

# **Organizational Behavior and Work**

**Tuesday & Thursday 1:40 PM - 3:00 PM**

**Allison Rd. Classroom - 205**

**Busch Campus**

**37:575:345:01**

**Instructor: Faiza Abbas**

**E-mail: faizaa@eden.rutgers.edu**

**Cell #: 401-301-0481**

**Office: Labor Education Center, Office# 156**

**Office Hours: By appointment**

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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:**

### **Class Format**

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 stress 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.**

### **Quiz:**

There will be three quizzes in the class. The dates will be given in the class schedule. The format will be discussed in class.

## **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.

- \*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 weighting**

Class participation	20%	(5% Attendance & 15% Participation)
Team case-analysis report	15%	
Team Project Presentation	10%	
Team evaluation	5%	
Quiz (3)	30%	(10% each)
<u>Final</u>	<u>20%</u>	
<b>Total:</b>	<b>100%</b>	

## **REQUIRED TEXT:**

**Textbook:** Robbins, Stephen, P. Organizational Behavior. (14<sup>th</sup> 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:** If you want to save money, I suggest you buy this book on-line. You can also purchase the 12<sup>th</sup> or 13<sup>th</sup> edition, which are very similar. It covers the same chapters with a few minor changes. The supplementary readings will be available on the Sakai course website.

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

## 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,

**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.

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 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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