

Instructor: Dr. Maureen Sheridan

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

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

Canvas login:

<https://onlinelearning.rutgers.edu/canvas-login>

Learning Objectives

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

- Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI).
- 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:

- Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on, work (Goal 6).
- Work productively in teams, in social networks, and on an individual basis (Goal 13).

Description

The field of organizational behavior (OB) is about understanding how people and groups in organizations behave, react, and interpret events. Drawing from fields including management, anthropology, sociology, information technology, ethics, economics, and psychology, OB provides a foundation for the effective management of people in organizations. Because it explains how organizations work from individual motivation to team dynamics to organizational structure, knowing about OB is essential to being effective at all organizational levels.

Because an organization's people are responsible for gaining and keeping a competitive advantage, understanding how to mobilize and motivate employees is critical to organizational performance. Businesses excel when employees understand how their behaviors influence an organization's performance and enable strategy execution, and when they are led effectively and are motivated to do their best. Competitors can often copy a firm's technologies, products, processes, and structures, but it is difficult to duplicate a core of talented, knowledgeable, motivated employees who work together to achieve the firm's goals and who care about their firm's success.

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

Call: 877-361-1134 24 hrs./7 days

Organizational behavior is also the cornerstone of success for individuals in organizations. Even the most skilled nurse, salesperson, accountant, engineer, or anything else will be ineffective as an employee and as a manager without good OB skills, including interpersonal and communication skills and a solid understanding of managing and motivating individuals and teams.

Course Requirements

Readings and Other Resources

All readings for this course are uploaded into the course in advance of the semester.

Textbook

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:

This course uses Cengage MindTap resources, which includes a digital version of our course textbook.

Students must purchase a digital version of the textbook through the process made available in the course. Students can't purchase a hardback copy of the text and also be able to access all of the materials in the course.

It's easy to receive access all materials that are managed by Cengage once logged into the course. *It is also less expensive to purchase the digital version than a hardback copy.* Students follow a process identified in the course to pay for their digital textbook and other textbook related material. Click on the **Gaining Access to Textbook and Course Activities** page within the First Steps module in the course.

Once payment is made, students receive a code that must be entered only once for use of textbook and other textbook related resources all semester.

Students needing assistance in accessing and purchasing the course textbook and all other Cengage resources: <http://support.cengage.com/victoriaweb/primarypage>

Other Resources

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

Assignments

Assignments & Assessments		
Discussions	320 points (32%)	6 @50 points 1 @ 20 points
Quizzes	275 points (28 %)	11 Weekly Quizzes @ 10 points - 110 points Week 1 – 7 quiz - - 80 points Week 8 – 14 quiz - -85 points
Writing Assignments	200 points (20%)	2 @ 100 points each
Portfolio	200 points (20%)	4 submissions @ 50 points each

Discussions

Worth 320 points **(32%)**

Introduction Forum – 20 points

Forums 1 – 6 – each 50 points

Students are organized into discussion groups of 8 – 10 members.

Forums open Tuesday; first comment by Saturday *; Closes Monday 11:59 pm

* No 1st comment deadline for Introduction forum or Forum 1.

Point Worth: 25 points for original comment; 20 points for discussion; 5 points meeting technical requirements

Discussions are post first; students must make an original comment before viewing content of other discussion group comments.

A grading rubric is used for all discussions.

Forum#/Week	Topic
Intro / Wk. 1	OB from the Employee's Perspective
#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. 6	Employee Motivation Considerations
#5 / Wk. 8	Theory and Real World Teams
#6 /Wk. 11	Employee Negotiation

Assessments

Worth 280 points **(28%)**

See assessment types below

Test Yourself Quizzes

Worth - 110 points (11%)

Eleven assessments – each 10 points

Most weeks a 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 165 points (17%)

Wk. 1 -7 quiz - 80 points; Wk. 7 – 14 quiz – 85 points

Students are assessed on knowledge gained weeks 1 – 7 and then 8 – 14. Quizzes involve true/false, multiple choice and fill in the blank. A large test pool is used to assess the content of each week; no two quizzes are the same. Quizzes are timed. Students have access to quiz results after quiz closes.

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 discussions area so that discussion group members can review and discuss. *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 – 200 points **(20%)**

Four Portfolio sections, each 50 points

Due wk. 4 (Portfolio 1); wk.7 (Portfolio 2), wk. 10 (Portfolio 3), wk. 14 (Portfolio 4)

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

There are 4 Portfolio sections. Within each Portfolio section students complete and then reflect upon 4 -5 assessments. A total of 17 assessments are completed throughout the semester.

Portfolios are graded according to the extent to which high quality responses within each of the 4 sections 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
Portfolio 1			
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
Portfolio 2			
Part 4	Positive and Negative Affectivity – AND – Do You Follow Your Feelings?	Week 5	
Part 5	What Are Your Equity Preferences? – AND – What Is Your Need to Achieve?	Week 6	
Part 6	What Motivates You?	Week 7	
Portfolio 2: Parts 4 - 6			Week 7
Portfolio 3			
Part 7	What Is Your Preference for Teamwork?	Week 8	
Part 8	How Do You Approach Decisions?	Week 9	
Part 9	How Do You Respond to Feedback? – AND – Are You an Assertive Communicator?	Week 10	
Portfolio 3: Parts 7 - 9			Week 10
Portfolio 4			
Part 10	Your Preferred Conflict Management Style – AND – What's Your Negotiation Style?	Week 11	
Part 11	What Is Your Leadership Potential?	Week 12	
Part 12	How to Gain Power and Influence People	Week 14	
Portfolio 4: Parts 10 - 12			Week 14

Course Policies

The course begins Tuesday, January 16. Last assignment will be submitted on Monday, April 30 (last day of regular semester.) This is an **asynchronous** course. The course week begins on **Tuesdays**.

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 Tuesdays

A weekly message will be uploaded into the announcements area of the course Tuesday 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: Tuesday – Monday 11:59 pm.

Week 1 -7 and week 8 - 14 quizzes may be taken anytime between the open and close day and time. Exams 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 1st comment deadline is set for Fridays, 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 - 4) 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.

Contact the Canvas 24/7 toll free helpdesk if you experience any technical problems that prohibit you from completing an assignment. Technical problems are not a valid excuse for missing a due date. Contact information is located on the front page of the syllabus and in various locations in the course. (Course Homepage, Course Tools page.)

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.

Outstanding

100 – 90% = A

Satisfactory

79 – 77 points = C+

76 – 70 = C

Very Good

89 – 87% = B+

Poor

66 – 60 = D; 59% = F

Good

86 – 80% = B

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 Canvas/MindTap and Organizational Behavior

Reading

Course Text: Chapter 1
Chapter 1 Overview PowerPoint

Video

Management Functions

Assignments

Introduction Forum Topic: OB from the Employee's Perspective
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

Reading

Course Text: Chapter 5

Chapter 5 Overview PowerPoint

Sadri, G. S., Bowen, R. C. (2011). Meeting Employee Requirements: Maslow's Hierarchy of Needs is Still a Reliable Guide to Motivating Staff. *Industrial Engineer*. 43(10), 44-48.

Videos

The Equity Theory of Motivation

Expectancy Theory

Reinforcement Theory

Assignments

Portfolio 2 –Part 5: What Are Your Equity Preferences?; What Is Your Need to Achieve?

Forum 4 – Topic: Employee Motivation Considerations

Test Yourself 5: Motivating Behavior

Week 7 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

Portfolio 2 - Part 6: What Motivates You?

Portfolio 2: Parts 4 - 6 Due this week.

Quiz Wks. 1 -6

Refer to calendar for open; close dates.

Unit III: Social and Group Processes in Organizations

Week 8 Groups & Teams

Reading

Course Text: Chapter 7

Chapter 7 Overview PowerPoint

Videos

Stages of Team Development

Team Cohesiveness

Assignments

Portfolio 3 Part -7: What Is Your Preference for Teamwork?

Forum 5 – Topic: Theory and Real World Teams

Test Yourself 6: Groups and Teams

Week 9 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 3 -Part 8: How Do You Approach Decisions?

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

Test Yourself 7: Decision Making and Problem Solving

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 9: Are You an Assertive Communicator? Listening Self-Assessment
Portfolio 3: Parts 7 – 9 Due this week.
Test Yourself 8: Communication

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 4 - Part 10: Your Preferred Conflict Management Style; What's Your Negotiation Style?
Forum 6 – Employee Negotiation
Test Yourself 9: Conflict and Negotiation

Unit IV: Leadership and Influences Processes in Organizations

Week 12 Traditional Leadership Approaches

(Short Week Fall Semester)

Reading

Course Text: Chapter 11
Chapter 11 Overview PowerPoint

Videos

Consideration vs. Initiating Structure
Contingency Theory
Fiedler's Contingency Model

Assignments

Portfolio 4 – Part 11: What Is Your Leadership Potential?
Test Yourself 10: Traditional Leadership Approaches

Week 13 Modern Leadership Approaches

Reading

Course Text: Chapter 12
Chapter 12 Overview PowerPoint

Videos

Path/Goal Theory

Assignments

Test Yourself 11: Modern Leadership Approaches

Week 14 Power, Influence, and Politics

Reading

Course Text: Chapter 13
Chapter 13 Overview PowerPoints

Assignments

Portfolio 4 – Part 12: How to Gain Power and Influence People

Portfolio 4: Parts 10 - 12 Due this week.

Quiz Wks. 8 - 14