

**Organizational Behavior and Work**  
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Rutgers University  
School of Management and Labor Relations  
Human Resource Management Department

Spring 2022

**Instructor:** Professor Xueqing (Skye) Fan (She/Her/Hers)  
**Class Day/Location:** Monday, 2:00 pm – 3:20 pm, BRR-4073  
Wednesday, 2:00 pm – 3:20 pm, BRR-4073  
**Office:** 216I Janice H. Levin Building  
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**Office Hours:** Monday, 3:30 pm – 4:30 pm

**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*.

<b>Knowledge of Theory, Practice and Application</b>
<b>IV. Theoretical Perspectives</b> – Demonstrate an understanding of relevant theories and apply them given the background of a particular work situation. <ul style="list-style-type: none"><li>• Demonstrate an understanding of the practical perspectives, theories and concepts in the management field of study</li><li>• Evaluate and apply theories from social science disciplines to workplace issues</li></ul>
<b>V. Understanding Context</b> – Evaluate the context of workplace issues, public policies, and management decisions <ul style="list-style-type: none"><li>• Analyze the degree to which forms of human difference shape a person’s experience of, and perspectives on work</li><li>• Analyze a contemporary global issue in the management field from a multi-disciplinary perspective</li><li>• Analyze issues related to business strategies, organizational structures, and work systems</li><li>• Analyze issues related to selection, motivation, and development of talent in a global context</li></ul>

**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**

<b>Activity</b>	<b>Points</b>	<b>% of Grade</b>
Exams	450	45%
Group Case Study Presentation	200	20%
Current Event discussion	150	15%
Participation	100	10%
“Getting to Know You”	100	10%
<b>Total Points</b>	<b>1000</b>	<b>100%</b>
Extra Credit	50	5%

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<b>Percentage</b>	<b>Points</b>	<b>Grade</b>
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 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 (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 third 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 30 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) Current Event Discussion (150 points, 15% of grade)**

One or two news articles will be assigned to you as supplemental material to some of the topics that are covered in class. For these discussions, I may ask you to read the news article(s) prior to coming to class. Students will discuss the assigned news articles in break-up groups. Each discussion will last 30 minutes. You will serve as discussion facilitator(s) for one article in your break-up group by leading and organizing the discussion process. You are required to prepare a list of discussion questions in advance, lead the discussion based on your prepared questions, and summarize your group's discussion using 5 minutes in front of the whole class (slides are not required). Your grade will also depend on how well you engage with other students regarding the particular topic. Please note that on the day you serve as the facilitator, you will be required to provide me with a hard copy of the list of discussion questions at the beginning of class.

Please note that as part of your grade, your discussion group members 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 being a discussion facilitator may be reduced or eliminated. Final grades will be based on my assigned grade for you, as well as the grade you received from your peers (averaged across peers).

### **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.

#### **(4) Class Participation (100 points, 10% of grade)**

Your participation will be assessed on a weekly basis. I aim to be mindful of the quality of student participation and not just quantity. Thus, you are expected to actively participate in the discussion with your insightful questions, comments or ideas. One of the central gains from the course is an understanding of how other people see and act on the same situation, as working together with others requires understanding others.

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, 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.

#### **(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)**

*Apollo 13* and *Office Space* are two exemplar motives that can be used to study organizational behaviors. To receive extra credit, you may choose one of these two motives to watch at your leisure. At the end of the semester, you will turn in a motive report. I am going to provide you with a lot of flexibility as to what you write in your motive report, but I will be most interested in: (1) illustrations from the motive that nicely highlight course concepts or theories, and (2) reasons why you believe the theories or logics illustrated by the movie are or are not helpful to managers. Your paper should be approximately 2 to 3 pages, single spaced, 1-inch margins, Times New Roman Font. To receive full extra credit, it should be clear to me that you had watched the movie and had some insightful thoughts about it. 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](http://endsexualviolence.rutgers.edu)

## SCHEDULE

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

<b>WEEK 1</b>	
January 19	<ul style="list-style-type: none"> <li>• Chapter 1 – What is Organizational Behavior?</li> <li>• Syllabus</li> </ul>
<b>WEEK 2</b>	
January 24	<ul style="list-style-type: none"> <li>• Chapter 2 – Job Performance</li> </ul>
January 26	<ul style="list-style-type: none"> <li>• Chapter 3 – Organizational Commitment</li> <li>• <b>Assignments/Due Dates:</b> <ul style="list-style-type: none"> <li>○ Read, sign, and turn in the Academic Integrity Contract.</li> <li>○ “Getting to Know You” Assignment: Due on Friday, 1/28, 11:59 PM</li> </ul> </li> </ul>
<b>WEEK 3</b>	
January 31	<ul style="list-style-type: none"> <li>• Chapter 4 – Job Satisfaction</li> </ul>
February 2	<ul style="list-style-type: none"> <li>• Case Study #1 – <i>The Treadway Tire Company</i> – Led by Professor</li> <li>• Current Event Discussion – Led by Professor               <ul style="list-style-type: none"> <li>○ <i>Workism Is Making Americans Miserable</i></li> </ul> </li> <li>• <b>Assignments/Due Dates:</b> <ul style="list-style-type: none"> <li>○ Pick Current Event Discussion topic: Due on Friday, 2/4, 11:59 PM</li> <li>○ Pick Case Study: Due on Friday, 2/4, 11:59 PM</li> </ul> </li> </ul>
<b>WEEK 4</b>	
February 7	<ul style="list-style-type: none"> <li>• Chapter 6 – Motivation</li> </ul>
February 9	<ul style="list-style-type: none"> <li>• Current Event Discussion – Led by Student Facilitator               <ul style="list-style-type: none"> <li>○ <i>4 Ways to Stay Motivated When You’re in a Rut</i></li> <li>○ <i>There’s a Name for the Blah You’re Feeling: It’s Called Languishing</i></li> </ul> </li> <li>• <b>Assignments/Due Dates:</b> <ul style="list-style-type: none"> <li>○ Peer evaluation</li> </ul> </li> <li>• Exam I Q&amp;A</li> </ul>
<b>WEEK 5</b>	
February 14	<ul style="list-style-type: none"> <li>• <b>EXAM I</b> – Chapters 1, 2, 3, 4 and 6, <i>Case Studies and News Articles</i></li> </ul>
February 16	<ul style="list-style-type: none"> <li>• Chapter 5 – <i>Stress</i></li> </ul>
<b>WEEK 6</b>	
February 21	<ul style="list-style-type: none"> <li>• Chapter 7 – Trust, Justice, and Ethics</li> </ul>
February 23	<ul style="list-style-type: none"> <li>• Case Study #2 – Xiamen Airlines – Led by Student Groups</li> <li>• <b>Assignments/Due Dates:</b> <ul style="list-style-type: none"> <li>○ Peer evaluation</li> </ul> </li> </ul>
<b>WEEK 7</b>	
February 28	<ul style="list-style-type: none"> <li>• Chapter 8 – Learning and Decision Making</li> </ul>
March 2	<ul style="list-style-type: none"> <li>• Case Study #3 – Building a “Backdoor” To The iPhone – Led by Student Groups</li> <li>• <b>Assignments/Due Dates:</b> <ul style="list-style-type: none"> <li>○ Peer evaluation</li> </ul> </li> </ul>
<b>WEEK 8</b>	
March 7	<ul style="list-style-type: none"> <li>• Chapter 9 – Personality and Cultural Values</li> </ul>
March 9	<ul style="list-style-type: none"> <li>• Current Event Discussion – Led by Student Facilitator               <ul style="list-style-type: none"> <li>○ <i>The Persistent Grip of Social Class on College Admissions</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Four Lessons From Your Anxious Brain</i></li> <li>• <b>Assignments/Due Dates:</b> <ul style="list-style-type: none"> <li>○ Peer evaluation</li> </ul> </li> </ul>
<b>WEEK 9</b>	<b>Spring Break</b>
<b>WEEK 10</b>	
March 21	<ul style="list-style-type: none"> <li>• Chapter 10 – Ability</li> </ul>
March 23	<ul style="list-style-type: none"> <li>• Current Event Discussion – Led by Student Facilitator <ul style="list-style-type: none"> <li>○ <i>What Makes Some People More Resilient Than Others</i></li> <li>○ <i>If People Were Paid by Ability, Inequality Would Plummet</i></li> </ul> </li> <li>• Exam II Q&amp;A</li> <li>• <b>Assignments/Due Dates:</b> <ul style="list-style-type: none"> <li>○ Peer evaluation</li> <li>○ Sign up for Extra Credit Paper: Due on Friday, 3/25, 11:59 PM</li> </ul> </li> </ul>
<b>WEEK 11</b>	
March 28	<ul style="list-style-type: none"> <li>• <b>EXAM II</b> – Chapters 5, 7, 8, 9 and 10, Case Studies and News Articles</li> </ul>
March 30	<ul style="list-style-type: none"> <li>• Chapters 11 and 12 – Teams – Select portions of each chapter. <ul style="list-style-type: none"> <li>○ Read all of Chapter 12</li> <li>○ Read all of Chapter 11 <u>except these sections:</u> <ul style="list-style-type: none"> <li>▪ <b>Skip</b> Task work processes on “Decision Making”</li> <li>▪ <b>Skip</b> Task work processes on “Boundary Spanning”</li> <li>▪ <b>Skip</b> Teamwork processes on “Transition Processes”</li> <li>▪ <b>Skip</b> Teamwork processes on “Action Processes”</li> <li>▪ <b>Skip</b> the entire section on “Communication,” which ends with “Network Structure” (skip this last part too)</li> </ul> </li> </ul> </li> </ul>
<b>WEEK 12</b>	
April 4	<ul style="list-style-type: none"> <li>• Chapter 13 – Leadership – Power and Negotiation</li> </ul>
April 6	<ul style="list-style-type: none"> <li>• Case Study #4 – The Army Crew Team – Led by Student Groups</li> <li>• <b>Assignments/Due Dates:</b> <ul style="list-style-type: none"> <li>○ Peer evaluation</li> </ul> </li> </ul>
<b>WEEK 13</b>	
April 11	<ul style="list-style-type: none"> <li>• Chapter 14 – Leadership – Styles and Behaviors</li> </ul>
April 13	<ul style="list-style-type: none"> <li>• Case Study #5 – Coach Knight: The Will to Win – Led by Student Groups</li> <li>• <b>Assignments/Due Dates:</b> <ul style="list-style-type: none"> <li>○ Peer evaluation</li> </ul> </li> </ul>
<b>WEEK 14</b>	
April 18	<ul style="list-style-type: none"> <li>• Chapter 16 – Organizational Culture</li> <li>• Exam III Q&amp;A</li> </ul>
April 20	<ul style="list-style-type: none"> <li>• Case Study #6 – Tony Hsieh at Zappos – Led by Student Groups</li> <li>• <b>Assignments/Due Dates:</b> <ul style="list-style-type: none"> <li>○ Peer evaluation</li> </ul> </li> </ul>
<b>WEEK 15</b>	
April 25	<ul style="list-style-type: none"> <li>• <b>EXAM III</b> – Chapters 11, 12, 13, 14 and 16, <i>Case Studies and News Articles</i></li> </ul>
April 27	<ul style="list-style-type: none"> <li>• Review class</li> </ul>
<b>WEEK 16</b>	
May 2	<ul style="list-style-type: none"> <li>• <b>FINAL EXAM</b> – <i>Cumulative</i></li> </ul>