

## Organizational Behavior and Work

37:624:345 Sections 90 and 91

Cross listed with 37:575:345 Section 90)

**Instructor:** Jennifer Zachary

**To Interact:** Send a message via Canvas Inbox messaging tool

This course is taught 100% online using the **Canvas** LMS.

**Canvas login:** <https://canvas.rutgers.edu/>

### Get Help

#### Need Assistance with a technical question?

It is the student's responsibility to be able to perform technically in the course. Contact helpdesk staff if you need assistance using the **Canvas** LMS. Your instructor cannot assist you with technical issues – but the helpdesk staff can!

**Helpdesk:** Rutgers Teaching and Learning with Technology Department

**Email:** [help@Canvas.rutgers.edu](mailto:help@Canvas.rutgers.edu) **Call:** 877-361-1134 24 hrs./7 days

## Course Requirements

### Readings and Other Resources

#### Textbook – Preloaded into the Online Course Shell

Griffin, Ricky W., Phillips, Jean. M. & Gully, Stanley. M. (2017). Organizational Behavior: Managing People and Organizations (12nd Edition), Cengage. ISBN: 978-1-305-50139-3

**NOTE: Students must purchase required course resources through the Rutgers First Day program.**

With the Rutgers First Day program, students access the required materials for this course at a discounted price. **Students pay for all Cengage course material as part of the bill for the course.**

**DO NOT OPT-OUT OF PURCHASING THE COURSE MATERIAL.** This course uses Cengage MindTap resources, which includes a digital version of our course textbook along with other required Cengage MindTap course resources. *Students cannot purchase an old hardback copy of the text and be able to access all the materials we use in the course.*

**The Rutgers Bookstore has a customer care center to assist students.** If you have any questions about purchasing the Cengage MindTap materials call: 1-844-9-EBOOKS (1-844-932-6657)

### Other Resources

Other required resources, including video clips, journal articles and Internet material are preloaded into the course.

## Learning Objectives

**The students in School of Management and Labor Relations are able to:**

- Analyze the degree to which forms of human difference shape a person’s experience of work (Goal V).
- Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations (Goal VII).

**The students in Labor Studies and Employment Relations Department are able to:**

- Work productively in teams, in social networks, and on an individual basis (Goal 13).

### Assignments

Assignments & Assessments		
<b>Discussions</b>	200 points (20%)	4 @50 points
<b>Quizzes</b>	320 points (32 %)	10 Weekly Quizzes @ 15 points - 150 points Week 1 – 6 quiz - - 85 points Week 7, 8 & 10 quiz; 43 points 11- 13 quiz - 42 points
<b>Writing Assignments</b>	200 points (20%)	2 @ 100 points each
<b>Portfolio</b>	270 points (27%)	3 Parts @ 90 points each
<b>Attending to Canvas Account Information</b>	10 points (.10%)	10 points

### Discussions

Worth 200 points **(20%)**

There are 5 forums. **Students must participate in 4 of the 5 forums.**

**Students must participate in forum #2 as one of their 4 forum choices.**

Each forum is worth 50 points.

If a student participates in all 5 forums, the lowest forum score will be removed week 12 of the semester.

Students are organized into discussion groups of around 10 members.

Forums open Wednesdays; first comment by Saturday \*; Closes Tuesdays 11:59 pm

\* No 1<sup>st</sup> comment deadline for Forum 1.

Point Worth: 25 points for original comment; 14 points for discussion; 11 points meeting technical requirements

Discussions are post first except for forum #2; students must make an original comment before viewing content of learning community member comments in forums 1, 3 - 5.

A grading rubric is used for all discussions.

Forum#/Week	Topic
#1 / Wk. 1	Managerial Skills & Organizational Behaviors that Support Employee Effectiveness
#2 / Wk. 3	The Contemporary Organization and Organizational Culture
#3 / Wk. 5	Perception of Fairness, Justice and Trust in the Workplace
#4 / Wk. 7	Theory and Real-World Teams
#5 / Wk. 11	Employee Negotiation

## Assessments

Worth 320 points **(32%)**

See assessment types below

### Test Yourself Quizzes

Worth – 150 points (15%)

Ten (10) assessments – each 15 points

Most weeks a brief test yourself quiz is assigned. Questions are organized under headings that represent the major topic areas in a chapter of the course textbook.

Students should recognize the test yourself quizzes as a learning opportunity. Each topic area in a quiz can be completed up to three times. Questions do not repeat. After submitting each set of questions in a topic area, students receive feedback according to the answer chosen for the questions.

Quizzes must be taken the week they are assigned. Students can review answers to the questions each time a topic area is submitted.

### Quizzes

Worth 170 points (17%)

Wk 1 – 6 quiz - 85 points

Wk 7, 8 & 10 quiz; 43 points Wk 11- 13 quiz - 42 points

Students are assessed on knowledge gained throughout the semester. Quizzes involve true/false, multiple choice, multiple answer and matching. A large test pool is used to assess the content of each week; no two quizzes are the same. Quizzes are timed.

Students can take each of the three quizzes up to two times. Students have access to quiz results after quiz close date and time.

## Writing Assignments

Worth 200 points **(20%)**

Two writing assignments, each 100 points

### **Writing Assignment 1**

Topic: Contemporary Organizational Environment

*Due wk. 2*

Students choose a subtopic associated with one of the major week 2 topics.

Using at least two resources, students present 1) the contemporary nature of the subtopic, 2) basic and more complex concepts and issues, 3) impact of the subtopic on the workforce and organization. Students integrate a contemporary example of the subtopic in the workplace that supports any of the points 1 -3. (Overview - 500 words.) In-text citations and a properly cited list of resources is required.

In a separate paragraph students communicate their thoughts and ideas associated with the subtopic investigated (Opinion Statements – 200 – 250 words.)

Subtopics from which students can choose:

Globalization and Business - Subtopic: Cultural Competence

Technology and Business- Subtopic: Artificial Intelligence

Ethics and Corporate Governance - Subtopic: Corporate Social Responsibility

New Employment Relationships- Subtopic: Forced Arbitration Agreements

Instructions and a grading rubric are provided.

**NOTE:**

Students must upload writing assignment1 in two locations: 1) Submit for grading through the Submit tab on the writing assignment 1 page; 2) copy and paste work into the Forum 2 discussion area so that discussion group members can review and discuss content. *Students who neglect to submit their work in the two locations receive a 5-point penalty in Forum 2.*

**Writing Assignment 2**

Topic: Decision Making, Problem Solving and Creativity Skills: Essential for Future Employment and Workplace Responsibilities

*Due wk. 9*

This assignment requires students to search for information on the Internet that supports the importance of decision making, problem solving and creativity skills, three skills of focus within chapter 8 in course text. Through the assignment students recognize skill development and leveraging of competencies will support successful future careers.

Students locate information on a combination of any of the following in relation to one or more of key the competencies.

- Importance of skills to employers.
- Importance of skills to one's career or being hired/promoted.
- Development of skills.
- Application of skills in the workplace.
- Challenges that can occur if one hasn't developed skills or is unable to leverage skills.

A minimum of 3 resources are required. In-text citations and a properly cited list of resources is required.

Writing assignment components: Overview section; Personal Reflections.

Students are expected to synthesize information from chosen resources when creating the overview.

Instructions and grading rubrics are provided.

## Portfolio

Worth – 270 points **(27%)**

Three Portfolio sections, each 90 points

*Due wk. 4 (Portfolio 1); wk.8 (Portfolio 2), wk. 13 (Portfolio 3)*

Students use self-assessments embedded into the course to investigate their perspectives, attitudes, behaviors, and competencies associated with course concepts.

There are 3 Portfolios. Within each Portfolio students complete and then reflect upon 4 -5 assessments. A total of 12 assessments are completed throughout the semester.

Portfolios are graded according to the extent to which high quality responses are developed. Points are earned through quality reflection on: 1) responses to assessment questions, assessment feedback and 2) knowledge of course content associated with the assessment topic.

Instructions, a template and grading rubrics are provided.

Schedule of assessment assignment and submission of Portfolio section:

Portfolio/Part	Assessment	Complete	Submit
<b>Portfolio 1</b>			
Part 1	Perceived Importance of Ethics & Social Responsibility	Week 2	
Part 2	What Is Your Preferred Type of Organizational Structure?	Week 3	
Part 3	Locus of Control – AND - What is Your Learning Style?	Week 4	
Portfolio 1: Parts 1 - 3			Week 4
<b>Portfolio 2</b>			
Part 4	Positive and Negative Affectivity – AND – Do You Follow Your Feelings?	Week 5	
Part 5	What Is Your Preference for Teamwork?	Week 7	
Part 6	How Do You Approach Decisions?	Week 8	
Portfolio 2: Parts 4 - 6			Week 8
<b>Portfolio 3</b>			
Part 7	Are You an Assertive Communicator? – AND – Listening Self-Assessment	Week 10	
Part 8	Your Preferred Conflict Management Style	Week 11	
Part 9	How to Gain Power and Influence People	Week 13	
Portfolio 3: Parts 7 - 9			Week 13

## Course Policies

The course begins the 1<sup>st</sup> day of the semester. This is an **asynchronous** course. The course week begins on **WEDNESDAYS**.

### **Message Checking Policies**

#### Messages Sent to Instructor's Canvas Inbox

Unless students receive advance notification, the instructor will check her Canvas Inbox by 10:00 am ET on regular workdays. (This excludes Sundays and Spring Break.) If a student sends a comment or question, the instructor will address the contents of the message within 24 hours.

#### Messages Sent to Student Canvas Inbox

It is the responsibility of the student to regularly check for incoming course messages. Messages are always sent through the Canvas messaging system. Students will receive a notification when a new message has been sent to his/her Canvas inbox. Forgetting or being unable to check for messages in one's Canvas inbox is not an excuse.

### **Weekly Message on Wednesday**

A weekly message will be uploaded into the announcements area of the course Wednesday mornings. Reviewing the weekly message is a required activity. Weekly Messages present timely information on course activities/assignments and content.

### **Taking Quizzes and Forum Engagement**

Weekly Test Yourself quizzes are open all week: Wednesday – Tuesday 11:59 pm.

Major quizzes may be taken anytime between the open and close day and time. These major quizzes must be completed by 11:59 pm on the close date. Once a student logs into the exam area, the quiz must be completed in one sitting.

All students are responsible for offering 3 comments in forum discussions. With the exception of week 1, a 1<sup>st</sup> comment deadline is set for Saturdays, 11:59 pm the week forums are held. When a student does not participate fully or at all by 11:59 pm on the day the commenting period closes, points cannot be made up.

### **Late Submission Policy – Portfolio and Writing Assignments**

Portfolio and Writing Assignments can be submitted up until 11:59 pm on the stated due date with no penalty. Late Portfolio components (1 - 3) and writing assignments will be accepted up to 48 hours late from the due date and time for a deduction of 10% of the points attributed to the assignment. (This is a deduction of one letter grade.)

*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 quizzes, submit a Forum comment, or upload a Portfolio or writing assignment.

### **Grading**

Each assignment is worth a certain number of points as identified in the assignments section of the syllabus. Highest number of points a student can earn is 1,000. Points accumulate to determine final percentage grade (percent of 1,000 points.) Information concerning use of one's gradebook and assignment rubrics for each assignment is available in the course shell.

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>
100 – 90% = A	89 – 87% = B+	86 – 80% = B
<b>Satisfactory</b>	<b>Poor</b>	
79 – 77 points = C+	66 – 60 = D; 59% = F	
76 – 70 = C		

### Students with Disabilities

To receive consideration for an accommodation, students with a disability must send their letter of accommodation to their instructors and discuss the needed accommodation(s) as early in the semester as possible. For more information regarding the process of applying for a letter of accommodation:

<https://ods.rutgers.edu/students/documentation-guidelines>

<https://ods.rutgers.edu/students/registration-form>

### Academic Integrity

Conduct yourself in accordance with the Rutgers University Academic Integrity policy.

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

### Recognize Best Practices and Use Them to Achieve Success

Students are offered specific directions on how to complete each assignment within the course. In addition, specific grading rubrics are published so that students understand 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.*

It is the student's responsibility to review best practices/grading rubrics and ask questions prior to submitting an assignment or engaging in forum work.

## Schedule by Week

### Unit I: Introduction to Organizational Behavior

#### Week 1 Introduction to the Course and Organizational Behavior

##### Reading

Course Text: Chapter 1  
Chapter 1 Overview PowerPoint

##### Video

Management Functions

##### Assignments

[Attending to Canvas Account Information](#)

[Forum 1](#) Topic: Managerial Skills & Organizational Behaviors that Support Employee Effectiveness

[Test Yourself 1](#) - Overview of Organizational Behavior

## Week 2 Contemporary Organizational Considerations

### Reading

Course Text Chapter 2 Segments:

Globalization and Business; Technology and Business; Ethics and Corporate Governance;  
New Employment Relationships

Chapter 2 Overview PowerPoint (edited for segments covered in chapter 2)

### Videos

Ethical Ladder (Criteria for making ethical decisions)

### Assignments

Portfolio 1 –Part 1: Perceived Importance of Ethics and Social Responsibility

Writing Assignment #1 Topic: Contemporary Organizational Environment

Students:

Choose 1 subtopic associated with four major topics explored week 2:

Globalization and Business – Subtopic: Cultural Competence

Technology and Business - Subtopic: Artificial Intelligence

Ethics and Corporate Governance - Subtopic: Corporate Social Responsibility

New Employment Relationships - Subtopic: Forced Arbitration Agreements

Locate at least 2 resources: a news piece about the subtopic and material that explains the subtopic.

Present an overview of the subtopic, identifying within the content how the subtopic is impacting both the workforce and organizations. (500 words)

Provide opinion statements on the subtopic investigated. (200 words)

## Week 3 Organizational Culture

### Reading

Course Text: Chapter 15

Chapter 15 Overview PowerPoint

### Videos

Elements of Culture

Levels of Culture

### Assignments

Portfolio 1 – Part 2: What Is Your Preferred Type of Organizational Structure?

Forum 2 – Topic: The Contemporary Organization and Organizational Culture

Test Yourself 2 - Organization Culture

## Unit II: Individual Behaviors and Processes in Organizations

### Week 4 Individual Characteristics

#### Reading

Course Text: Chapter 3

Chapter 3 Overview PowerPoint

#### Videos



Big 5 Personality Factors  
Myers-Briggs Traits

### Assignments

Portfolio 1 – Part 3 Locus of Control; What is Your Learning Style?

*Portfolio 1 Parts 1 - 3 Due this week.*

Test Yourself 3 Individual Characteristics

## Week 5 Individual Values, Perceptions, and Reactions

### Reading

Course Text: Chapter 4

Chapter 4 Overview PowerPoint

For Forum 3 Participation:

Select sections of 1 of the following 3 articles:

Woznyj,, H., Shanock, L., Heggstad, E., & Long, S. (2017). What Did You Mean by That? Justice Implications of Interpersonal Interactions for Latino/as. *Journal of Latina/o Psychology*, 5(3), 195-212. doi:10.1037/lat0000073

Required Excerpts: p. 195 - 199

Introduction (about Latino/as), p. 195 - 196

Organizational Justice, Interpersonal Justice, Informational Justice p. 196 - 199

Caleo, S. (2016). Are Organizational Justice Rules Gendered? Reactions to Men's and Women's Justice Violations. *Journal of Applied Psychology*, 101(10), 1422-1435. doi:10.1037/apl0000131

Required Excerpts: p. 1422 - 1424

Introduction, Organizational Justice Rules, p. 1422 - 1423

Prescriptive Gender Stereotypes, Integration of Organizational Justice and Gender Stereotypes, p. 1423 - 1424

### Video

Justice, Fairness and Employee Engagement

Ideas for Leaders

Perception

### Assignments

Portfolio 2 – Part 4: Positive and Negative Affectivity; Do You Follow Your Feelings?

Forum 3 Topic: Perception of Fairness, Justice and Trust in the Workplace

Test Yourself 4: Individual Values, Perceptions, and Reactions

## Week 6 Motivating Behavior with Work and Rewards

### Reading

Course Text: Chapter 6

Chapter 6 Overview PowerPoint

### Videos

Effects of Goal Setting on Behavior

Performance Evaluations/Appraisals

Types of Compensation

## Assignments

Quiz Wks. 1 - 6

Refer to calendar for open; close dates.

## Unit III: Social and Group Processes in Organizations

### Week 7 Groups & Teams

#### Reading

Course Text: Chapter 7

Chapter 7 Overview PowerPoint

#### Videos

Stages of Team Development

Team Cohesiveness

#### Assignments

Portfolio 2 Part -5: What Is Your Preference for Teamwork?

Forum 4 – Topic: Theory and Real-World Teams

Test Yourself 5: Groups and Teams

### Week 8 Decision Making and Problem Solving

#### Reading

Course Text: Chapter 8

Chapter 8 Overview PowerPoint

Knight-Wallace, C. (2017). Burn the Popcorn: Brainstorming Myths. *Journal for Quality & Participation*, 40(2), 30-34.

#### Videos

The 5 Whys

MindTools

Rational vs. Realistic Decision Making

Certainty/Uncertainty

#### Assignments

Portfolio 2 -Part 6: How Do You Approach Decisions?

*Portfolio 2 Parts 4 - 6 due this week*

Test Yourself 6: Decision Making and Problem Solving

### Week 9 Writing Assignment Research and Development

Writing Assignment #2 – Decision Making, Problem Solving and Creativity Skills: Essential for Future Employment and Workplace Responsibilities

### Week 10 Communication

#### Reading

Course Text: Chapter 9

Chapter 9 Overview PowerPoint

#### Videos

Channel Richness

Communication Process

Internet

Upward, Downward, Horizontal, Diagonal Communication

### **Assignments**

Portfolio 3 – Part 7: Are You an Assertive Communicator? Listening Self-Assessment

Test Yourself 7: Communication

Quiz: Weeks 7, 8 and 10

## **Week 11 Conflict and Negotiation**

### **Reading**

Course Text: Chapter 10

Chapter 10 Overview PowerPoint

For Forum 6:

Students read all and choose 2 to use when developing initial comment and peer-to-peer replies.

Babcock, L., & Bear, J. (2017). 10 Myths About Negotiating Your First Salary. *Harvard Business Review Digital Articles*, 2-4.

Jones, K. (2016). Gender Can Be a Bigger Factor than Race in Raise Negotiations. *Harvard Business Review Digital Articles*, 2-6.

McKeown, G. (2015). Prioritize Your Life Before Your Manager Does It for You. *Harvard Business Review Digital Articles*, 2-5.

Molinsky, A. (2016). The Two Conversations You're Having When You Negotiate. *Harvard Business Review Digital Articles*, 2-4.

Wiltermuth, S. (2015). When You Shouldn't Try to Dominate a Negotiation. *Harvard Business Review Digital Articles*, 2-4.

### **Videos**

Conflict

Integrative Negotiation

### **Assignments**

Portfolio 3 - Part 8: Your Preferred Conflict Management Style; What's Your Negotiation Style?

Forum 5 – Employee Negotiation

Test Yourself 8: Conflict and Negotiation

## **Week 12 Modern Leadership Approaches**

### **Reading**

Course Text: Chapter 12

Chapter 12 Overview PowerPoint

### **Videos**

Path/Goal Theory

### **Assignments**

Test Yourself 9: Modern Leadership Approaches

## **Week 13 Power, Influence, and Politics**

### **Reading**

Course Text: Chapter 13

Chapter 13 Overview PowerPoint

**Assignments**

Portfolio 3 – Part 9: How to Gain Power and Influence People

*Portfolio 3 Parts 7 - 9 Due this week.*

Test Yourself 10: Power Influence and Politics

**Week 14 Quiz 2****Assignment**

Quiz Wks. 11 – 13