

Organizational Behavior and Work
Course Number: 37:624:345
School of Management and Labor Relations
Rutgers University

Course Syllabus

Instructor:	Lindsay Dhanani
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Office Hours	Thursdays, 1:00-3:00pm (virtual or in-person)
Office Location:	208 Janice H. Levin Building
Class Dates:	September 6 th , 2022 – December 23 rd , 2022
Credit Hours	3
Class Time/Location:	Wednesday 10:20-1:20 JLB 004
Teaching Assistant:	Nazifa Zaman: nnz11@scarletmail.rutgers.edu

Course Description: This course provides an overview of organizational behavior and work. Organizational behavior seeks to understand, explain, and improve human behavior in organizations. Much of the focus of organizational behavior is on employee performance and attitudes and we will cover topics related to performance and attitudinal outcomes such as individual differences, motivation, team dynamics, leadership, and organizational culture. However, organizational behavior is also concerned with the health and well-being of employees and this course will also consider how each of the above topics can support or harm employee well-being as well as what employees can do to manage their work-related stress.

Course Objectives: 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

Required Text: University of Minnesota Libraries. (2017). *Organizational Behavior*, 1st Edition. <file:///C:/Users/Lindsay%20Dhanani/Downloads/Organizational-Behavior-1614024309.pdf>

Prerequisite: This course is open to HRM majors and minors

Instructional Mode and Technology Requirements. This course will be offered face-to-face but may require virtual instruction for some portion of the semester. Should we move to virtual instruction, we will prioritize meeting via Zoom at the scheduled times for our course so we can continue to engage synchronously. All course materials will be distributed through Canvas and all course assignments will be submitted through Canvas.

To be successful in this course, students will need access to Canvas, internet connection, a device that supports Zoom (should be move to virtual instruction for any period of time), and a device that allows students to complete written assignments. Closed captioning is available through Zoom for any virtual meetings to increase the accessibility of the course content. Any posted videos will also contain closed captioning. Students are also encouraged to use Zoom for virtual office hours and meetings if they feel most comfortable meeting virtually.

Attendance Policy and Course Engagement. It is expected that you attend every class, arrive on time, do not leave early, and participate the best you can. Attendance and participation are critical to your success in this course. If you cannot attend class, please let me know beforehand and I'll be happy to review any class materials you have questions about at a later date.

Health-Related Absences. Although attendance is important for your success and engagement in this course, I understand that some students may experience physical and/or mental health concerns during the semester. I do not require students to submit any documentation of such concerns to protect your privacy. Instead, please communicate with me that you are experiencing a health concern that will affect your attendance and/or coursework. We will work together to arrange extensions for missed coursework that are commensurate with the severity and length of the health concern experienced. Long term health concerns may require further documentation as per university policy.

Religious/Cultural Observances. I am also aware that many religious/cultural observances outside of the dominant/Christian tradition are not officially recognized by the university. Excused absences will be granted for any absences that correspond to religious/cultural holidays or observations. Please communicate with me about these absences ahead of time.

Course Grades. Your grade in this course will be based on five components: a series of in-class assignments, a series of application questions to be completed outside of class, three exams, a final project, and leading a brief class discussion. Each of these components is described below:

In-Class Assignments. The first component of your grade for this course is a series of assignments that will be completed each week during class time. These assignments will vary but will generally consist of case study analyses and participation in other group activities. The purpose of the assignments is to provide students with an opportunity to apply the content learned in class to real-world organizational situations. Each assignment is worth up to 10 points. I understand that there are times that you will not be able to make it to class. For that reason, your two lowest assignment grades will be dropped (i.e., we will complete 12 assignments but only 10 will count towards your grade). That means that you can miss two assignments with no penalty and documentation is not required for those absences. **100 points**

Application Questions. You will also be asked to complete a series of application questions outside of class. The goal of these application questions is to assess students' content knowledge and allow students to demonstrate critical thinking in a context in which students can receive low stakes feedback. The application questions for each week will be given in class and students will have until the following Tuesday at 5:00 pm to submit their responses. Responses are expected to be roughly 1-1.5 pages in length, double spaced, and use 12-point Times New Roman font. Each application question is worth 5 points and you will complete 8 application questions. **40 points**

I will use the following rubric for evaluating the application question responses:

Full Mastery 5 points	The submission provides clear and well-reasoned responses to the prompt. Each response is well supported by material from the course. The response is well written and organized.
Proficient 3-4 points	The response provides an adequate response to the prompts, but the rationale used to derive the responses is unclear or is missing supporting evidence.
Room for Growth 1-2 points	The response is incomplete; some prompts are addressed but others are not. Or the response provides a minimal answer to the prompts but does not provide any supporting reasoning for those answers.
Incomplete 0 points	No response was submitted for the application question.

Exams. Three noncumulative exams will be given during the semester. Each exam will consist of 30 multiple choice questions (worth 1 point each), 10 fill-in-the-blank questions (worth 1 point each), and 2 short answer questions (worth 5 points each). All material covered in class (e.g., lectures, discussions, etc.) and all material in the textbook (unless otherwise stated) may be covered on an exam. Therefore, topics not covered in class but included in the textbook, or not in the textbook but covered in class, may appear on the exams. **150 points (3 x 50 points each)**

Final Project. Students will also complete a final project that focuses on identifying an organizational issue related to the course material and then proposing a potential solution

to the identified problem. The solution should be evidence-based and should incorporate information from outside of the course material. More detailed instructions can be found in Canvas. The final project is due on December 21st at 5:00pm. **60 points**

Cross-Cultural Presentation/Discussion Lead. Throughout this course, we will discuss a number of topics as they relate to organizational practices and employees’ work experiences. However, most of our discussion will center on practices common in the United States. There are a multitude of ways that organizational behavior differs in other countries and the goal of this assignment is to identify unique cross-cultural work practices and/or employee behaviors. Students will work in small groups to identify a cross-cultural practice relevant to organizational behavior. The groups will then present the cross-cultural practice to the class and facilitate a discussion about the practice. More detailed instructions are available through Canvas. **25 points**

To summarize, the total points available in the course and the points that can be earned for each assignment are shown below:

Activity	Points
In-class assignments	100
Application questions	40
Exams	150
Final project	60
Presentation/Discussion lead	25
Total	375

Exam Makeup Policy. Makeup exams will be provided in the event that students have a legitimate reason for missing the scheduled exam. That includes family emergencies, religious holidays, illness, and other forms of emergencies. Please reference the absence policies stated above in the syllabus for more details. Please let me know as soon as possible if you need to arrange a makeup and we will work together to identify an alternative date and time for the exam. I reserve the right to offer an alternative exam in the same format (i.e., an exam containing different questions) if there are concerns about test security.

Grading Scale. The grading scale used in this course is presented below.

Percentage	Points	Grade
90-100	338-375	A
85-89.9	319-337	B+
80-84.9	300-318	B
75-79.9	281-299	C+
70-74.9	263-280	C
60-69.9	225-262	D
≤ 59.9	≤ 224	F

Grade Dissemination Plan. Grades for coursework will be disseminated through Canvas. In addition to numeric grades, feedback will be provided to students for all written coursework. Students are encouraged to review the feedback provided before submitting subsequent assignments.

Grade Inquiries. Students are encouraged to ask questions about their grades or seek additional feedback on graded assignments. However, I ask that any inquiries or disputes about grades in this course be made within *one week* of the test or assignment being graded to allow for a prompt resolution to any issues that arise.

Email. I try to respond to all emails as quickly as possible. However, in the event that I cannot get back to you right away, please give me 24 hours to respond. If you haven't received a response in 24 hours, please try an alternative route (i.e., if you tried my Rutgers email, try my Gmail, and vice versa). Technology issues have been known to occur and I don't want you to go without an answer because I did not receive an email.

Grades of "Incomplete". The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course. If an incomplete is awarded, the remaining work must be completed within a reasonable timeframe after the end of the course as determined by the instructor. Once the additional course work has been submitted, your grade will change to a regular letter grade.

Students with Disabilities. Any student who feels they may need an accommodation based on the impact of a disability should contact the Office of Disability Services at 848-202-3111 or dsoffice@echo.rutgers.edu. Students can alternatively visit the office located in Lucy Stone Hall, Suite A145. The Office of Disability Services will identify a Coordinator who will then provide documentation to the student. Students can register with the Office at the following link: [Getting Registered | Office of Disability Services \(rutgers.edu\)](#).

Ethics Statement. Students in this class and in all courses at Rutgers University are expected to uphold the highest standards of academic integrity. Cheating, plagiarism in written work, receiving and providing unauthorized assistance, and sabotaging the work of others are among the behaviors that constitute violations of the Academic Integrity Policy. The Academic Integrity Policy defines all forms of cheating and the procedures for dealing with violations. You should be familiar with this policy: [University Policy 10.2.13 \(rutgers.edu\)](#).

Responsible Employee Reporting. 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 [Violence Prevention and Victim Assistance – Rutgers University | Division of Student Affairs – New Brunswick](#).

Point of View. The course materials and in-class discussions may suggest a particular point of view on course topics. This perspective is my own and I do not expect students to uncritically adopt it. I encourage you to disagree with the ideas presented in the course material as well as the perspectives of your colleagues in the course. **Please express yourself.** A significant part of a college education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Class Climate. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed. As such, I expect all students to engage in this course and with your classmates in an inclusive way that respects the diverse backgrounds, experiences, and perspectives of your classmates. I encourage everyone to participate and offer their input into the course. This includes being able to respectfully disagree with your classmates and challenge their ideas. However, it is crucial that we do so in an appropriate way. Any form of discriminatory language, including heterosexist, sexist, transnegative, racist, ableist, ageist, bodyist, or otherwise derogatory comments, are not welcome in this course. Additionally, I ask students to adhere to the following during class discussions: present well-reasoned arguments that draw on evidence from the course and other sources, be mindful of the language you use, and avoid personally criticizing your peers.

It is also my commitment to provide a class environment where, if something is occurring that prevents us from being able to succeed, we will talk about and address it. I may not always be aware of misconduct that happens, and I encourage students to bring any issues to my attention.

Pronouns and Names. It is my desire that I, and your fellow students, will honor the name and pronouns that you would like used when addressing you. I will create space within the classroom for you to notify me of your name and pronouns, but you may also contact me privately.

Child Policy. It is understandable that parents may occasionally have parenting responsibilities that conflict with the time of our class. Bringing a child to class on these occasions is permitted, as long as we do not exceed the COVID-19 safety capacity for the room. Additionally, exclusively breastfeeding babies are welcome in class. We can also discuss makeup work for occasions when you are required to stay home to provide childcare.

Student Well-Being. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available at Rutgers University. Please contact Counseling Services at (848) 932-7884 or by visiting <http://health.rutgers.edu/medical-counseling->

[services/counseling/](#). We additionally have a survivor advocacy program for students who have experienced violence and/or assault: (848) 932-1181 (for the crisis intervention line); <http://vpva.rutgers.edu/>.

Credit. Some components of this syllabus were created with guidance from the university of Michigan (<https://sites.lsa.umich.edu/inclusive-teaching/inclusive-syllabus-language/>).

Course Schedule and Reading List

Week 1 September 7th

Introduction to Course

Topics:

Identify the aims of the course
Introduce the field of Organizational Behavior
Identify methodologies used to study OB and the associated limitations

Reading: Chapter 1 (pages 4-13; 17-30)

Week 2 September 14th

Job Attitudes

Topics:

Introduce the principles of job attitudes
Identify how job attitudes are formed and what affects their accuracy
Examine the outcomes of job attitudes

Reading: Chapter 4 (p. 129-142; 157-159)
Application Question 1 due on September 20th at 5:00pm

Week 3 September 21st

Job Performance

Topics:

Identify key job behaviors that impact organizations and employees
Evaluate the individual and organizational predictors of job behaviors
Understand how to improve job behaviors for ourselves and others

Reading: Chapter 4 (p. 143-156)
Cross-Cultural Presentation 1
Application Question 2 due on September 27th at 5:00pm

Week 4 September 28th

Individual Differences

Topics:

Understand the importance of individual differences for determining organizational behavior
Identify models of personality and their relevance to organizations

Examine cultural values and how they influence employees
Exam 1 Review

Reading: Chapter 3
Cross-Cultural Presentation 2

Week 5 October 5th

Exam 1

Students will take the first noncumulative exam during our regularly scheduled class time.

Week 6 October 12th

Motivation

Topics:

Identify needs-based models of motivation
Identify process-based models of motivation
Apply these models of motivation to employee behavior

Reading: Chapter 5
Cross-Cultural Presentation 3
Application Question 3 due on October 18th at 5:00pm

Week 7 October 19th

Stress & Well-Being

Topics:

Identify common stressors that affect employee health and well-being
Evaluate stress management techniques employees can use to combat work-related stress
Describe ways that organizations can intervene to reduce stress

Reading: Chapter 7
Cross-Cultural Presentation 4
Application Question 4 due on October 25th at 5:00pm

Week 8 October 26th

Learning & Decision Making

Topics:

Understand decision making processes
Identify what factors contribute to the accuracy of decision making
Examine how decision-making functions differently in groups

Reading: Chapter 11
Cross-Cultural Presentation 5
Application Question 5 due on November 1st at 5:00pm

Week 9 November 2nd

Diversity

Topics:

Understand the importance of attending to diversity in the workplace
Determine best practices for actively managing diversity at work
Introduce models of diversity and intersectionality
Exam 2 Review

Reading: Chapter 2
Cross-Cultural Presentation 6

Week 10 November 9th

Exam 2

Students will take the second noncumulative exam during our regularly scheduled class time.

Week 11 November 16th

Teams

Topics:

Understand how the members of the team impact team functioning
Identify functional and dysfunctional team processes
Critically evaluate the benefits and costs of working in teams

Reading: Chapter 9
Cross-Cultural Presentation 7
Application Question 6 due on November 22nd at 5:00pm

Week 12 November 23rd

Climate/Culture

Topics:

Contrast organizational climate and culture
Identify different ways to classify organizational climates and cultures
Examine ways to change and improve organizational climate/culture

Reading: Chapter 15

Important note: this lecture will be prerecorded
Application Question 7 due on November 29th at 5:00pm

Week 13 November 30th

Leadership

Topics:

Trace the history of leadership theories
Identify different leadership strategies and their relative effectiveness
Evaluate and assess your own leadership approaches

Reading: Chapter 12

Cross-Cultural Presentation 8

Application Question 8 due on December 6th at 5:00pm

Week 14 December 7th

The Future of Work

Topics:

Discuss sustainability and organizations
Examine organizational behavior amid ongoing social movements
Students' choice
Exam 3 Review

Reading: no reading assigned this week

Cross-Cultural Presentation 9

Week 15 December 14th

Exam 3

Exam 3 will be completed in class during our regularly scheduled time.

Week 16 December 21st

Final Exam Week

Students will submit their final projects via Canvas by 5:00 pm on December 21st.