

**Instructors:**

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**To Interact:** Send a message via the Canvas Inbox messaging tool (Inbox Icon in Canvas)  
Scheduling an online virtual meeting is encouraged! Please correspond with the instructor for your section.

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 Office of Information and Technology (OIT)

**Email:** <https://it.rutgers.edu/help-support> **Call:** 833-OIT-HELP

**Course Requirements**

**Readings and Other Resources**

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

Griffin, Ricky W., Phillips, Jean. M. (2023). Organizational Behavior: Managing People and Organizations (14<sup>th</sup> Edition), Cengage. ISBN-13: 9780357899076

**NOTE:** Students must purchase required course resources through the Rutgers First Day program. 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 include a digital version of our course textbook along with other required Cengage MindTap course resources. *Students cannot purchase a print 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 videos, journal articles, and Internet material are preloaded into the course.

## Learning Objective

(SMLR Goal V: Evaluate Context)

**Students can:**

**Understand Context: Evaluate the context of organizational behavior.**

*What does that really mean?*

Recognize and reason with the factors (conditions, situations, dispositions, perspectives, experiences) that *influence and give meaning to* behaviors, decisions, and outcomes for both parties involved in organizational behavior: 1) labor (employees) – and - 2) organizational management.

Equally as important is the context involved in 1) labor (employees) - and – 2) organizational leaders, policies, and/or organizational cultures *impacting one another*.

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### Assignments

Assignments & Assessments – 1,000 points possible		
<b>Discussions</b>	180 points (18%)	3 (out of 4) @ 60 points – 180 points <i>1 lowest score is dropped</i>
<b>Quizzes</b>	245 points (24.5%)	7 (out of 8) Quizzes @ 35 points – 245 points <i>1 lowest score is dropped</i>
<b>Portfolio</b>	225 points (22.5%)	45 points for each part in either Portfolio I or II (Total 5 areas) – 225 points
<b>Presentation</b>	200 points (20%)	Presentation of interconnection between course topics and the employment relationship. Completed worksheet.
<b>Engagement Points</b>	150 points (15%)	Attending to Canvas Account Information - 10 points (Publish bio/upload digital) Introduction to OB Reflections Essay – 45 points Case Studies Questions 7 (out of 8) case studies @ 10 points each - 70 points <i>1 lowest score is dropped</i> Self-Assessments for Portfolio 5 self-assessments @ 5 points each – 25 points

### Discussions

Worth 180 points (18%)

Forum#/Week	Topic
#1 / Wk. 3	Contemporary Influences: For Spring 2025: AI, the Employment Relationship, OB, and Workforce Diversity
#2 / Wk. 6	Perception of Fairness and Justice in the Workplace
#3 / Wk. 9 &10	Real-World Teams
#4 / Wk. 11	Employee Negotiation

- Students are organized into discussion groups of 10 – 14 members. These groups stay intact for the semester.

- Forums open on Thursdays; first comment by Saturday; Close Tuesdays at 11:59 pm.
- Each discussion is worth 60 points. A grading rubric is used for all discussions.  
Quality of original comment content and associated critical thought on content = 50% - 30 points  
Quality of replies to learning community members – 33% - 20 points (10 points apiece)  
Discussion Engagement - 1 original comment and 2 replies with an original comment being offered by the 1st comment deadline - 17% - 10 points
- Original Comments involve a 400 - 450-word essay along with resources appropriately listed in the body or at the bottom of the comment.
- Replies can be shorter but must move the discussion forward with content that offers new insights grounded in reflection on course material or material brought into the course. Resource listing must be provided in replies.
- See Course Policies in Syllabus: Students can skip 1 of the 4 discussions if they choose as the lowest score of the 4 discussions will be dropped/not count toward one's final grade.

### Test Yourself Quizzes

Worth – 245 points (24.5%)

7 (out of 8) Test Yourself Quizzes – each 35 points

The lowest score is dropped. (If the student skips the quiz the zero will be dropped.)

Eight weeks during the semester 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 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 chapter topic area, students receive feedback according to the answers chosen.

Quizzes must be taken the week they are assigned. Students can review answers to the questions after the quiz is submitted.

### Portfolio II and II

Worth – 225 points (22,5%)

Two Portfolio sections, with a total of 5 parts. Each part is worth 45 points

Portfolio/Part	Assessment	Suggested Completion Week
<b>Portfolio I: All Parts (1 - 3) are due Week 8</b>		
Part 1	Diversity Awareness	Week 2
Part 2	Your Learning Style	Week 5
Part 3	Achievement	Week 7
<b>Portfolio II: All Parts (4 and 5) are due Week 12</b>		
Part 4	Teamwork	Week 9
Part 5	Conflict	Week 11

Students use embedded self-assessments and associated feedback reports to investigate perspectives, skills, and knowledge associated with course concepts.

2 Portfolios. Within each Portfolio, students complete and then reflect upon individual self-assessments. A total of 5 assessments are completed throughout the semester.

All five (5) portfolio parts are graded using the same rubric and are all worth the same number of points. Instructions, a template, grading rubrics, and a sample is provided.

## Course Presentation

Worth – 200 points (20%)

Presentation on Template

This assignment is the capstone of a student's work in the course. It highlights the extent to which a student met the learning goal for the semester and is therefore worth 20% of a student's final grade. (See page 2 in the syllabus – Learning Goal section.)

Students showcase the extent to which they have engaged in the subject of organizational behavior by understanding how the topics addressed in the course influence and give meaning to behaviors, decisions, and outcomes for both parties involved in organizational behavior: 1) labor (employees) – and - 2) organizational management, including how labor and organizations *impact one another*.

Assignment Specifics: Students choose three elements of the Employment Relationship and describe the elements in their own words. Students then indicate how chosen course topics impact the relationship by offering specific examples of how conditions, situations, dispositions, perspectives, and/or experiences involved in a case study they create impact the three elements.

Resources include

- Week 2 material: The Employment Relationship graphic, concept video overview, and course text.
- Understanding of required/suggested material related to course topics.
- Assignment Specific Resource: Case study created using Gen AI.

Part I of Assignment

Elements of The Employment Relationship from which students can choose:

1) The employee and employer; 2) Either type of contract (employment contract or psychological contract); 3) Internal forces; 4) External forces – must be specific about multiple external forces in the description but can focus on one in Part II; 5) Balance of Power; 6) Commonalities and Differences of Interest

Both knowledge and critical thinking are graded—the more sophisticated the content in Parts I and II, the more points are earned. Instructions, template and grading rubrics provided.

## Engagement Assignments

Worth 150 points (15%)

### **Attending to Canvas Account Information** – 10 points

Students publish a digital image (3 points); publish a bio that includes academic, work, and personal information to help learning community and your professor learn more about you. (7 points)

### **Initial Reflections on OB Essay** – 50 points

Students make an academic and a personal connection to our overall subject and the topics we explore throughout the semester; showcase critical thinking and provide a high-quality writing sample. 500-word essay.

### Case Study Questions - 7 (out of 8) case studies @ 10 points each - 70 points

Students review a brief case study and answer a set of coordinating questions. The case study focuses on the topic we are exploring during the week. The lowest score on the 8 case study assignments is dropped. (If the student skips the case study the zero will be dropped.)

Week Assigned	Week Topic	Text Chap.	Name of Case Study
3	The Changing Environment of Organizations	2	DEI at Wegmans
4	Organizational Culture	15	Building A Culture of Inclusion at Microsoft
5	Individual Differences	3	Emotional Intelligence at FedEx
6	Individual Values, Perceptions, and Reaction	4	What To Do When Your Boss Releases Their Inner Toddler
8	Motivating Employee Behaviors	5	Pride Building at Aramark
10	Groups & Teams	7	Teamwork in IDEO
11	Managing Conflict	10	Ombudsman to the Rescue
13	Communication	9	Effective Meetings at Microsoft

### Self-Assessments for Portfolio - 5 self-assessments @ 5 points each – 25 points

Each of the five (5) Portfolio parts begins with taking a self-assessment. Students complete the self-assessment and submit. An automated report that features individualized feedback to consider is made to students once the assessment is submitted.

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## Course Policies

### Diversity, Equity, Inclusion and Belonging Statement

Faculty teaching Organizational Behavior and Work are committed to fostering a learning environment that values the diverse backgrounds, perspectives, and experiences of all students enrolled in the course. Whatever intersection of identities you present, you belong in this course. Every student has the right to learn and succeed in a safe and inclusive space.

ALL Students -

- should expect to be addressed with respect, be offered instructional assistance, and have their coursework graded fairly.
- hold personal opinions that could be different than your professor or peers. Unless voiced opinions are harmful to others, students are never graded on their opinions but on their knowledge of course content and their critical thoughts on that content.
- reporting course-related or personal challenges receive equitable treatment.

There is no place for the use of stereotypes, microaggressions, gaslighting, and harassment in this course. Students are asked to approach their peers with empathy and an open mind. Students who (intentionally or unintentionally) behave in a way that doesn't reflect our inclusive class norms will privately be made aware of why the situation was harmful and asked to consider, with assistance as needed, improving their interpersonal inclusion behaviors.

## Generative AI Statement

The use of Generative AI (Gen AI) as a tool to support student learning and assignment development is allowed in this course.

Gen AI Literacy Training is provided during week 2. Students receive clear Gen AI advice and examples of acceptable use along with a review of the challenges of using Gen AI apps and the conditions under which Gen AI use is prohibited. Students are also provided with best practices in prompt engineering.

Refer to the Gen AI Use page in the course for more information. Material is available from week 2 throughout the semester.

Gen AI cannot be used to plagiarize submitted content. Submitting content that is not one's own is plagiarism whether the student is copying from, for example, another student's work, a book or research article, a website, or a chatbot. Use of material that is not one's own is limited to brief quotes where the quote's origin is appropriately cited. See plagiarism information in Rutgers Academic Integrity Policy linked below.

## Academic Integrity

Conduct yourself following the Rutgers University Academic Integrity policy.

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

## When Class is Held

The course begins on the 1<sup>st</sup> day of the semester. This is an asynchronous course. The course week begins on **Wednesday** mornings and ends on Tuesday evenings, 11:59 pm.

## Message Checking

### Messages Sent to Professor's Canvas Inbox

Unless students receive advance notification, your professor will check her Canvas Inbox by 10:00 am ET on regular workdays. (This excludes Sundays, Spring Break, and Thanksgiving 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 on Wednesday mornings. Reviewing the weekly message is a required activity. Weekly Messages present timely information on course activities/assignments and content.

## Taking Quizzes, Answering Case Study Questions, and Forum Engagement

**Quizzes and case study questions** can be addressed all week: Wednesday – Tuesday 11:59 pm. Neither quizzes nor case study question areas will open after 11:59 pm Tuesdays except to offer accommodation to a student with a *documented* medical or personal crisis.

**Note:** Students can skip 1 of the 8 quizzes and 1 of the 8 case study question sets as the lowest score for each of these assignments is dropped/not part of a student's final score for the

semester. Use your 1 "skip" for these assignments when you are under pressure or have an unexpected situation arise!

### Discussions

- Students are responsible for offering 3 comments in forum discussions. The first comment deadline is set for Saturdays, 11:59 pm for Forums 1, 2 and 4. Forum 3: Original Comment due at the end of week 9/replies week 10.
- Four discussions are held throughout the semester. Only the top 3 discussion scores are counted. Student Choice: A student can choose to skip one discussion and the zero one receives will be dropped or engage in all 4 of the discussions and the lowest score earned will be dropped.
- Discussions do not open again after a discussion closes. Students can skip one discussion. The skip can be used if under pressure or have an unexpected situation arise! Points cannot be made up associated with the 1<sup>st</sup> comment or forum close deadline.

### Late Submission Policies

#### Portfolio I, II, Introduction to OB Reflections Essay, Course Presentation

Assignments noted above 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. As assignments are due at 11:59 pm Tuesdays, students can choose to submit up until 11:59 pm Thursdays. The timing exception is the Course Presentation which is due the Saturday before the last day of the semester. Students have until Monday of week 14 to submit their project late.

After the late period passes the assignment will not be accepted for grading without requesting an accommodation for a *documented* medical or personal crisis.

*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 work life get in the way of online coursework. 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, complete the case study questions, make a Forum comment, upload a Portfolio or submit one's course presentation.

### Grading

Each assignment is worth a certain number of points as identified in the assignments section of the syllabus. The 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 the 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

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# Achieving Success and Receiving Support

## Success Essentials

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.

Your professor is always interested in assisting students in their assignment development process. Approach her with a draft or a request to meet virtually!

## Success Assistance

Rutgers resources can serve as support for student success.

A clearinghouse "Success" website provides links to a variety of resources:

<https://success.rutgers.edu/>

Visit this area when you need to know where to go for:

- financial assistance
- counseling and other wellness opportunities
- feeling safe and getting urgent needs met
- tutoring, study groups, academic skills coaching and mentoring
- help building connections and joining Rutgers communities
- career development

## SMLR Career Services

SMLR also offers career counseling and many other career-related support:

<https://smlr.rutgers.edu/career-services>

## Students with Disabilities

Need a disability-based accommodation? To learn more about what the Office of Disability Services offers and to apply for a letter of accommodation:

<https://success.rutgers.edu/resource/disability-services>

<https://ods.rutgers.edu/>

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## Schedule by Week

### Unit I: Introduction to Organizational Behavior

#### Week 1

##### Introduction to Organizational Behavior Part I – The Basics

##### Reading

Selected Sections: OB Course Text:

Chapter 1 (ONLY 1 – 1 – a, b, c What is Organizational Behavior?)

Citation: Griffin, Ricky W., Phillips, Jean. M. (2023). Organizational Behavior: Managing People and Organizations (14th Edition), Cengage. ISBN-13: 9780357899076

Selected Sections: Smith, P., Yellowley, W., & McLachlan, C. J. (2021). *Organizational Behaviour: Managing People in Dynamic Organizations* (2<sup>nd</sup> edition.). Routledge. <https://doi.org/10.4324/9780429279560> (Accessed through the RU library)

- 1 Introduction: the meaning of organizational behaviour
- 2 Differing perspectives on organizational behaviour
- 3 Theory and practice in organizational behaviour
- 4 Levels of Organizational Behaviour (*Required week 2*)
- 5 The employment relationship (*Required week 2*)

##### Video

Course Orientation Video

OB Overview Concepts: The Nature of Organizational Behavior

##### Assignments

Week 1:

Attending to Canvas Account Information (Bio and Digital Photo) 10 points

Introduction to OB Reflections Essay 45 points

#### Week 2 & 3

**Topic;** Introduction to OB Part II: The Employment Relationship

##### Reading

Selected Sections of: Smith, P., Yellowley, W., & McLachlan, C. J. (2021). Organizational Behaviour: Managing People in Dynamic Organizations (2nd edition.). Routledge. <https://doi.org/10.4324/9780429279560>

(Accessed through the RU library - ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu>)

- 4 Levels of Organizational Behaviour
- 5 The employment relationship

## **Video**

The Employment Relationship

**Topic:** Contemporary Organizational Considerations

## **Reading**

Course Text Chapter 2 (Includes Overview PowerPoint)  
The Changing Environment of Organizations

Recommended:

Selected Sections: Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). Organizational Behavior: An Evidence-Based Approach. 14<sup>th</sup> Edition.

Chapter 2: Environmental Context: Globalization, Diversity, and Ethics

Diversity in the Workplace: p, 26 - 29

(Accessed through the RU Library)

Resources for Forum 1 Discussion uploaded into the course shell.

**Topic:** Generative AI Literacy Training

## **Reading**

**Generative AI Training page**

Training Materials Attached to page

## **Video**

Generative AI Literacy

## **Assignments**

### **Week 2:**

Forum 1: Contemporary Influences - Original Comment + 2 replies– 60 points

### **Week 3:**

Portfolio I –Part 1: Diversity Awareness

Take Self-Assessment for Part 1 (Diversity Awareness) – 5 points

Work on: Part 1 (All of Portfolio I is due week 7)

Test Yourself Quiz #1

The Changing Environment of Organizations – 35 points

Case Study

DEI at Wegmans – 10 points

## **Week 4**

### **Organizational Culture**

#### **Reading**

Course Text: Chapter 15 (Includes Overview PowerPoint)

#### **Assignments**

Test Yourself Quiz #2

Organizational Culture – 35 points

Case Study

Building A Culture of Inclusion at Microsoft – 10 points

Work on: Portfolio I - Part I – If not completed yet.

## Unit II: Individual Behaviors and Processes in Organizations

### Week 5

#### Individual Characteristics

##### Reading

Course Text: Chapter 3 (Includes Overview PowerPoint)

##### Assignments

Portfolio I –Part 2: Learning Style

Take Self-Assessment for Part 2 (What is your Learning Style?) – 5 points

Work on: Part 2 (All of Portfolio I is due week 7)

Test Yourself Quiz #3

Individual Differences – 35 points

Case Study

Emotional Intelligence– 10 points

### Week 6

#### Individual Values, Perceptions, and Reactions

##### Reading

Course Text: Chapter 4 (Includes Overview PowerPoint)

Additional Reading for Forum #2 – In Course

##### Assignments

Forum 2: Perception of Fairness, Justice, and Trust in the Workplace – 60 points

Test Yourself Quiz #4

Individual Values, Perceptions, and Reactions – 35 points

Case Study

What To Do When Your Boss Releases Their Inner Toddler – 10 points

### Week 7

#### Motivating Behavior

##### Reading

Course Text: Chapter 5 (Includes Overview PowerPoint)

##### Assignments

Portfolio I – Part 3: Achievement

Take Self-Assessment for Part 3 (What's Your Need to Achieve?) – 5 points

Work on: Part 3

ALL of Portfolio I Parts 1 – 3 due week 8

Test Yourself Quiz #5

Motivating Behavior – 35 points

Case Study

Pride Building at Aramark – 10 points

## Week 8

### Assignment

#### Portfolio I Work Week

ALL of Portfolio I Parts 1 – 3 Due

## Unit III: Social and Group Processes in Organizations

## Weeks 9 and 10

### Groups & Teams

#### Reading

Course Text: Chapter 7 (Includes Overview PowerPoint)

#### Assignments

##### Week 9:

Portfolio II –Part 4: Teamwork

Take Self-Assessment for Part 4 (What Is Your Preference for Teamwork?) – 5 points

Work on: Part 4 (All of Portfolio II is due week 12)

Forum 3: Real-World Teams

Original Comment Due

##### Week 10:

Forum 3: Real-World Teams Learning Community Discussion – 60 points

(Total for Original Comments Week 9 AND discussion Week 10)

Test Yourself Quiz #6

Groups and Teams – 35 points

Case Study

Teamwork in IDEO – 10 points

## Week 11

### Conflict and Negotiation

#### Reading

Course Text: Chapter 10 (Includes Overview PowerPoint)

Additional Reading for Forum #4 – In Course

#### Videos

Conflict Concepts Overview

Negotiation Concepts Overview

#### Assignments

Portfolio II –Part 4: Conflict

Take Self-Assessment for Part 4 (What Do You Do When Interests Conflict?) – 5 points

Work on: Part 4 (All of Portfolio II is due week 12)

Forum 4– Employee Negotiation – 60 Points

Test Yourself Quiz 7: Conflict and Negotiation – 35 points

Case Study

Ombudsman to the Rescue – 10 points

## Week 12

### Portfolio II and Presentation Work Week

#### Assignments

ALL of Portfolio II Parts 4 - 5 Due

Course Presentation

Course Presentation Assignment Overview and Advising

*Work On:* Developing an Outline for the Presentation

Schedule a meeting with your professor!

## Week 13 (Includes Thanksgiving Break)

### Communication

#### Reading

Course Text: Chapter 9 (Includes Overview PowerPoint)

#### Assignments

Test Yourself 8: Communication

Case Study

Effective Meetings at Microsoft

*Work On:* Developing your Presentation

(Advising for the project continues – Make an Appointment with your professor!)

## Conclusion

## Week 14

### Presentation Assignment

Course Presentation

Presentation Due – 200 points