

Human Resources Management and Organizational Behavior
Course Number:
37:624:345 / 37:533:324

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

Fall 2021
Wednesday, September 1st – Thursday, December 23rd

Instructor: Professor Rebecca Greenbaum (She/Her/Hers)
Class Day/Location: Tuesday, 9:00 am – 12:00 pm, JLB-003 LIV
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Office Hours: Tuesdays, 12:15 pm – 1:00 pm
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Zoom/phone meetings are available upon request.
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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. (2019). *Organizational Behavior: Improving Performance and Commitment in the Workplace*, Sixth Edition. McGraw-Hill: New York. ISBN: 978-1-259-92766-9

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

Harvard Business Publishing Course Packet

The cases included in this course packet are copyrighted. Therefore, you must purchase the relevant cases to complete your case assignments. The course packet can be purchased at the following website for \$29.75. You do not need to purchase the \$3 optional material.

<https://hbsp.harvard.edu/import/857216>

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., 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>IV. Theoretical Perspectives – 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. Understanding Context – 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

Course Outline – Note that the underlined chapters do not occur in chronological order.

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

- Part II: Individual Mechanisms
 Chapter 4: Job Satisfaction
Chapter 6: Motivation

- Chapter 5: Stress
- 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 occurs on a single day over a three-hour period. The first half of class will cover lecture. The second half of class will cover case studies, current events, and other discussions that reinforce course concepts.

Grading and Course Requirements

Activity	Points	% of Grade
1. Exams	450	45%
2. Group Case Study Presentation	150	15%
3. Chapter Quizzes	150	15%
4. Participation	150	15%
5. “Getting to Know You”	100	10%
Total Points	1000	100%
6. Extra Credit	50	5%

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

(1) Exams (150 points/exam, 450 points total, 45% of grade)

There will be 3 non-cumulative exams and 1 final cumulative exam (i.e., 4 exams total). You are responsible for ALL assigned readings and lecture material scheduled before the exam. Please note that I will only count your highest three (3) exam grades towards your final grade in this course. Thus, the final exam can be considered optional. Each exam is worth 150 points, for a total of 450 points. Exams will include 40-50 multiple choice questions or true/false questions worth 3-4 points each (i.e., 150 points total).

Exam Content

Exam I: Chapters 1, 2, 3, 4, 6, *Case Studies, News Articles*

Exam II: Chapters 5, 7, 8, 9, 10, *Case Studies, News Articles*

Exam III: Chapters 11, 12, 13, 14, 16, *Case Studies, News Articles*

Exam IV: Cumulative

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.
6. The optional cumulative final exam will be held during the last week of regularly scheduled classes. You may use this final exam grade to replace your lowest of the three prior exam grades, or you may opt out of taking this final and retain the scores on the first three exams.

Make-up policy: The dates of the three 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) Case Study Analysis Presentation (150 points, 15% of grade)

You will work in a team to analyze a case study. Teams will be formed and assigned a case study during the second week of class. The analysis of the case will result in a presentation and class discussion lead by the group. The presentation should include PowerPoint slides and should be approximately 20 minutes in length. The class discussion should fill the rest of the class (approximately 20 minutes). Your presentation should summarize the details of the case, identify the link between the theories and concepts taught in class and the case details, and provide recommendations of how the individuals in the case should proceed. I will provide you with a list of questions for each case that you should use in creating the content of your presentation.

After presenting your case analysis, your team will be responsible for leading an interesting and engaging class discussion of the case. You will have complete freedom in determining how to present your case analysis in an engaging manner and how to create an interesting class discussion. For example, you can make a formal presentation of the case and your analysis. Alternatively, you may decide to give a more light-hearted account of the case and your analysis. You are also welcome to use graphics, videos, or anything you deem necessary to make your presentations more engaging. Please note that on the day you present, you will be required to provide me with a hard copy of your slides at the beginning of class.

Please note that as part of your presentation grade, you are required to turn in a peer evaluation form. This can be uploaded through CANVAS on the day of your presentation. Depending on your peer evaluation scores, your grade for the presentation may be reduced or eliminated. Final grades will be based on my assigned grade for your group, as well as the grade you received from your peers (averaged across peers).

(3) Chapter Quizzes (150 points, 15% of grade)

You will be required to 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. Students will have 15 minutes to complete the quiz. Each quiz is worth 10 points, with a total of 15 quizzes (150 points total). I will drop your two lowest quiz scores and replace them with your two highest quiz scores. Thus, if you miss a quiz and receive a "0," that score will be replaced with your highest quiz score. Because I provide this benefit, I do not permit students to make up quizzes.

(4) Participation (150 points, 15% of grade)

In addition to contributing discussions that are part of class lectures, we will have class breakout sessions that cover news topics related to an organizational behavior topic. For these discussions, I may ask you to read a news article prior to coming to class. Reading these articles, and contributing to the discussions, will be part of your participation grade. More than just showing up, you'll be expected to offer thoughtful and insightful comments regarding how the current event relates to course concepts. Your grade will also depend on how well you engage with other students regarding the particular topic.

Quality comments possess one or more of the following characteristics: 1) offer a different and unique, but relevant, perspective; 2) contribute to moving the discussion forward; 3) build upon the comments of your classmates; 4) include some evidence or logic; and/or 6) link relevant concepts to current events or personal experiences. 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.

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.

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

(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) Extra Credit (50 points, 5% of grade)

Each chapter of your book includes a yellow excerpt labeled “OB at The Bookstore.” To receive extra credit, you may choose one of these books to read at your leisure. At the end of the semester, you will turn in a book report. Please note that your paper should go beyond what Colquitt et al. (the authors of your book) write in their excerpts. I am going to provide you with a lot of flexibility as to what you write in your book report, but I will be most interested in: (1) points from your chosen book that are different than your OB textbook, (2) illustrations from your book that nicely highlight a course concept, (3) reasons why you believe this book is or is not helpful to managers. Your paper should be approximately 5 pages, double spaced, 1-inch margins, Times New Roman Font. To receive full extra credit, it should be clear to me that you did indeed read your chosen book. See the course agenda for dates related to this opportunity.

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

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy: <http://disabilityservices.rutgers.edu/>. Students may make requests for accommodations: <http://disabilityservices.rutgers.edu/request.html>

Counseling

CAPS is a comprehensive mental health resource center for the campus community. They offer a variety of high-quality counseling services to Rutgers students in order to enhance both academic and personal achievement and progress. Please click on the following link to learn more about their services: <http://rhscaps.rutgers.edu/services/counseling>

Statement as a Responsible Employee

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu

FALL SCHEDULE

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

September 7 (Week 1)

- Chapter 1 – *What is Organizational Behavior?*
- In-class Activities:
 - Syllabus
 - Chapter 1 Lecture
- Assignments/Due Dates:
 - Read, sign, and turn in the Academic Integrity Contract.

September 14 (Week 2)

- Chapter 2 – *Job Performance*
- Chapter 3 – *Organizational Commitment*
- Activities:
 - Icebreaker
 - Chapter 2 Lecture
 - Chapter 3 Lecture
- Assignments/Due Dates:
 - “Getting to Know You” Assignment: Due on Monday, 9/13, 11:59 PM
 - Chapter 1 Quiz: Due on Monday, 9/13, 11:59 PM
 - Chapter 2 Quiz: Due on Monday, 9/13, 11:59 PM

September 21 (Week 3)

- Chapter 4 – *Job Satisfaction*
- Activities:
 - Case Study – *The Treadway Tire Company* – Led by Professor
 - Chapter 4 Lecture
 - Current Event Discussion – “Break Out” Sessions
 - *Workism Is Making Americans Miserable*
- Assignments/Due Dates:
 - Chapter 3 Quiz: Due on Monday, 9/20, 11:59 PM
 - Chapter 4 Quiz: Due on Monday, 9/20, 11:59 PM

September 28 (Week 4)

- Chapter 6 – *Motivation*
- Activities:
 - Case Study – *Xiamen Airlines* – Led by Student Groups
 - Chapter 6 Lecture
 - Current Event Discussion – “Break Out” Sessions
 - *There’s a Name for the Blah You’re Feeling: It’s Called Languishing*
 - Exam I Q&A
- Assignments/Due Dates:
 - Chapter 6 Quiz: Due on Monday, 9/27, 11:59 PM

October 5 (Week 5)

- **EXAM I** – Chapters 1, 2, 3, 4 and 6, *Case Studies and News Articles*
- Chapter 5 – *Stress*
- Activities:
 - Chapter 5 Lecture
 - Current Event Discussion – “Break Out” Sessions
 - *Four Lessons From Your Anxious Brain*

October 12 (Week 6)

- Chapter 7 – *Trust, Justice, and Ethics*
- Activities:
 - Case Study – *Building a “Backdoor” To The iPhone* – Led by Student Groups
 - Chapter 7 Lecture
- Assignments/Due Dates:
 - Chapter 5 Quiz: Due on Monday, 10/11, 11:59 PM
 - Chapter 7 Quiz: Due on Monday, 10/11, 11:59 PM

October 19 (Week 7)

- Chapter 8 – *Learning and Decision Making*
- Chapter 9 – *Personality and Cultural Values*
- Activities:
 - Chapter 8 Lecture
 - Current Event Discussion – “Break Out” Sessions
 - *What Makes Some People More Resilient Than Others*
 - Chapter 9 Lecture
- Assignments/Due Dates:
 - Chapter 8 Quiz: Due on Monday, 10/18, 11:59 PM
 - Chapter 9 Quiz: Due on Monday, 10/18, 11:59 PM

October 26 (Week 8)

- Chapter 10 -- *Ability*
- Activities:
 - Chapter 10 Lecture
 - Mid-Term Participation Grades
 - Mid-Term Course Evaluations
 - Current Event Discussion – “Break Out” Sessions
 - *The Persistent Grip of Social Class on College Admissions*
 - Exam II Q&A
- Assignments/Due Dates:
 - Chapter 10 Quiz: Due on Monday, 10/25, 11:59 PM

November 2 (Week 9)

- **EXAM II** – Chapters 5, 7, 8, 9 and 10, *Case Studies and News Articles*
- Chapters 11 and 12 – *Teams* – Select portions of each chapter.
 - Read all of Chapter 12
 - Read all of Chapter 11 except these sections:

- **Skip** Task work processes on “Decision Making”
 - **Skip** Task work processes on “Boundary Spanning”
 - **Skip** Teamwork processes on “Transition Processes”
 - **Skip** Teamwork processes on “Action Processes”
 - **Skip** the entire section on “Communication,” which ends with “Network Structure” (**skip** this last part too)
- Activities:
 - Chapter 11 and 12 Lecture
 - Assignments/Due Dates:
 - Deadline to sign up for Extra Credit Paper

November 9 (Week 10)

- Chapter 13 – *Leadership – Power and Negotiation*
- Activities:
 - Case Study – *The Army Crew Team* – Led by Student Groups
 - Chapter 13 Lecture
 - Current Event Discussion – “Break Out” Sessions
 - TBD
- Assignments/Due Dates:
 - Chapter 11 Quiz: Due on Monday, 11/8, 11:59 PM
 - Chapter 12 Quiz: Due on Monday, 11/8, 11:59 PM

November 16 (Week 11)

- Chapter 14 – *Leadership – Styles and Behaviors*
- Activities:
 - Case Study – *Coach Knight: The Will to Win* – Led by Student Groups
 - Chapter 14 Lecture
- Assignments/Due Dates:
 - Chapter 13 Quiz: Due on Monday, 11/15, 11:59 PM
 - Chapter 14 Quiz: Due on Monday, 11/15, 11:59 PM

November 23 (Week 12)

- Chapter 16 – *Organizational Culture*
 - Case Study – *Tony Hsieh at Zappos*
 - Chapter 16 Lecture
 - Exam III Q&A
- Assignments/Due Dates:
 - Chapter 16 Quiz: Due on Monday, 11/22, 11:59 PM

November 30 (Week 13)

- **EXAM III** – Chapters 11, 12, 13, 14 and 16, *Case Studies and News Articles*
- Assignments/Due Dates:
 - Final Class Participation Grade
 - Extra Credit Paper: Due on Monday, 11/29, 11:59 PM

December 7 (Week 14) -- **FINAL EXAM** – *Cumulative*