

Human Resources Management and Organizational Behavior
Course Number: 37:533:324:01
Index: 09003

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

Spring 2020
Tuesday, January 21st – Wednesday, May 13th

Instructor: Rebecca Greenbaum
Class Day/Location: Wednesday, 10:20 AM – 1:20 PM
Levin (JLB 003)
Office: 203 Janice H. Levin Building
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Phone: (848) 445-5830 (office phone)
Office Hours: Wednesdays: 9:00 – 9:45 AM (or by appointment)

Special Note: If you have taken the Labor Studies course *Organizational Behavior and Work*, then only that course *or* this course will be counted towards your Human Resources Management major. The Degree Navigator states (N24):

Between and within the Core (V2) and the Elective (V4) sections, subject matter must not be repeated. For example: students may use either 37:575:364 (Diversity in the Workplace) or Special Topics: Diversity (37:533:321-326) toward the HRM major, but not both.

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

Harvard Business Publishing Course Packet

*The cases included in this course packet are copyrighted. Therefore, you must purchase this case packet to complete your case assignments and participate in class discussions. The course packet can be purchased at the following website:

<https://hbsp.harvard.edu/import/698426>

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. My lectures will not reiterate the entire chapter as written in the book. Rather, the day before each class, you will take a quiz (or quizzes) on the week's readings. Based on students' quiz performance, I will focus my lectures on topics that need to be reinforced. Thus, even though my posted PowerPoint presentation may include twenty slides, I may only cover a portion of these slides based on students' most pressing learning needs.

In most cases, the second half of class will cover group-based case studies. Case studies typically require pre-reading. When pre-reading is required, you will take an in-class quiz that asks basic questions regarding the case study. The purpose of these quizzes is to hold students accountable for the pre-reading, which will thus facilitate a more productive group and class discussion.

Grading and Course Requirements

Activity	Points	% of Grade
1. Exams	600	60%
2. Group Presentation	200	20%
3. Chapter Quizzes	100	10%
4. In-class Quizzes	50	5%
5. Participation	50	5%
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 (200 points/exam, 600 points total, 60% 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 scheduled before the exam, my lecture material, handouts, case studies and any other course material (e.g., articles, guest lecturers, videos, class activities). 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 200 points, for a total of 600 points. Exams will include 40 questions worth 5 points each. The questions will be multiple choice and true/false.

Exam Content

Exam I: Chapters 1, 2, 3, 4, 6

Exam II: Chapters 5, 7, 8, 9, 10

Exam III: Chapters 11, 12, 13, 14, 16

Exam IV: Cumulative

Exam Procedures

1. All exams will be administered in class using a paper-and-pencil format and scantron recording sheets.
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 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. If you plan to take the final exam, I will also give all students an opportunity to review their prior three exams during class. This review of prior exams will take place on the day of Exam III, after the exam has finished.

The optional cumulative final exam will be held during finals week. 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 is absent without a legitimate excuse on the date of a regularly scheduled test. Legitimate excuses include illness (verified with a note from a doctor), inclement weather (when Rutgers Information Service, 732-932-INFO, indicates that Rutgers is closed), when the instructor emails the class announcing that class is suspended, or other critical circumstances such as a death in the family. A make-up exam will be held at a time when all students who need to make up the exam can be present. An officially cancelled exam will be held at the next scheduled class period. **Whereas regularly scheduled (and officially re-scheduled) exams are in a multiple-choice format, all make-up exams are in essay/short-answer format.**

Rutgers policy on religious holidays: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

(2) Case Study Analysis Presentation (200 points, 20% 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. On the evening prior to your presentation, you will need to send your slides to me. You will also need to provide a list of the questions you answered, along with your bullet-pointed responses.

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 as part of your presentation grade, you are required to turn in a peer evaluation form. This should be folded (to remain anonymous) and privately given to me on the day of your presentation. Based 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 (70% of your grade), as well as the grade you received from your peers (30% of your grade; averaged across peers).

(3) Chapter Quizzes (100 points, 10% of grade)

By 11:59 pm, the Tuesday before each class, you will be required to take one or more 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, but I will only count your best 10, for a total of 100 points. Because you take 11 quizzes, your lowest quiz score can be dropped.

*****Because I allow you to drop a quiz grade, there will be no makeups given for the quizzes for any reason.***

(4) In-Class Quizzes (50 points, 5% of grade)

When reading is required for a case study, I will hold in-class quizzes. The purpose of these quizzes is to hold you accountable for the reading material so that group and class discussions are as stimulating as possible. These quizzes will cover 5 questions, with a mix of true/false and multiple-choice questions. Each question is worth 2 points, for a maximum score of 10 points. We will have 7 in-class quizzes (see the class schedule). I will only count the top 5 quiz scores, for a total of 50 points.

*****Because I allow you to drop two quiz grades, there will be no makeups given for the quizzes for any reason.***

(5) Class Participation (50 points, 5% of grade)

As part of the class objectives, it is important for you to apply organizational behavior concepts and think critically about the topics that are covered. Therefore, a key part of your learning will come from participating in class discussions and responding to your classmates' comments during those discussions. Your class participation grade will be based on the quality of your in-class contributions and insights. 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 (or who do not come to class) 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	Takes no part in classroom discussion. Regularly absent.

≤ 59%	
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(6) Extra Credit

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, I will hold an extra credit day. On that day, you will be given the opportunity to present an aspect of the book to the class. Please note that your presentation 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 present, but your fellow classmates are most likely to be 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 presentation should last approximately 10-15 minutes. To receive full extra credit, it should be clear to the audience and to me that you did indeed read your chosen book.

You must notify me, via email, by Thursday, April 2, 2020, 11:59 PM, if you plan to participate in extra credit. If you do not notify me by this date, you forfeit your opportunity to earn extra credit. The presentation is Wednesday, April 29. Extra credit is worth 5% of your grade.

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.

January 22 (Week 1)

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

January 29 (Week 2)

- Chapter 2 – *Job Performance*
- Chapter 3 – *Organizational Commitment*
- Activities:
 - Chapter 2 Lecture
 - Chapter 3 Lecture
 - Group Assignments
- Assignments/Due Dates:
 - Chapter 2 Quiz: Due on Tuesday, 1/28, 11:59 PM
 - Chapter 3 Quiz: Due on Tuesday, 1/28, 11:59 PM

February 5 (Week 3)

- Chapter 4 – *Job Satisfaction*
- Chapter 6 – *Motivation*
- Activities:
 - Chapter 4 Lecture
 - Chapter 6 Lecture
- Assignments/Due Dates:
 - Chapter 4 Quiz: Due on Tuesday, 2/4, 11:59 PM
 - Chapter 6 Quiz: Due on Tuesday, 2/4, 11:59 PM

February 12 (Week 4)

- Activities:
 - Case Study – *The Treadway Tire Company* – Led by Student Groups
 - Corresponds with Chapter 4
 - Case Study – *Xiamen Airlines* – Led by Student Groups
 - Corresponds with Chapter 6
 - Exam I Review
- Assignments/Due Dates:
 - 1st In-Class Quiz on *The Treadway Tire Company*
 - 2nd In-Class Quiz on *Xiamen Airlines*

February 19 (Week 5)

- **EXAM I** – Chapters 1, 2, 3, 4 and 6
- Chapter 5 – *Stress*
- Activities:
 - Chapter 5 Lecture

February 26 (Week 6)

- Chapter 7 – *Trust, Justice, and Ethics*
- Activities:
 - Chapter 7 Lecture
- Assignments/Due Dates:
 - Chapter 7 Quiz: Due on Tuesday, 2/25, 11:59 PM

March 4 (Week 7)

- Chapter 8 – *Learning and Decision Making*
- Activities:
 - Case Study – *Building a “Backdoor” To The iPhone* – Led by Student Groups
 - Corresponds with Chapter 7.
 - Chapter 8 Lecture
- Assignments/Due Dates:
 - Chapter 8 Quiz: Due on Tuesday, 3/3, 11:59 PM
 - 3rd In-Class Quiz on *Building a “Backdoor” To The iPhone*

March 11 (Week 8)

- Chapter 9 – *Personality and Cultural Values*
- Activities:
 - Case Study – *Facebook: Hard Questions (A)* – Led by Student Groups
 - Corresponds with Chapter 7.
 - Chapter 9 Lecture
 - Mid-Term Participation Grades
 - Mid-Term Course Evaluations
- Assignments/Due Dates:
 - Chapter 9 Quiz: Due on Tuesday, 3/10, 11:59 PM
 - 4th In-Class Quiz on *Facebook: Hard Questions*

March 18 (Week 9)

- *Spring Break!*

March 25 (Week 10)

- Chapter 10 – *Ability*
- Chapters 11 and 12 – *Teams* – Select portions for Chapter 12.
 - 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 10 Lecture
 - Chapter 11 and 12 Lecture
 - Exam II Review
- Assignments/Due Dates:
 - Chapter 10 Quiz: Due on Tuesday, 3/24, 11:59 PM

April 1 (Week 11)

- **EXAM II** – Chapters 5, 7, 8, 9 and 10
- Chapter 13 – *Leadership – Power and Negotiation*
- Chapter 14 – *Leadership – Styles and Behaviors*
- Activities:
 - Chapter 13 Lecture
 - Chapter 14 Lecture
- Assignments/Due Dates:
 - Deadline to sign up for Extra Credit Book Presentation
 - By Thursday, 4/2, 11:59 PM, please email me your intention to complete extra credit and your top three books. I will email by 4/3 with your approved book.

April 8 (Week 12)

- *Class will not meet.*
 - Time allotted to group activities, studying for Exam III, or reading for extra credit.
- Assignments/Due Dates:
 - Chapter 13 Quiz: Due on Tuesday, 4/7, 11:59 PM
 - Chapter 14 Quiz: Due on Tuesday, 4/7, 11:59 PM

April 15 (Week 13)

- Chapter 16 – *Organizational Culture*
- Activities:
 - Case Study – *The Army Crew Team* – Led by Student Groups
 - Case study corresponds with Chapters 11 and 12.
 - Chapter 16 Lecture
- Assignments/Due Dates:
 - 5th In-Class Quiz on *The Army Crew Team*
 - Chapter 16 Quiz: Due on Tuesday, 4/14, 11:59 PM

April 22 (Week 14)

- Activities:
 - Case Study – *Coach Knight: The Will to Win* – Led by Student Groups
 - Case study corresponds with Chapter 13 and Chapter 14.
 - Case Study – *Tony Hsieh at Zappos* – Led by Student Groups
 - Case study corresponds with Chapter 16.
 - Exam III Review

- Assignments/Due Dates:
 - 6th In-Class Quiz on *Coach Knight: The Will to Win*
 - 7th In-Class Quiz on *Tony Hsieh at Zappos*

April 29 (Week 15) – Last Regular Class

- **EXAM III** – Chapters 11, 12, 13, 14 and 16
- Assignments/Due Dates:
 - Final Class Participation Grade
 - Extra Credit In-Class Presentations

May 4 (Week 16) – Final Exam Period (May 7 – 13)

- Exact day and time TBD