

Organizational Behavior and Work

M, W. 3:55 p.m. – 5:15 p.m.

Hickman Hall – Room 205

Cook/Douglass Campus

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This is a preliminary syllabus and subject to change.

COURSE OVERVIEW:

Why should we study Organizational Behavior? We will explore the answer to this question throughout this semester. Briefly, the importance of Organizational Behavior lies in the fact that it helps us understand organizations. It is not just important for individuals who are trying to enter the fields of Human Resource Management or Business Administration, 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 they improve individual satisfaction and organizational productivity. In short, Organizational Behavior studies individuals, groups, and organizational structures and how they interact with each other. This being said, it would also be pertinent to add that Organizational Behavior is a very vast subject and it would almost be impossible to cover it extensively in one semester. Therefore, the purpose of this course is to give you a basic understanding of the field and to provide you with basic tools to appreciate organizational complexities.

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*** (e.g. personality, values, and motivation), ***group*** (e.g. communication and conflict) and ***organization*** (e.g. structure and culture). The concepts and theories studied will be applied in class discussions and group work.

Class Structure: Each class will be structured in two to three sessions. The lecture will have several parts: lecture; videos; discussion (individual & group); class exercises (individual &

group); and short case studies. **Note: some of the exercises are in the prescribed textbook so please make sure to bring it to each class.** There will be emphasis on participation and it is expected that you would have done the readings before coming to class.

Team Case-analysis Report:

Team work will be crucial in the class both for understanding the subject matter of the readings and for your grade (as explained below). Teams will be used for two objectives. We will form groups in the beginning of the semester. In each class these groups will be given in-class exercises and discussions. The groups will discuss these exercises and analyze them based on that week's reading assignments. Groups will also share their analysis with the whole class. Additionally, each group will be assigned a comprehensive case (chosen from the textbook), to diagnose the issues and problems by applying theories and concepts learned in the class, and finally provide their comments and recommendations. In the end, teams will present their report, and will need to hand in a project report in Word format (5-7 double-spaced pages excluding cover page and references). The general guidelines for the report will be discussed in detail in the class.

I will put the teams and team members on Sakai in the second week

Evaluation as a team member:

As it is difficult for an outside person to evaluate individual contribution to the team, team members themselves will evaluate each other's performance. The grading should correspond with the level of effort and contribution one has put in group exercises and case-analysis report (more detail will be provided in class). On the due date of team report, you should submit the evaluations of your team members via email to the instructor. Don't forget to include the name of the team and names (and last names!) of each team member. **Failure to complete the team evaluation by the required date will result in 0 points for YOUR team evaluation score.**

Final:

There will be one final exam in this class. The final will be conducted in class, and will be a closed book test. The final will cover the chapters 9-18. The details about the examinations and format will be discussed in class.

If you have any special needs and requirements, you will inform me in advance with the proper documentation, so I can make the necessary arrangements.

Class Participation:

Class participation is an important aspect of this class. You will be expected to come prepared for discussion, which would also require that you have read the readings before you come to the class. Class participation will be divided into two parts: one will be your attendance; and the other will be your contribution in class discussions.

This course requires regular attendance: there will be considerable group work and open discussion during class. People who arrive late or leave early are disruptive to the class and their teams. You are expected to attend all classes, to arrive on time, and to stay until the end.

Class	Date	Topic	Reading Assignment	Activities
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- *While contributing to class all students will be courteous and maintain decorum.
- *Come prepared to class; if participation is not done voluntarily, I will cold call you.
- *If you are more than 15 minutes late in class, you will not get the grade for attendance. * If you are more than 20 minutes late in class you will get a zero in that class attendance and participation. There can be exceptions in mitigating circumstances.
- *If you must miss a class you can get an excused absence by informing me in advance.

Grade weightage:

Class participation	20%	(5% Attendance & 15% Participation)
Team case-analysis report	15%	
Team Project Presentation	10%	
Team evaluation	5%	
Midterm	20%	(10% each)
<u>Final</u>	<u>30%</u>	
Total:	100%	

REQUIRED TEXT:

Textbook: Robbins, Stephen, P. Organizational Behavior. (14th ed.) Prentice Hall: New Jersey.

Articles/other resources & Class Power points: Other optional readings and power point slides will be available on Sakai before class.

Note: I would suggest that you try to buy this book on-line, as it might be cheaper. You can also purchase the 12th or 13th edition, which are very similar. They cover the same chapters with a few minor changes. The supplementary readings will be available on the Sakai course website.

1	January 18 th & 23 rd	Introductions: Course Overview: Team Formations: What is OB? What is Organizational Behavior?	Chapter 1; & Drucker, P. (1999). Managing Oneself. Harvard Business Review, 77(2): 64-74.	
2	January 25 th & 30 th	Individual Behavior I: Foundation Individual Behavior II: Attitudes and Job Satisfaction	Chapter 2 Chapter 3	
3	February 1 st & 6 th	Individual Behavior III: Emotions Personality & Values	Chapter 4 Chapter 5	
4	February 8 th , 13 th & 15 th	Motivation I: Concepts Motivation II: Application	Chapter 7 Chapter 8	Case studies Assigned & Quiz # 1
5	February 20 th & 22 nd	Individual Decision-Making Group Foundation	Chapter 6 Chapter 9	
	February 27 th	Midterm		
6	February 29 th & March 5 th	Group: Teams Group: Communication	Chapter 10 Chapter 11	Quiz # 2
7	March 7 th , 19 th & 21 st	Leadership II: Contemporary Issues Leadership I: Basic Concepts	Chapter 12 Chapter	
8	March 26 th , 28 th & April 2 nd	Power and Politics Conflict and Negotiation	Chapter 13 Chapter 14	Quiz # 3
9	April 4 th	Organizational Structure: Foundation	Chapter 15 & <i>Moving from Products to Solutions; & Burns & Stalker. (1961). Mechanistic and Organic Systems of Management, from The Management of Innovation.</i>	
10	April 9 th	Organizational Culture	Chapter 16 & Smartest Guys in the room-Enron	
11	April 11 th	HR Policies and Practices	Chapter 17 & Drucker, P. "They're not employees, they're people"; "The Disappearing HR Department" & "Shinning New Light on a Growing Trend"	
12	April 16 th	Organizational Change & Stress Mgmt	Chapter 18 & <i>Inkpen, A. C. (2005). Learning Through Alliances: GENERAL MOTORS AND NUMMI. California Management Review, 47(4): 114-136 & "Leading Change (Palmisano)"</i>	
13	April 18 th	Review of the Course		Final Exam Prep. Questions/revision
	April 23 rd & 25 th	Team Project Presentations		Team reports and evaluations due
	April 30 th	FINAL		

ON PROPER CITATION (AND AVOIDING PLAGIARISM)

In all your writing, especially papers and quizzes, **you must be careful to cite all material that is drawn from others, including other students** as well as published sources.

Studying together is encouraged; but **if answers from different students are the same or nearly the same it will be considered cheating**. You should discuss the issues but not discuss detailed answers with each other.

All exams and quizzes will be submitted to Turnitin.com for comparison with others in this course, as well as with past exams from this course and with paper-writing services, other publications, and web sources.

The basic rules of citation:

- **Every direct quotation must be identified by quotation marks.**
- **You must always cite ideas or evidence you have drawn from others.**

I am not very concerned with the exact form of your citation, as long as you make clear where a quote or passage came from.

- **In a paper**, a good way is to put an author or source and date in parentheses, and the full citation at the end.
 - **It is not sufficient to include a list of sources at the end.** You must indicate in the text where ideas and facts come from.

Plagiarism

On occasion, students accused of plagiarism have claimed that their plagiarism has occurred without their knowledge or intent. Since ignorance of convention is not a reasonable defense, it is best to become thoroughly acquainted both with the various ways in which plagiarism is construed, and with the conventions of source attribution and proper documentation. Some students seem to believe that there are different degrees of plagiarism, some not as bad as others. No distinctions are made between any of the following acts. You will be charged with plagiarism if you:

- Copy from published sources without adequate documentation.
- Purchase a pre-written paper (either by mail or electronically).
- Let someone else write a paper for you.
- Pay someone else to write a paper for you.
- Submit as your own someone else's unpublished work, either with or without permission.

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DOCUMENTING SOURCES

Borrowed material should be documented.

Any time you incorporate into your writing ideas, words, key phrases, or pictures that were *not originally created by you*, you must give credit to the original author by citing the source.

You must cite direct quotes.

You must cite paraphrases. Paraphrasing is rewriting a passage in your own words. **If you paraphrase a passage, you must still cite the original source of the idea.** For detailed examples and a discussion, see [Appropriate Uses of Sources](#).

You must cite ideas given to you in a conversation, in correspondence, or over email.

You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge." However, it is not necessary to cite a source if you are repeating a *well known quote* such as Kennedy's "Ask not what your country can do for you . . .," or a *familiar proverb* such as "You can't judge a book by its cover." *Common knowledge* is something that is widely known. For example, it is common knowledge that Bill Clinton served two terms as president. It would not be necessary to cite a source for this fact.

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