

RUTGERS

School of Management
and Labor Relations

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Selected Problems: Organizational Behavior

Spring, 2022

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Class time and location

Asynchronous Course

Virtual Office Hours

Wed. 4:30 – 5:00 pm
or by appointment

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Required Materials

Text: Organizational Behavior: Improving Performance and Commitment in the Workplace. 7th Ed. Colquitt, LePine, & Wesson. McGraw Hill Education.

YOU ARE REQUIRED TO PURCHASE THE TEXT AND ASSOCIATED “CONNECT” online learning materials. The **DIGITAL** purchase option costs \$125 and provides access to the eBook, the smartbook (adaptive learning system), and the Connect online learning materials. Most of your individual assignments will be delivered through Connect. Please be sure to register for **Organizational Behavior Section 90 Sp22**.

Purchase from Connect integrated in Canvas:

Purchase Connect access through your Canvas account. Login to your Rutgers Canvas account, and enter the OB course, then click on the McGraw-Hill Connect link, which will take you to the Connect registration page where you can follow the prompts.

At that time, you will need to do one of the following:

- Enter your access code (if you previously purchased access directly from McGraw Hill)
- Purchase access online
- Begin your 14-day Temporary Access period

Please note: After you register, you will have the option to purchase a low-cost, binder-ready, loose-leaf, print-version of the text through Connect. This is optional. If you choose to purchase a copy, a full-color, loose-leaf version will be shipped to you.

Watch this short video on Registering

<http://video.mhhe.com/watch/4q72PpEpzkXAd3hW4o52c8?>

Computer Requirements:

- Windows Operating System Version 7 or above (32 bits or 64 bits)
- Mac OS X 10.7 or above
- Access to the internet
- Camera and microphone on computer/laptop

In case of computer failure: Make sure you have an alternative plan to access your Canvas class in case your computer crashes (it happens). An extra computer at home, your work computer, or computer at your local library are a few alternatives. *Always* backup your course documents on an external device, such as, a flash drive. It is also highly recommended that you **print and keep a paper copy of each week’s activities**, in case you lose access to the Internet (due to weather or any other reasons).

TECHNICAL AND SUPPORT INFORMATION

If you are having trouble registering for or accessing Connect, please contact McGraw Hill Education’s Customer Support. Live chat, email, and phone support are available 7 days a week.

When contacting a support agent, you will always receive a case number. It will be important to save this case number if additional follow up or documentation is needed.

Website: www.mhhe.com/support | **Phone:** (800) 331-5094 **Hours (EST)**

Sunday: 12 PM - 12 AM

Monday - Thursday: 24 hours

Friday: 12 AM - 9 PM Saturday: 10 AM - 8 PM

Ensure your computer meets system requirements by going to this link:

<http://connect.mheducation.com/connect/troubleshoot.do>

Class Video Lectures and Slides: Class video lectures and the associated PowerPoint slides will be made available on Canvas by Monday of each week. These lectures will focus on the most important parts of the material and provide greater depth or context.

Course Description

Purpose: Organizational behavior is a field of study that seeks to understand, explain, and improve human behavior in organizations. The purpose of this course is to help you develop an evidence-based understanding of human behavior in organizations, including individuals, teams, and organizational processes. The class is designed with the practicing HR professional in mind and will focus on the research that underlies effective, evidence-based HR policies and practices and will help you develop the knowledge to conduct People Analytical data and design evidence-based HR interventions. It will also help you to develop your own effectiveness as an employee, team member, manager, and leader in an organizational setting.

Objectives:

After completing this course, you will be able to:

1. Define and measure two individual level outcomes of interest to HR professionals in organizations: employee job performance and organizational commitment.
2. Understand and explain how a broad set of individual factors and psychological processes influence the primary individual outcomes of OB.
3. Design and develop teams in organizations.
4. Understand effective and ineffective leadership behaviors and how they impact individual and group outcomes.
5. Use power and influence to resolve conflicts and change organizational structures and organizational culture to improve individual and team effectiveness.

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| Program of Study | Graduate – Human Resource Management |
| Target Audience | This course is designed for: <ul style="list-style-type: none"> ➤ HR Professionals seeking to improve their ability to diagnose and solve people problems in organizations ➤ Current & future employees aiming to increase their effectiveness at work and advance in their careers ➤ Individual contributors seeking a managerial position in the future |
| <u>SMLR Learning Objectives</u> | <p>I) Written Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.</p> <ul style="list-style-type: none"> ○ Communicate complex ideas effectively, in standard written English ○ Analyze and synthesize information and ideas from multiple sources to generate new insights ○ Produce quality research papers with proper convention of attribution/citation ○ Produce high quality executive summaries ○ Make an argument using contemporary and/or historical evidence ○ Present ideas and arguments in a logical and effective way <p>II) Quantitative, Qualitative and Analytical Skills – Apply appropriate quantitative and qualitative methods for research workplace issues.</p> <ul style="list-style-type: none"> ○ Formulate, evaluate, and communicate conclusions and inferences from |

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| | <p>quantitative information</p> <ul style="list-style-type: none"> ○ Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM) ○ Apply qualitative methods appropriately, alone and in combination with quantitative methods |
| | <p>III) Research Skills – Demonstrate an ability to collect, analyze and synthesize information to make logical and informed decisions impacting the workplace. Use evidence to evaluate hypotheses, theories and approaches to workplace issues.</p> <ul style="list-style-type: none"> ○ Employ current technologies to access information, to conduct research, and to communicate findings ○ Analyze and synthesize information and ideas from multiple sources to generate new insights ○ Assess and critique relevant evidence and research findings ○ Access high-quality historical, qualitative, and quantitative evidence or research ○ Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issues |
| | <p>IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.</p> <ul style="list-style-type: none"> ○ Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study ○ Evaluate and apply theories from social science disciplines to workplace issues |
| | <p>V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions</p> <ul style="list-style-type: none"> ○ Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work ○ Analyze a contemporary global issue in their field from a multi-disciplinary perspective ○ Analyze issues related to business strategies, organizational structures and work systems ○ Analyze issues of social justice related to work across local and global contexts (LSER) ○ Analyze issues related to the selection, motivation, and development of talent in a global context (HRM) |
| | <p>VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance</p> <ul style="list-style-type: none"> ○ Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work ○ Understand the legal, regulatory and ethical issues related to their field ○ Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM) ○ Understand the internal and external alignment and measurement of human resource practices (HRM) |
| | <p>VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations</p> <ul style="list-style-type: none"> ○ Develop effective presentation skills appropriate for different settings and audiences ○ Develop career management skills to navigate one's career |

Course Methods and Content: This course is designed around weekly modules that consist of textbook readings, video lectures, student discussion forums, and homework assignments that might include short case analyses, role play exercises and simulations. Reading assignments and video lectures will present important concepts, theories and findings that provide the basis for other learning activities; self-assessments, video cases, and simulated role play exercises will help you understand and apply course concepts; student discussion forums will foster shared learning and discovery experiences around a single applied HR topic in greater depth; the quizzes will help you integrate your learning and provide feedback on your progress.

About the Professor: Scott Seibert received his Ph.D. from Cornell University School of Industrial & Labor Relations in the field of Organizational Behavior. He has served as a member of the faculty at the University of Iowa, the University of Melbourne, the University of Illinois at Chicago, and the University of Notre Dame.

Scott's primary research interest focuses on leadership development, employee empowerment and careers. His work examines the way leaders develop and shape their careers and career success based on factors such as personality, mentoring & coaching, and social networking. Scott has also provided training and consulting services for a number of US corporations, including Corning, OSRAM-Sylvania, USG, and Xerox.

Assessments

| ASSESSMENT | # OF ASSESSMENTS | POINTS | % OF GRADE |
|--------------------------------|------------------|--------------|------------|
| Quizzes | Best 12 of 14 | 10 pt. scale | 30% |
| Individual Assignments | | | |
| <i>Self-assessments</i> | 7 | 2 pts | 10% |
| <i>Video Cases, Role Plays</i> | 8 | 5 pt. scale | |
| Discussion Forums | Best 10 of 12 | 10 pt. scale | 30% |
| Individual Project | 2 components | 15 pt. scale | 30% |

Quizzes (30% of grade)

There will be a total of 15 quizzes, one for each week of the course. I will drop the 2 lowest quizzes so that only 13 will count toward your overall quiz grade. Each quiz will consist of 10 multiple choice questions worth 1 point each. **You will have 20 minutes to complete the quiz.** I strongly recommend you watch my lecture video(s) and complete the readings for that week before starting the quiz because you will have only one chance to complete the quiz. The quizzes are available on your Canvas course page and each quiz **will be open from Tuesday of the week and will close at 11:59pm EST on Friday of that week.** This timing is set to assure that all members of your discussion group are prepared for the discussions, which open on Wednesdays.

Individual Assignments (10% of grade)

There will be short individual assignments throughout the semester, available in each weekly module on Canvas. These will consist of self-assessments designed to deepen your understanding of concepts from the class by applying them to yourself (2 pts for completion) as well as short video cases, exercises, or interactive role-play simulations (5 points graded by multiple choice questions). These assignments will be automatically scored in Connect and uploaded to Canvas grades.

Discussion Forums (30% of grade)

Each week there will be an online Discussion Forum consisting of an *HR Business Partner Puzzler*, which you and your group members will answer. I will randomly assign each of you to a new 4-5 person discussion group every five weeks so that you have a chance to interact with a broad set of your classmates. Since the purpose of the discussion forum is to learn from each other while working with course concepts, you should complete the lecture video and readings prior to participating in the discussion.

Each group member will be required to make an initial post before s/he will be able to read and respond to the posts of other group members. Your initial post is important and should provide a complete answer to the question to the problem, approximately **3 paragraphs** in length. The following rubric will be used for grading the Forum Discussions:

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| 10 pts | <ul style="list-style-type: none"> • Initial post is on time (by Wednesday). Reply posts to at least two colleagues on Thursday and Friday so that they have time to consider the reply by the close of discussion (by Saturday). • The initial post takes a clear, logical position on the issue; draws on relevant facts from the question or the real world context. Provides personal insights or examples to enrich the discussion. Length is appropriate to provide a detailed answer (3 paragraphs). • Uses one or more course concepts or theories; shows good understanding of the concepts. Posts or links to outside material to provide additional concepts or perspective. Posts are not simply pure opinion. • Offers a practical approach or solution; understands possible cons of the solution • All posts are composed of well-organized and coherent paragraphs with no major grammatical errors. |
| 9 pts | Is strong on three or four of the criteria (see 10 pt. answer above) and intermediate on two of the criteria (see 8 pt. answer below) |
| 8 pts | <ul style="list-style-type: none"> • Initial post is late (after Wednesday) or replies to only one colleague; reply posts are allow others little time to respond. • The initial post waffles on the issues or discusses less relevant issues; answer is consistent with the concepts or research evidence but provides limited addition context or personal insight; answer is not long enough to provide practical detail. • Uses limited number of concepts; limited understanding of the way the theory works or the level of research support for the theory. • Offers advice or solutions that are impractical or naïve. • Posts are poorly organized or confusing; there are some grammatical errors. |

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| 7 pts | Is intermediate on three of the criteria (see 3 pt. answer above) and weak on two of the criteria (see 1 pt. answer below) |
| 6 pts | <ul style="list-style-type: none"> • Initial post is very late (Friday or Saturday morning), depriving colleagues of the opportunity to respond. Fails to reply to two other colleagues in a timely manner. • The initial post takes no clear position on the issue or strays off topic; answer is not long enough to provide detail but is “yes / no” in nature. • Does not use course concepts or uses them incorrectly; ignores established findings or evidence; offers simple opinion. • Misses major parts of the questions; offers unrealistic solutions. • Posts are poorly organized or confusing; many grammatical errors that make comprehension difficult. |

Organizational Behavior Problem-Solving Project (30% of grade):

This assignment is an opportunity to formally apply your OB knowledge to a problem in your own organizational setting. You should focus on the organization in which you currently work (or the last place you worked) so that you are familiar with the policies and procedures of the organization and can gather additional information if needed. Lack of this kind of information is not a good excuse for a superficial analysis.

It is important for you to **focus on an OB problem from the perspective of an HR business partner** – a problem that ultimately effects employee job performance or organizational commitment. But note, while drawing upon your own work experience can be a great source of ideas for this project, focusing on your own complaints or perspective will probably be too narrow for this project. **You need to take the perspective of an HR professional focused on a significant part of the employee workforce.**

A draft version of your problem statement is due on **February 6th**. This draft should be just Part 1 A and will not be graded. This is designed to allow me to provide you with feedback to make sure you are on the right track. Individual Consulting Project I (Parts A & B) should be 5 to 6 pages in length and is **due February 27th**. It is worth 15 points.

Project Part 1 (Due February 27th, 5 to 6 pages, 15 points).

Part 1 A. Identify an OB Problem

- a. *Describe the Organization.* Provide *just enough* detail on the organization for the reader to be able to understand the problem being described and its importance to the organization. The industry, product or service type, and size of the organization (and whether this is a company-wide problem or specific worksite problem) and whether it is in the U.S. or not are likely to be important factors that provide context. Feel free to omit or disguise the identity of the organization or any details that might be sensitive in nature.
- b. *Identify the Problem.* Describe, specifically, *one OB-related problem* that the organization is struggling with that will serve as the focus of the paper. It may be useful to interview supervisors or colleagues to identify an important problem in your current organization. Be sure that the problem is ultimately related to employee job performance or commitment (turnover) and is impacted or caused by at least one of the OB topics listed in the point below.
 - i. Be sure to focus on one problem. Resist the urge to discuss a tangle of multiple related problems. Clearly defining and delimiting the parameters of the problem is key to effective problem solving.

- ii. Since this is a course on organizational behavior, the problem should be focused at the individual, group, or intergroup level. Do not focus at strategy level (e.g., loss of market share due to specific strategic decisions) but neither should you focus on anecdotal problem (an interpersonal conflict you had with a fellow employee). Anecdotal problems may be generalizable as organizational problems (e.g., poor decision making in the management team; an inability to resolve conflicts effectively in teams or between units). **At all times, view the problem from the perspective of an HR business partner, not just “you the employee.”**
 - iii. Resist the urge to focus only on the symptoms. For example, high rates of turnover may be a symptom of one or more underlying problems (e.g., low job satisfaction; low organizational commitment; high stress; ineffective leadership). What theory or model will you use to better understand the problem?
 - iv. Resist the urge to define the problem in terms of a potential solution (i.e., “the employees need training” is not a problem, it is a solution). The point is to use theoretical concepts and models to help you understand the nature of the problem and *then* design a solution. The solution may indeed involve training, but the theory will tell you what the nature of that training should be.
- c. *OB Topic*. Problems often have multiple contributing factors. Choose two of the topics from the list below (or additional topics approved by me) and apply them to the problem. This means that you will describe very specifically how the concepts, principles, and findings represented in the topic are relevant to explaining or understanding the problem and how they can be used to suggest a solution.
- Value-percept (met expectations) theory of job satisfaction
 - Job Characteristics theory
 - Challenge – Hindrance stressors
 - Expectancy theory
 - Goal Setting theory
 - Equity theory
 - Psychological Empowerment
 - Trust and Justice
 - Ethics and ethical decision making
 - Cognitive Ability, Personality and employee selection
 - Emotional Intelligence
 - Team Design and Team Processes
 - Diversity management
 - Power, Influence, Conflict and Negotiation
 - Leadership Styles and Behavior theories
 - Organizational Culture

Part 1 B. Collect Data to support your analysis of the problem.

Students will collect data to identify the problem and provide support for their theoretical interpretation of the causes of the problem. Data can be qualitative or quantitative.

- i. Quantitative data may be based on company records, such as turnover rates, company documents, pay scales, or company engagement survey results. Anonymized tables reporting this data can be included in an Appendix. If you are able to distribute a questionnaire to a small group of employees (minimum of 10) I can provide you with many suitable scales to measure relevant constructs so that you can examine mean scores.

Or

- ii. Qualitative data can be based on interviews with at least 5 colleagues (either individual or in a focus group) affected by the problem. To collect interview data you should develop an interview protocol that is composed of a series of open-ended questions relevant to the problem and the underlying OB concepts you choose to explain the problem. The protocol questions can identify and ask about important issues but should not be “leading” questions. For example, you should not directly ask “Are you interested in leaving because you are not satisfied with the pay level?”

but could ask “What aspects of your job do you find unsatisfying?” and “Do you intend to search for another job in the next 6 months?” Please include the protocol as an appendix.

Be prepared to modify your initial question based on the data collection. This is the nature of an analytical and evidence-based approach.

Project Part 2 (Due May 4th, 9 to 10 pages; 15 points).

Part 2 A. Review relevant academic literature.

2. **Review relevant academic literature (4 to 5 pages)**

Once you have identified the relevant OB concept(s), model(s), or theory that might apply to the problem you identified in step 1 above, conduct a brief review of the current academic literature relevant to this topic. You might **start with the textbook references** and snowball backwards or forwards from there. The best way to do this is to use Google Scholar to search for articles. You must provide an integrated summary of the current academic literature based on **at least 3 academic articles**. *You must use academically rigorous articles that come from the approved list of journals I will provide to you or journals articles with my approval as the basis of your literature review.* The purpose of the review is to develop and demonstrate an accurate, up-to-date, and integrative understanding of the evidence for the theory and how it works. That is, define the constructs, understand the logic of the relationship among constructs, and demonstrate a nuanced understanding of the situational context factors affecting when or for whom this academic theory is most likely to apply. Each article should be summarized in 1 page and the integrative summary should be 2 to 3 pages for a **total of 4 – 5 double spaced pages** for this section.

Part 2 B. Develop a set of recommendations.

3. **Create a Solution Based on your Research and Analysis (4 to 5 pages):**

Using your deep understanding of the organization’s OB weaknesses and your freshly acquired OB knowledge, and any additional practical advice on practice you research, develop a comprehensive solution and plan for the organization that addresses the problems you have identified and uses the concepts and empirical findings you have reviewed. Provide evidence regarding how your recommendations will solve the root problems based on OB theories and studies. Tie your OB recommendations to the end goals of greater organizational effectiveness through improved employee job performance or organizational commitment (e.g., reduced turnover). Be sure your recommendations are specific, based on the integrative model of OB from this course, and that they are both realistic and implementable within a reasonable period of time and at a reasonable cost. Provide an outline of the content of your intervention: if your solution involves training, provide an outline of the content of the training; if it involves changes in goals or rewards, be specific as to what they will be; if it involves selection or staffing changes, be specific regarding the new criteria. Where appropriate, provide details of the implementation plan: for example, how many employees will be involved and over what time frame.

The total length of the Organizational Behavior Problem-Solving Project should be in the 13 - 16 page range (double-spaced). This does not include the cover page, figures, tables, appendices, or references.

GRADE ALLOCATIONS

I will total your accumulated points at the end of the semester to determine your letter grade for the course as follows:

| Percentage Points | Letter |
|-------------------|--------|
| 90+ | A |
| 87-89.5 | B+ |
| 80-86.5 | B |
| 77-79.5 | C+ |
| 70-76.5 | C |
| 60-69.5 | D |
| <60% | F |

Class Policies

Expectations: You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner at all times during the course. Offensive language, harassment, posting videos or other media that is not related to the course, and/or any other inappropriate behavior will not be tolerated; and will result in dire consequences, including dismissal from the course. Your responses to discussion posts, or any other communication with your classmates and/or your instructor must be of the highest professional and respectable standard. **In short, be respectful, be professional!**

In return, you can expect me: to provide you with a virtual class that is conducive to learning; provide a well-organized course with lectures that facilitate the assigned activities; provide an environment that is respectful of others' opinions; provide reasonable guidance on all assessments; and treat you fairly and courteously.

Communication Maintenance: Please be aware that any announcements that impact the class schedule or assessments will be sent to *your university email address (@rutgers.edu)*. Please be sure to check that email account on a regular (daily) basis during the semester and final exam period. I will also post important announcements on CANVAS. Please feel free to attend my virtual office hours or email me with questions or concerns about the course and/or any assignments. I will endeavor to reply to you within 48 hours. *Please always use your Rutgers email when communicating with me about the course.*

Attendance Policy: As this is an asynchronous course, attendance in lectures is not relevant. Participation in Discussion Forums is not synchronous, but is required.

Technical Support: If you need technical assistance at any time during the course or to report a problem with Canvas:

1. Visit the [Canvas Student Tutorial](https://community.canvaslms.com/community/answers/guides/video-guide) at (<https://community.canvaslms.com/community/answers/guides/video-guide>)
2. Contact [Rutgers IT Help Desk](https://rutgersonline.desk.com/) (<https://rutgersonline.desk.com/>), 877-361-1134 accessible 24 hours a day, 7 days a week.
3. Visit the [Rutgers Canvas Student orientation](https://onlinelearning.rutgers.edu/canvas) (<https://onlinelearning.rutgers.edu/canvas>)

Academic Misconduct: All students enrolled in this course are responsible for abiding by the guidelines outlined in the University’s Academic Integrity Policy. You can find the full policy at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>. In particular, the principles of academic integrity require that a student do the following:

- *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 impermissible materials or impermissible 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.*
- *Do not share quiz or exam questions with any other students in this class or future classes of this course.*

If you have any questions about what is expected of you generally or on any specific assignment, please do not hesitate to ask me.

All suspected violations to the academic integrity policy will be investigated per SMLR’s academic integrity policy. For any confirmed violations, appropriate recommended discipline action will be taken and retained in student’s records as allowed by the University Code of Student Conduct.

Citing Sources: For any written assignments, you are required to provide proper citation to any ideas, arguments, concepts, quotations, etc. that you obtained from a second source, including textbooks. Students who do not properly reference their work leave themselves open to charges of plagiarism. Thus, you should properly cite work within the body of the paper, and provide the full reference list at the end of the paper. If you have any questions about what is expected of you generally or on any specific assignment, please do not hesitate to ask me.

For all written assignments, you must cite your sources according to the guidelines given by the UO library and using the APA citation format. Please see the following websites for information:

- Citing sources: <http://libweb.uoregon.edu/guides/citing/index.html>
- APA Style: <http://libweb.uoregon.edu/guides/citing/apa.html>

Accommodating Disabilities: “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>”. For additional information, please visit the website of the Office of Disability Services at: <https://ods.rutgers.edu/students>.

If you have a disability that may require some modification of testing or any other class requirement, please let me know as soon as possible so that appropriate arrangements can be made. Similarly, if you need special arrangements to manage remote learning, please let me know. Please see me during my scheduled office hours or schedule an appointment to meet via Zoom.

Student Wellness Services: Rutgers provides several resources to assist student who may be experiencing distress or mental health concerns. The following are some of the resources that are available to you if you need them.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/
CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>
The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners: (732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

Grade Appeals: If you have a concern about a grade that you receive on any assignment in this class you are invited to submit a written appeal to me within one week of receiving the grade in question. This appeal should outline your specific concerns with the grade and the evidence you have to support why it should be changed. I will consider your written appeal and schedule time to talk to you regarding the grade. Please also see SMLR's formal grade appeal procedures available from the HRM Master's programs office.

Submitting Assignments and Make-up Exams: All written assignments must be submitted by their respective due dates and times. Late submission of assignments will incur a penalty of 10% per day.

Assignment extensions and make-up quizzes are only available in extenuating circumstances (i.e., medical/health emergency for yourself or dependent, death in the immediate family, mandatory

religious observations, or university-related mandatory travel) *and must be approved by me prior to the assignment or quiz due date*. Written proof of the extenuating circumstance, from a legitimate authority, is required at the time the request is made.

Not Happy with this Course? Any concerns you have regarding this course should first be discussed with me, Scott Seibert. If I can't resolve your concern to your satisfaction, you may contact the Online Masters HRM Program Director (Dr. Hadi El-Farr). I truly hope you enjoy this course though 😊

Other Course Policies: All other course policies are governed by the School of Management and Labor Relations.

Course Schedule and Assignments

| Week \ Date | Topic \ Reading \ Lecture | Assignments |
|----------------------------|---|---|
| 1 Jan. 18-22 | Why is OB Important for HR Professionals? Ch. 1: What is OB? Week 1 Lecture Videos | Assignment Due Jan. 20: <i>Discussion Post: Introduce Yourself to your learning group.</i> W1 Discussion Forum first post due Jan. 20 <i>What Drives you and What Drives you Crazy at Work?</i> Ch. 2 Quiz due Jan. 21 |
| 2 Jan. 23-29 | Measuring to Manage Employee Performance Ch. 2: Job Performance Week 2 Lecture Videos | Assignment Due Jan. 26: <i>Self-Assessment: Boosterism</i> W2 Discussion Forum first post due Jan. 26 <i>Should Organizational Citizenship Behavior be rewarded?</i> Ch. 2 Quiz due Jan. 28 |
| 3 Jan. 30- Feb. 5 | Reducing Employee Turnover & Increasing Commitment Ch. 3: Organizational Commitment Week 3 Lecture Videos | Assignment: due Feb. 2 <i>Self-Assessment: embeddedness</i> <i>Short Case: Is Cyberloafing Good or Bad?</i> W3 Discussion Forum first post due Feb. 2 <i>Should Cyber-loafing be monitored?</i> Ch. 3 Quiz due Feb. 4 Problem-Solving Project I A: Identify an OB Problem due Feb. 6 (no points – for feedback only). |
| 4 Feb. 6-12 | Fulfilling Employee Expectations and the impact of Emotions Ch. 4 Job Satisfaction Week 4 Lecture Videos | Assignment: due Feb 9 <i>Self-Assessment: Positive Emotionality</i> <i>Role Play: Top down employee motivation</i> W4 Discussion Forum first post due Feb. 9 <i>Will remote working increase or decrease employee satisfaction?</i> Ch. 4 Quiz due Feb. 11 |
| 5 Feb. 13-19 | Employee Stress and Engagement Ch. 5: Stress Week 5 Lecture Videos | Assignments: due Feb. 16 <i>Self-Assessment: Hindrance Stressors</i> W5 Discussion Forum first post due Feb. 16 <i>Should companies sponsor mindfulness training?</i> Ch. 5 Quiz due Feb. 18 |

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| 6 Feb. 20-26 | Working Harder: Motivating High Performance Ch. 6: Motivation Week 6 Lecture Videos | Assignment: due Feb. 23 <i>Role Play: Expectancy Theory</i> Ch. 6 Quiz due Feb. 23 Problem-Solving Project I: Problem Statement and Date due Feb. 27 |
| 7 Feb. 27 – Mar. 5 | HR's Role in Creating a Fair Workplace Ch. 7: Trust, Justice, and Ethics Week 7 Lecture Videos | Assignment: due March 2 <i>Hot Seat: Whistleblowing</i> W7 Discussion Forum first post due March 2 <i>Do you agree with the way the manager handled the whistleblowing incident?</i> Ch. 7 Quiz due March 4 |
| 8 March. 6-12 | Building Blocks of Talent I: Cognitive Ability and Emotional Intelligence Ch. 10 Ability Week 8 Videos | Assignment: due March 9 <i>Self-Assessment: Tolerance for Emotional Labor</i> W8 Discussion Forum first post due March 9 <i>What abilities does an HR Business Partner need?</i> Ch. 10 Quiz due March 11 |
| 9 March 13-19 | Spring Break | |
| 10 March 20-26 | Building Blocks of Talent II: Personality & Values Ch. 9: Personality and Cultural Values Week 10 Videos | Assignment: due March 23 <i>Role Play: Global MGT – seeing below the surface</i> Ch. 9 Quiz due March 25 |
| 11 March 27 – April 2 | HR and Teams: Building Effective Teams Ch. 11: Teams: Characteristics and Diversity Ch. 12: Team Process and Communication Week 11 Videos | Assignment: due March 30 <i>Role Play: Communicating Priorities</i> W11 Discussion Forum first post due March 30 <i>What techniques do you use to manage Diversity in Teams?</i> Ch. 11 Quiz due April 1 |

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| <p>12 April 3 - 9</p> | <p>Learning to use Power and Influence</p> <p>Ch. 13: Leadership: Power and Negotiations</p> <p>Week 12 Videos</p> | <p>Assignments: due April 6 <i>Role Play: Power & Influence Mgr Thrill Ride</i></p> <p>W12 Discussion Forum first post due April 6 <i>Salary Negotiation Dyadic Role Play</i></p> <p>Ch. 13 Quiz due April 8</p> |
| <p>13 April 10-16</p> | <p>Models for Developing Effective Leaders</p> <p>Ch. 14: Leadership Styles and Behaviors</p> <p>Week 13 Videos</p> | <p>Assignment: due April 13 <i>Self-Assessment: Charisma</i></p> <p>W13 Discussion Forum first post due April 13 <i>What leadership theory should be used as the basis for training in your organization?</i></p> <p>Ch. 14 Quiz due April 15</p> |
| <p>14 April 17-23</p> | <p>Structuring and Restructuring</p> <p>Ch. 15: Organizational Structure</p> <p>Week 14 Videos</p> | <p>Assignment: due April 20 <i>Role Play: Org Structure – Getting Swole into Shape</i></p> <p>W14 Discussion Forum first post due April 20 <i>What can HR do to mitigate negative impacts of restructuring and layoffs?</i></p> <p>Ch. 15 Quiz due April 22</p> |
| <p>15 April 24-30</p> | <p>HR's Role in Shaping the Culture</p> <p>Ch. 16: Organizational Culture</p> <p>Week 15 Videos</p> | <p>Assignment: due April 27 <i>Self-Assessment: Org Culture Preferences</i></p> <p>W15 Discussion Forum first post due April 27 <i>What type of Culture should your company have?</i></p> <p>Ch. 16 Quiz due April 29</p> <p>Problem-Solving Project II: Research and Recommendations due Dec. 15</p> |
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