional thoughts to further their own understanding.

Generally these responses should be a paragraph with the following components. Briefly summarize in your own words the other student's main point you are commenting on (0-2 points). What are you own thoughts, do you agree, find the point fascinating, want to provide your own take? If you are elaborating on how the other student's post expanded your understanding make that clear (0-1 points). What were the points that you found enlightening and how has it impacted your understanding? Alternatively, what would you like to offer as an expansion on the student's thoughts? (0-2 points)

Make sure you are keeping the conversation focused on the ideas in the post and keep the conversation generally positive and developmental. You don't have to agree, but if you disagree make sure you clearly support your points and focus on the material not the student.

Submitting work: All written assignments turned in should be considered **final drafts**. Unless otherwise noted, you should proofread and edit all assignments before you submit them for evaluation.

- Grammar, spelling, and punctuation should be checked and corrected. An abundance of errors on your final report will be graded down.
- Projects must represent individual work. Classmates may help, coach, advise, and support one another, but the work must be done individually (see the academic integrity policy in the Course and University policies section).

Late or Missed Assignments: Assignments are **due on the date and time posted on the course calendar or Blackboard**. Late assignments will have grades deducted 20% of possible points for each day it is late.

You may miss up to two quizzes and/or discussion assignments during the semester for any reason and replace the missing grade with a research article summary (2 pages, double-spaced). Details regarding the expectations and articles available for review will be posted on Blackboard. Summaries need to be clearly labeled regarding what assignment (Quiz 3, Discussion 4, etc.) they are meant to replace and are due by June 29th at midnight.

Using Blackboard: You will be using Blackboard tools for this course, such as journals, blogs, and discussion boards. Please be sure to read each assignment carefully to be sure to use the right tool.

- There will be a number of audio lectures presented asynchronously throughout the course. These will be posted on **Blackboard**. You should view the lecture and assigned reading before posting to any discussion board or before taking the module quiz. If you have a smart phone or tablet, you can use the **Blackboard app** to view the online lecture.
- Assignments other than discussion boards and quizzes should be submitted through Blackboard.
- All papers should be double-spaced and have a file name that includes a brief paper name and your full name.

- I reserve the right to change the format, dates of assignments, discussion topics and/or dates, and other items discussed in this syllabus. You also have the right to suggest a change if doing so increases your ability to learn and be successful in this class.

Course Communication

Use Blackboard regularly! You will find course materials and assignments, messages, and instructions posted on Blackboard <http://bb.siue.edu>. You are expected to

- Log into the course at least 4-5 times per week
- Respond to discussion board postings within 48 hours
- Respond to messages within 24 hours
- Complete quizzes within 24 hours

Announcements: Use your SIUE email and check it frequently. I will place announcements through Blackboard, which uses your SIUE email address. It is your responsibility to check Blackboard and your SIUE email frequently.

Email: Communication in this course will take place via SIUE email. It is recommended that students check their SIUE email routinely to ensure up-to-date communication.

Questions: Questions can be addressed through messages sent through Blackboard. If you have a question that you think others might have or you think the answer will be helpful to others, please post it to the “Course Questions” forum on the discussion board. Please check the forum to see if your question has already been discussed before sending me a private message.

Discussion Forums: Keep in mind that forum discussions are public and care should be taken when determining what to post.

Turnaround: I will usually log into the course 4-5 times per week and respond to messages, discussion boards, blogs, and journal postings within 24 hours. I will generally grade assignments within 2 days of the assignment deadline.

Netiquette: These “Simple Rules of Netiquette” from Indiana University <http://www.indiana.edu/~icy/netiquette.html> and the explanations that follow them are offered here as a set of general guidelines for cyberspace behavior. They probably won’t cover all situations, but they should give you some basic principles to use.

Course and University policies

Accommodations for Disabilities: Notify the professor immediately of any needed accommodations for documented disabilities at the beginning of the course. If you are expecting accommodations at any time in this class, you must speak to Disability Support Services in the Student Success Center Room 1270, 618-650-3726, or by email to disabilitysupport@siue.edu before you need accommodations.

Online courses are required to meet ADA accessibility guidelines. This means that all aspects of the online learning experience are accessible. Please let me know if you have adaptive software and hardware to assist you with taking this course or if you have any specific needs I should be aware of. You can access the SIUE Disability and Support Services through <http://www.siue.edu/access/>.

In order to request accommodations in an online course, students with disabilities will need to present an electronic copy of their DSS ID Card prior to application of those accommodations. To request an electronic DSS ID Card, email disabilitysupport@siue.edu prior to requesting the accommodation of the instructor.

SIUE Statement on Diversity: All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy: Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment, and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

Academic Integrity: It is expected that students will adhere to the SIUE Student Academic Code <http://www.siu.edu/policies/3c2.shtml> at all times. Violations of this code, including plagiarism, will be handled following the procedures outlined in the policy.

The Psychology Department's Policy on Plagiarism: Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Grade Calculation:

15 Quizzes (20 points each)	= 300 points	450 – 500 points = A
4 Project Papers (25 points each)	= 100 points	400 – 449 points = B
5 Discussion Boards (20 points each)	= 100 points	350 – 399 points = C
TOTAL	= 500 points	300 – 349 points = D
		Less than 300 points = F

Please note: There is no curve for this course, and there will be no rounding of points. You are starting this course with 0 points and you will have to earn every point to get up to an "A" (or whatever your goal is). If you find yourself falling behind or getting confused, it is your responsibility to get help immediately. If you wait until the end of the course to get help, it is generally too late to bring your grade up. Students will not be able to turn in any assignment for course credit after March 6th at 11:59pm.

The Psychology Department's Writing Policy: As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- Clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well)
- Verb tense consistency
- Clear and unambiguous sentences and ideas

- Writing that is free of typos, spelling errors, and major grammatical errors
- Properly formatted citations and references (if relevant)

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your **graded written assignments fail to meet the basic writing requirements** listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you with a **grade**.

Please see the **Psychology Writing Resources** page for additional resources to improve your writing: (<http://www.siue.edu/education/psychology/faculty/writing-resources.shtml>).

Petitions in writing only: Sometimes, discrepancies arise between a student's and an instructor's perceptions regarding grades. You are always welcome to discuss your grades with the instructor. However, if you want me to consider changing your grade, then you must submit a petition in writing via email **within 48 hours** of receiving your grade on the quiz or assignment. You must outline specifically why and how your work warrants more credit. Submitting written petitions does not guarantee point adjustments.

The Psychology Department's Policy on Incomplete Grades: It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the professor. If a professor agrees to give a student an INC grade, the professor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the professor, and the Department of Psychology secretary will keep one copy. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

Course Schedule*: Organizational Behavior

Date	Topic	Reading Assignment	Quiz ¹	Discussion Board ²	Project ³
Week 1 Monday 1/13	The Field of Organizational Behavior	Chapter 1	Quiz 1		
Week 1 Wed 1/15	Organizational Justice, Ethics, and CSR	Chapter 6	Quiz 2	Discussion Question 1	
Week 2 Monday 1/20	Perception and Learning	Chapter 5	Quiz 3		
Week 2 Wed 1/22	Individual Differences	Chapter 5	Quiz 4		Project Paper 1
Week 3 Monday 1/27	Coping with Organizational Life	Chapter 4	Quiz 5	Discussion Question 2	
Week 3 Wed 1/29	Work-Related Attitudes	Chapter 3	Quiz 6		
Week 4 Monday 2/3	Motivation in Organizations	Chapters 7 & 8	Quiz 7		Project Paper 2
Week 4 Wed 2/5	Group Dynamics and Work Teams	Chapters 9 & 10	Quiz 8	Discussion Question 3	
Week 5 Monday 2/10	Organizational Culture, Creativity, and Innovation	Chapter 16	Quiz 9		
Week 5 Wed 2/12	Communication in Organizations	Chapter 11	Quiz 10		Project Paper 3
Week 6 Monday 2/17	Decision-making in Organizations	Chapter 6	Quiz 11	Discussion Question 4	
Week 6 Wed 2/19	Conflict, Cooperation, Trust, and Deviance	Chapter 2 & 14	Quiz 12		
Week 7 Mon 2/24	Power	Chapter 13	Quiz 13	Discussion Question 5	
Week 7 Wed 2/26	Leadership in Organizations	Chapter 12	Quiz 14		Project Paper 4
Week 8 Mon 3/2	Organizational Structure and Design	Chapter 15 & 18	Quiz 15		

**Please note that this is a tentative course outline and the instructor reserves the right to alter the topics, timeline, and test/due dates if necessary in order to improve the quality of learning or to accommodate unforeseen events.*

¹Posted at 12:01am CST of the date listed and will remain "live" until 11:59pm two days later

²Posted at 12:01am CST of the date listed and will remain "live" until 11:59pm four days later

³Posted the week before the date listed and will remain "live" until 11:59pm CST the day it is due

Additional Support

Academic and Other Student Services:

As an enrolled SIUE student, you have a variety of services and support available to you, including:

- Library Resources – <http://www.siu.edu/lovejoylibrary/>, 618-650-4636
- Academic Success Sessions - <http://www.siu.edu/retention/sass/index.shtml>
- The Writing Center - <http://www.siu.edu/lss/writing/index.shtml>, 618-650-2045, MUC Student Success Center Room 1254
- Computer Labs – (Lab location and availability) <http://www.siu.edu/its/labsclassrooms/sum09reg.shtml>
- Advising - <http://www.siu.edu/advising/>
- Financial Aid - <https://www.siu.edu/financialaid/>
- Campus Events - <http://www.siu.edu/events/>
- Counseling - <https://www.siu.edu/counseling/>

Tips for Communication:

General Rules

- Make your messages easier to read by making your paragraphs short and to the point.
- TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
- Messages in all lowercase letters can be difficult to read; instead, use normal capitalization.
- *Asterisks* surrounding a word can be used to make a stronger point.
- Use the underscore symbol before and after the title of a book, (i.e., Green Eggs and Ham).
- Be careful when using sarcasm and humor. Without face-to-face communications, your joke may be viewed as criticism. When being humorous, use emoticons to express humor (tilt your head to the left to see the emoticon smile). :-) = happy face for humor.
- Never give your user ID or password to another person. System administrators that need to access your account for maintenance or to correct problems will have full privileges to your account.

Group Communication

- Respect the fact that the class list is a closed discussion; do not forward mail from your classmates to others without their permission.
- In an online forum or newsgroup, debate is welcome, but be tactful in responding to others.
- Remember that there's a person (or a whole class) at the receiving end of your post.
- Keep your questions and comments relevant to the focus of the discussion group. Information intended for an individual or small group of individuals should be emailed to those people directly.
- If you are responding to a message from someone else, briefly summarize her or his post.
- When posting a question to the discussion group, request that responses be directed to you personally. Post a summary or answer to your question to the group.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.
- Include your signature at the bottom of email messages when communicating with people who may not know you personally or broadcasting to a dynamic group of subscribers.
- Resist the temptation to "flame" others on the list. Remember that these discussions are "public" and meant for constructive exchanges. Treat the others on the list as you would want them to treat you.
- Use your own personal email account; Don't subscribe using a shared office account or a friend's account.

Individual Communication

- If you want to get in touch with only one person in the class, send a message to that individual's email address, not to the entire discussion list.
- When replying to a message posted to a discussion group, check the address to be certain it's going to the intended location (person or group). It can be very embarrassing if they reply incorrectly and post a personal message to the entire discussion group that was intended for an individual.