Organizational Behavior and Work

Fall 2013, 37:575:345:02 (Index: 30438)
Mondays & Thursdays 10:20 – 11:40 a.m.
Room 250 in Beck Hall (Livingston Campus)

INSTRUCTOR INFORMATION

• Instructors: Fuxi Wang

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• Office: Janice Levin Building, Office# 200A in Livingston Campus

• Office Hours: By appointment

COURSE OVERVIEW

Learning Organizational Behavior is important, not only because it is fundamental for individual who are trying to enter the fields of Human Resource Management or Business Administration, but also because it is important for any individual who plans to work in an organization. Organizational behavior increases individual understanding of how people work in organizations, how they interact with the organization and with each other, and as an employee how can you improve individual satisfaction and organizational productivity. In short, Organizational Behavior studies individuals, groups, and organizational structures and how they interact with each other. Thus, it would also be pertinent to add here that Organizational Behavior is a very vast subject and it would be almost impossible to cover it extensively in one semester. Therefore, this course has three key purposes as follows.

- Understand theories and notions about people and related issues in organizations
- Extend the basic understanding about people and organizations to the global business environment
- Apply the broad knowledge about workforce diversity in the world to effectively managing people

Over the course of the semester we will see that Organizational Behavior draws liberally from a number of other disciplines like: management, sociology, and industrial psychology. Therefore, another purpose of the course will be to understand and appreciate the contributions of other fields of study in Organizational Behavior. The course is divided into three levels: individual, group, and organization. The concepts and theories studied will be applied in the class through discussions, various activities, and sometimes at your home with assignments.

REQUIRED TEXT

Basic Textbook: Jean M. Phillips and Stanley M. Gully. Organizational behavior: Tools for success. Mason, OH: South-Western Cengage Learning. ISBN-10: 0-538-74576-2

All class material, including lecture power point slides and other readings will be posted on the course's Sakai (sakai.rutgers.edu, use your eden ID and password) before each class. Please be prepared with the material before coming to class.

CLASS FORMAT

We will have 28 class meetings (see the TENTATIVE course calendar). Some topics will be learned in a single class, but most of the topics will be covered in multiple classes. Each topic will proceed with the instructor's lectures, sometimes in-class activities, and students' group presentations.

COURSE REQUIREMENTS AND GRADING

Your grade for this course will be based on your performance on the following items.

Activity	Points	
Attendance	15	
Exam 1	25	
Exam 2	20	
Exam 3	20	
Group Case Report	20	
Total	100	

Total Points	Grade
90-100	A
85-89.9	B+
80-84.9	В
75-79.9	C+
70-74.9	C
65-69.9	D
< 64.9	F

Attendance and In-Class Participation (15 points)

Class participation consists of regular attendance and observation of classroom policies and contribution in class discussions. Everyone begins with 10 out of the total possible 15 points. Points can be gained for insightful contributions to class and good attendance. 0.5 point can be lost for each absence. You will also loss 0.5 point if you are more than 15 minutes late. To facilitate classroom participation, each of you has an opportunity to earn up to 3 extra credits as rewards for active participation.

To be an active and valuable classroom citizen and participant, **you must come to class having carefully read ALL assigned materials.** This careful attention to the readings will inform your comments during class, and will help to facilitate insightful class discussions and maximum learning for all.

Attendance at every class meeting is expected; however, things do come up. If you must miss a class session, you can get an excused absence by informing me in advance (the lack of notification at all is unacceptable and will not garner an excused absence, except in the case of a documented emergency). For each class session, it is important that you arrive ON TIME, prepared to completely participate in the session. Walking in and out of a session during a lecture, group activity, or class discussion is extremely distracting, and is thereby strongly discouraged. Again, things do come up, but please exercise both courtesy and common sense. Additionally, cell phones should be turned to vibrate (no audible ringtone), and electronic devices such as mp3 players should be turned off completely and stowed. Texting on your cell phones during class is prohibited. Laptop use is allowed for note-taking, but should not be used for any other purposes (surfing the web, email, etc) that would distract you or those sitting near you from the lecture and/or class and group discussion. Finally, students are expected to remain in class for the entire duration of the class session.

Exams (3 exams, 65 total points)

There will be 3 in-class and non-cumulative exams on the dates indicated on the course schedule. Since the first exam will include almost half of the entire topics, it will take 25 points. Each of the two remaining exams will take 20 points. These short exams are designed to help you retain, integrate, and deepen your understanding of the ideas we will be exploring throughout the semester. Exam formats will be discussed during the first few weeks of the course. Make-up examinations are only allowed in the case of documented family, work, and medical emergencies. Please make sure you are aware of the following exam policies:

- An exam grad of "0" will be assigned to any student who is absent excuse on the date of a regularly scheduled exam date without any of the following legitimate excuses:
 - Illness (verified by a note from a doctor)
 - Inclement weather (only when the Rutgers Information Service [732-932-INFO] indicates that Rutgers is closed, or when the instructor emails the class announcing class is suspended)
 - Other dire circumstances such as a death in the family
- Students with learning disabilities should present a statement to that effect with appropriate documentation prior to the first midterm examination.
- A makeup exam will be held at a time convenient to the instructor when all students needing to take the makeup can be present. A cancelled exam will be held at the next regularly scheduled class period.

Small Group Case Analysis Presentation & Paper (20 points)

At the beginning of the semester, students will be clustered into small groups of "Expert Advisory Teams" which will form the basis of weekly in-class group discussions, as well as the Small Group Case Analysis. For the Small Group Case Analysis, each Expert Advisory Team will be assigned a real-life organization-related scenario that deals with a topic of relevance to the course. Teams will be responsible for ONE case during the course of the semester. On the assigned topic, the advisory teams will present a 10 to 15 minute PowerPoint Presentation applying the concepts and ideas of the course to propose a solution to the situation described in the case. As will be discussed early in the course, effective case solutions typically involve (1)

clear identification of the problem(s) and internal and external circumstances affecting the situation, (2) creation of alternative courses of action, which directly address the problems and circumstances you've identified, (3) analysis of the benefits and consequences of taking each possible course of action, and (4) fact-based recommendations for solution. Each Expert Advisory Team member is expected to contribute fully and fairly to their team's work. In addition to the in-class presentation, Expert Advisory Teams will be responsible for submitting a 3 page, single-spaced executive briefing (paper) on their case. Only one briefing is required per team; not one per person on the team. This briefing is simply a written version of your PowerPoint presentation, and should be written in a format that could be presented to a manager of an organization.

There will be peer evaluations of your group members' contribution to the group case report. Each participating student is required to submit your peer evaluation via email to the instructor on the due date of team report. Don't forget the name of the team and the names of each team member! The peer evaluation grades range from 0 to 20. Your final grade for the group project will be based on both your group performance (which will be evaluated by the instructor) and your average peer evaluations. For example, if your group gets 18 (the full mark is 20) for your group presentation, and your average peer evaluation score is 19/20, your final score for the group presentation will be 18 X 19/20=17.1.

ACADEMIC INTEGRITY

Violations of academic integrity are not tolerated in this course or in any course that you take at Rutgers (or any institution of higher learning). Academic dishonesty, committed intentionally or unintentionally, has serious consequences. Please visit Rutgers University's Academic Integrity website at: http://academicintegrity.rutgers.edu/ to learn how you can steer clear of academic integrity violations. The Resources for Students link on the left menu of the homepage is an especially-useful tool for current students.

TENTATIVE COURSE CALENDAR

Date	Topic	Reading	Activity
Class 1: Sep 5 Thu	Introduction to the course and Organizational Behavior	Ch.1	Create Team
Class 2: Sep 9 Mon	Diversity in Organization	Ch.2	
Class 3: Sep 12 Thu	Diversity in Organization (Continued)	Ch.2	
Class 4: Sep 16 Mon	Individual Differences I	Ch.3	
Class 5: Sep 19 Thu	Individual Differences I (Continued)	Ch.3	
Class 6: Sep 23 Mon	Individual Differences II	Ch.4	
Class 7: Sep 26 Thu	Individual Differences II (Continued)	Ch.4	
Class 8: Sep 30 Mon	Attitudes, Values, Moods, and Emotions	Ch.5	
Class 9: Oct 3 Thu	Attitudes, Values, Moods, and Emotions (Continued)	Ch.5	
Class 10: Oct 7 Mon	Attitudes, Values, Moods, and Emotions (Continued)	Ch.5	Team 1 Case Report
Class 11: Oct 10 Thu	1st In-Class Exam		
Class 12: Oct 14 Mon	Social Perception, Attributions, and Perceived Fairness	Ch.6	
Class 13: Oct 17 Thu	Social Perception, Attributions, and Perceived Fairness (Continued)	Ch.6	Team 2 Case Report
Class 14: Oct 21 Mon	Motivating Behavior	Ch.7	
Class 15: Oct 24 Thu	Motivating Behavior (Continued)	Ch.7	Team 3 Case Report
Class 16: Oct 28 Mon	Making Decisions	Ch.9	
Class 17: Oct 31 Thu	Making Decisions (Continued)	Ch.9	Team 4 Case Report
Class 18: Nov 4 Mon	Group Behavior and Effective Teams	Ch.12	
Class 19: Nov 7 Thu	Group Behavior and Effective Teams (Continued)	Ch.12	Team 5 Case Report
Class 20: Nov 11 Mon	2nd In-Class Exam		
Class 21: Nov 14 Thu	Leading	Ch.13	
Class 22: Nov 18 Mon	Leading (Continued)	Ch.13	Team 6 Case Report
Class 23: Nov 21 Thu	Organizational Structure and Design	Ch.14	
Class 24: Nov 25 Mon	Organizational Structure and Design (Continued)	Ch.14	Team 7 Case Report
Class 25: Nov 26 Tue	Organizational Culture and Change	Ch.15	
Class 26: Dec 2 Mon	Organizational Culture and Change (Continued)	Ch.15	Team 8 Case Report
Class 27: Dec 5 Thu	Managing your career	Ch.16	
Class 28: Dec 9 Mon	3rd In-Class Exam		

^{*}Please keep the instructor updated with your frequently used email address; class cancellation due to extreme situations will be notified through email.