

Organizational Behavior and Work
Course Number:
37:624:345:02

Rutgers University
School of Management and Labor Relations
Human Resources Management Department

Spring 2022
Tuesday, January 18th – Monday, May 2nd

Instructor: Jerry Liu (He/Him/His)
Class Day/Location: Monday and Wednesday, 3:50 am – 5:10 pm, TIL-253, LIV
Office: Janice H. Levin Building
E-mail: jerry.liu@smlr.rutgers.edu (best way to contact me)
Office Hours: Mondays, 1:00 pm – 2:00 pm
Wednesdays, 1:00 pm – 2:00 pm
Zoom meetings are available upon request.

Health and Safety

In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave.

Masks should conform to CDC guidelines and should completely cover the nose and mouth:
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>
Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app.

Required Text / Course Packet

Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2021). *Organizational Behavior: Improving Performance and Commitment in the Workplace*, 7th Edition. McGraw-Hill: New York. ISBN: 9781260261554

- I encourage you to purchase a used copy of this book, or an electronic copy, for the sake of saving money.

Course Description and Purpose

Organizational Behavior provides tools to understand, explain, and improve human behavior in organizations. Because many organizations and managers tend to focus their efforts on enhancing employee job performance (i.e., the degree to which individuals perform the behaviors needed for the organization to achieve its goals) and organizational commitment (i.e.,

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desires to remain a member of the organization), this course will introduce and explain individual, group, and organizational issues that affect organizations and will give particular attention to issues that influence job performance and organizational commitment. Topics, such as motivation, organizational justice, individual differences, team dynamics, leadership, and organizational culture, will be discussed.

This course fulfills the following learning objectives outlined by the *School of Management and Labor Relations*.

Knowledge of Theory, Practice and Application
<p>I. <i>Written Communication</i> – 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 • o Present ideas and arguments in a logical and effective way
<p>IV. <i>Theoretical Perspectives</i> – Demonstrate an understanding of relevant theories and apply them given the background of a particular work situation.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the practical perspectives, theories and concepts in the management field of study • Evaluate and apply theories from social science disciplines to workplace issues
<p>V. <i>Understanding Context</i> – 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 the management field from a multi-disciplinary perspective • Analyze issues related to business strategies, organizational structures, and work systems • Analyze issues related to selection, motivation, and development of talent in a global context
<p>VII. <i>Professional Development</i> – 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 • o Develop career management skills to navigate one’s career

Course Outline –

- Part I: Introduction to Organizational Behavior
 Chapter 1: What is Organizational Behavior?
 Chapter 2: Job Performance
 Chapter 3: Organizational Commitment

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Part II: Individual Mechanisms

- Chapter 4: Job Satisfaction
- Chapter 5: Stress
- Chapter 6: Motivation
- Chapter 7: Trust, Justice, and Ethics
- Chapter 8: Learning and Decision Making

Part III: Individual Characteristics

- Chapter 9: Personality and Cultural Values
- Chapter 10: Ability

Part IV: Group Mechanisms

- Chapter 11: Teams – Characteristics and Diversity
- Chapter 12: Teams – Processes and Communication
- Chapter 13: Leadership – Power and Negotiation
- Chapter 14: Leadership – Styles and Behaviors

Part V: Organizational Mechanisms

- Chapter 16: Organizational Culture

Course Format

Each class is about one-hour period. The first half of class will cover lecture. The second half of class will cover group activities, current events discussions, and other exercises that reinforce course concepts. A critical component of the course is spirited, informed discussion.

Grading and Course Requirements

	Activity	Points	% of Grade
1.	Exams	300	30%
2.	Team Project Progress Reports	50	5%
3.	Team Project Presentation	250	25%
4.	Case Studies	200	20%
5.	Participation	100	10%
6.	“Getting to Know You”	50	5%
7.	Peer Evaluation	50	5%
	TOTAL POINTS	1000	100%

Extra credits may be applied

Percentage	Points	Grade
90-100%	900-1000	A
85-89.9	850-899	B+
80-84.9	800-849	B
75-79.9	750-799	C+
70-74.9	700-749	C
60-69.9	600-699	D
≤ 59.9	≤ 599	F

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(1) Exams (150 points/exam, 300 points total, 30% of grade)

There will be 2 non-cumulative exams. You are responsible for ALL assigned readings and lecture material scheduled before the exam. Each exam is worth 150 points, for a total of 300 points. Exams will include 20-30 multiple choice questions, and/or true/false questions, and/or 1-2 short essay questions (i.e., 150 points total).

Exam Content

Exam I: Chapters 1, 2, 3, 4, 5, 6, 7 *News Articles*

Exam II: Chapters 8, 9, 11, 12, 13, 14, 16 *News Articles*

Exam Procedures

1. All exams will be administered in class using a paper and scantron format.
2. All exams are closed book. All of your materials must be stowed away and out of sight.
3. You are expected to complete your exam **UNAIDED**. Failure to do so will result in academic integrity charges being brought against you.
4. Exams will start promptly at the start of class. Exams will last 1 hour and 15 minutes, with all exams ending at the end of this timeframe. Thus, students arriving late for an exam will forfeit time on the exam. Students will not be allowed to take the exam if they arrive *after* another student has completed the exam.
5. After everyone has completed the exam, you are welcome to visit my office hours to review your responses.

Make-up policy: The dates of the two exams are noted on the course agenda. An exam grade of zero (0) will be assigned to any student who misses the exam without a legitimate excuse on the date of a regularly scheduled test. Legitimate excuses include illness (verified with a note from a doctor) or other critical circumstances such as a death in the family. A make-up exam date and time will be arranged at the discretion of the professor.

Rutgers policy on religious holidays: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

(2) Team Project (50 points/progress reports, 250 points/presentation, 300 points total, 30% of grade)

The goal of this assignment is to analyze and apply OB concepts in a real organization. You will be divided into groups of four to five members. Your group's task will be to use concepts from the course to identify, analyze, and develop a plan for resolving a key problem that a real organization (public, private, or non-profit) is facing.

Each group will be responsible for finding a local organization to study using interviews, observations, and/or surveys. The organization can be a business, extracurricular club, athletic team, or other social collective. You may select an organization in which one or more of the team members has worked or been a member. I advise you to be selective in choosing an issue or

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problem within an organization, as a lack of depth in the issue itself will not be an acceptable excuse for lack of depth in the analysis. Of course, I would recommend starting the project earlier so that you have adequate time to complete the project.

Selecting and working with your client organization: In choosing your organization, you are welcome to use your friend and family networks, prior work experiences, and campus affiliations. In the past, students have especially enjoyed this project when they find the organization fascinating, benefit from its services, or feel strongly committed to its purpose. I do not anticipate that you will have difficulty securing a site to do your project but let me know if you run into any problems. After generating a list of potential clients, you can work collaboratively to negotiate entry into the organization, find a liaison to help you gain access to relevant data and employees, diagnose the problem, write your progress reports, present your report to me and your liaison.

Identifying the problem an organization is facing: Your team will focus on an issue or problem that the organization is facing and is relevant to the content of this course. It will likely take several conversations with your key contact person at the organization to identify a problem or issue that can be clearly defined, is manageable in scope, and is relevant to the course. Irrespective of what option you choose, your team is to gather information from people in an organization through direct contact. You may supplement this information with data from the media, the organization's literature, and other secondary sources. You should identify a relatively recent problem to analyze (i.e., this should not be an historical account of a problem and the company's solution). You should focus your analysis by applying the concepts from the course. While it is acceptable to incorporate several concepts from the course, please aim for depth rather than breadth regarding the use of course concepts.

To meet these broad goals, your team should answer the following questions in the presentation detailed below.

- 1) What is the nature of the problem, and what are the likely causes based on OB concepts?
- 2) How can OB concepts be applied and extended to solve the problem?
- 3) What recommendations can you offer to help improve organizational functioning? Provide specific action steps the organization should take to solve the problem.
- 4) What are the potential barriers and obstacles to following your recommendations?
- 5) What are the risks and possible unintended consequences of following your recommendations?

Team Project Deliverables

- 1) **The first team project progress report is due on February 28th at 4pm.** One person from your team should upload a word document through CANVAS with the following information:
 - a) your team name
 - b) the name of the organization you have selected for your project
 - c) your primary contact person and their position within the organization
 - d) the methods you will use to gather data (e.g. participant observation, interviews, archival, etc.)

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- e) a brief description (one paragraph) of the potential problem(s) facing the organization that you will be focusing on.
- 2) **The second progress report is due on April 11th at 4pm.** An electronic copy of this summary should be uploaded to Canvas before the beginning of class. Please include:
- a) your team name
 - b) a brief summary of the problem
 - c) a brief summary of your analysis and findings (What course theoretical concepts can be applied to understand why this problem is occurring?)
- 3) **The team presentations will be in class on May 2nd.** You will present for 15-20 minutes followed by a 5-minute discussion session. Presentations will be arranged by random draw and provided before the presentation day. Your team should assume you are presenting to your focal organization's newly appointed board of directors (i.e. board members who govern the managers of the organization) who have only surface knowledge of the organization's internal operations. You should feel free to distribute any printed material that will assist with the presentation.

Class Evaluations: Students not presenting will serve as a hypothetical 'Board of Directors' for the company investigated by the presenting team. They will provide an evaluation of the content and delivery of the presentation. These evaluations will be factored into the grade for the presenting team.

Peer Evaluation: You are required to turn in a peer evaluation form. This can be uploaded through CANVAS on the day of your presentation. The final project depends on teamwork so freeloading, not showing up to meetings, perceptions of coasting will all be taken into consideration. I expect everybody to be honest in their evaluation. If you have any team problems, I expect you to attempt to resolve these as a team before involving me. The grade you received from your team members (averaged across peers) will be accounted into your final grade.

(3) Case Study (200 points, 20% of grade)

There will be two in-class case study assignments throughout the course. Case studies are designed to enhance your understanding of OB concepts. Case assignments will be prepared in your team. More details regarding cases will be provided during the semester. Case study material (i.e., readings, videos) will be given in the class. **There will be no make-up case assignments.** If you are absent from class the day of a case study for whatever reason, you will receive a zero for that assignment. If you have an extreme emergency or a university-excused absence, please see me with appropriate documentation and we can discuss alternatives.

(4) Participation (100 points, 15% of grade)

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The best way to learn, especially about OB, is to actively participate in your education. In this class, “participation” is defined in terms of *quality contributions to class discussion and exercises*. There are four important components of successful participation:

- **Be prepared.** To contribute to class discussion, you must come to class having carefully prepared all assignments (i.e., readings, articles, exercises).
- **Be brave.** Many people are intimidated to speak up in class. Don’t be. Your anxiety will be reduced only through practice. Here’s the secret to cutting your stress level: If you have familiarized yourself with the case and readings, you will succeed if you speak up. Everyone in this class is smart, interesting, and has unique life experiences to share. You will get the most out of this course if you share your thoughts with one another. I expect each of you to participate fully in all class exercises and to voice your views in class discussions. I also expect you to ask questions about things that you don’t understand. Although this can be intimidating, asking questions helps your classmates, as well as you, by moving the discussion forward in a new direction. If you feel uncomfortable talking in class, please send me an email or set up an appointment to talk with me early in the semester. I will do everything I can to accommodate each of your individual circumstances, but I can only do so if they are brought to my attention.
- **Be respectful.** Successful participation includes treating your classmates in a respectful and professional manner. Listen carefully to the comments and questions that your classmates voice. You may learn something new from their perspectives, and you will be able to avoid simply repeating something that another classmate has said earlier in discussion. Also, it is perfectly acceptable for you to voice disagreement with an opinion provided by another student; open debate often leads to the most thoughtful and informative class discussions. However, please voice your disagreement in a kind and considerate manner.
- **Be professional.** Be in class on time. If you’re not here, you can’t contribute much to class discussion. If you need to miss class for a predictable reason (e.g., job interview, athletic competition), please notify me at least 24 hours in advance so that I can make arrangements for any in-class exercises. I will also appreciate advance notice if you know that you need to arrive late or leave early on a particular day. Of course, I realize that in some cases unforeseeable emergencies arise. Although I will not directly penalize you for non-attendance, be aware that multiple absences will indirectly hurt you by preventing you from participating in class, thereby lowering your participation grade. Also, your cell phones should be turned off and put away during class time. Although using laptops and tablets is allowed in class, I will ask you to put away your devices if you use them for purposes irrelevant to class content.

Students who do not participate will receive a low grade for class participation. A midterm class participation grade will be given to you. This midterm grade will not be an official grade; instead, the midterm grade will be used to give you feedback on your class participation up until that point. I will use the following grading rubric for your class participation. **If you do not attend class, you will receive a 0% as your participation score. You need to attend class to earn participation points.**

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A 90-100%	Consistent (90% of class sessions) high-quality contributions based on criteria noted in syllabus. Responds to other students as well as the instructor. Volunteers illustrations from his or her own experiences about the subjects under discussion. Basis of contributions reflect being well prepared prior to class and active listening during class.
B+ 85-89%	Reasonably frequent contributions (70% of class sessions) of the same quality as described for the grade of "A."
B 80-84%	Reasonably frequent contributions, but not always of the same quality as described above for an "A"
C+ 75-79%	Sometimes contributes, but not always of the same quality as described for the grade of "A" or occasional (40% of class sessions) contributions of the same quality as described above for the grade of "A."
C 70-74%	Contributes once in a while, but not always of the same quality as described of "A."
D 60-69%	Does not take part in class discussion unless specifically asked to do so.
F ≤ 59%	Takes no part in classroom discussion.

(5) "Getting to Know You" (100 points, 10% of grade)

Via CANVAS, I will post a "Getting to Know You" template. I have completed this assignment myself (also available via CANVAS), which you can use to get to know me and to use as a guide for your own completion of this assignment. Please submit your completed assignment to the appropriate "Assignment" drop box via CANVAS.

(6) Chapter Quizzes (optional)

You can take chapter quizzes through CANVAS. These quizzes will cover the week's textbook readings. Each quiz will cover 10 questions, with a mix of true/false and multiple-choice questions. The scores of your quizzes will not be included to your final grade. I strongly encourage you to take these quizzes after each class (and definitely before each exam) to review what you learned so you can prepare for exams more effectively.

Diversity and Inclusion

Class discussions are particularly vibrant and interesting when students provide diverse perspectives. When discussing our own experiences and opinions, as well as offering feedback to others, it is important that we refrain from comments or terms that may come across as less inclusive to others. By striving towards inclusivity, more students are likely to speak up and to educate us with diverse opinions and insights. Sometimes individuals use less inclusive terms without recognizing their potential offensiveness. In these instances, I hope that our class will kindly speak up as to educate one another on our views/opinions, as well as some of the best

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practices regarding diversity and inclusion. For more guidance regarding inclusive language, please find the “Pratt Inclusive Language Guide” on our course website through CANVAS.

University Guidelines and Resources

Academic Honesty

The University’s policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

All students registered for this course are asked to sign an Academic Integrity Contract (refer to the last two pages of this syllabus). You must return a signed copy to me or the course TAs and keep a copy for yourself. This contract includes detailed explanations of behavior that constitutes plagiarism and cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student’s answers on examinations; copying material that is not your own without providing proper quotations and documentation. In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

Students with 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.

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

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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.

COURSE SCHEDULE

Note. The schedule is subject to change at the discretion of the instructor.

Week	Date	Topic(s) & Activities	Readings(s)	Deliverable (due before class)
1	1/19	Introduction and overview of the course	Syllabus	
2	1/21	Chapter 1 – <i>What is Organizational Behavior?</i>	Chapter 1	
	1/26	Chapter 2 – <i>Job Performance</i>	Chapter 2	“Getting to know you” assignment
3	1/31	Chapter 2 – <i>Job Performance</i>		Academic contract
	2/2	Chapter 3 – <i>Organizational Commitment</i>	Chapter 3	Team Assignment
4	2/7	Chapter 4 – <i>Job Satisfaction</i>	Chapter 4	
	2/9	Chapter 5 – <i>Stress</i>	Chapter 5	
5	2/14	Chapter 5 – <i>Stress</i> Current Event Group Discussion	News articles (Mindfulness, Stress)	Prepare to discuss articles in class
	2/16	Chapter 6 – <i>Motivation</i>	Chapter 6	
6	2/21	Chapter 6 – <i>Motivation</i> Current Event Group Discussion	News articles (Languishing)	Prepare to discuss articles in class
	2/23	Chapter 7 – <i>Trust, Justice, and Ethics</i>	Chapter 7	
7	2/28	Chapter 7 – <i>Trust, Justice, and Ethics</i> Exam I Q&A		
	3/2	EXAM I – Chapters 1, 2, 3, 4, 5, 6, 7		
8	3/7	Chapter 8 – <i>Learning and Decision Making</i>	Chapter 8	
	3/9	Chapters 10– <i>Ability (selected portions)</i> Chapters 11– <i>Teams</i>	Chapter 10 (selected portions) & 11	Team progress report 1 due
9	3/14	Chapters 12 – <i>Teams</i>	Chapter 12	

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	3/16	In-class Case Study I: Explorer		
10	3/21	<i>Spring Break</i>		
	3/23	<i>Spring Break</i>		
11	3/28	Chapter 13 – <i>Leadership – Power and Negotiation</i>	Chapter 13	
	3/30	Chapter 14 – <i>Leadership – Styles and Behaviors</i>	Chapter 14 and article (How to Become an Adaptable Leader)	
12	4/4	Chapter 9 – <i>Personality and Cultural Values</i>	Chapter 9 and articles (Resilience)	Fill out Big Five personality scale and print your scores: www.outofservice.com/bigfive/
	4/6	Chapter 9 – <i>Personality and Cultural Values</i>		
13	4/11	In-class Case Study II: Costco Expansion		Team progress report 2 due
	4/13	Case Study Presentation		
14	4/18	Chapter 16 – <i>Organizational Culture</i> Exam II Q&A	Chapter 16	
	4/20	Exam II: 8, 9, 11, 12, 13, 14, 16		
15	4/25	Team Project Day		Individual team meeting
	4/27	Team Project Day		Class attendance not required
16	5/2	Team Project Presentations		Peer evaluation due Class evaluation due Final presentation material due
	5/4	No class		

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