

Organizational Behavior and Work  
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Fall 2018, M/Th 12:00-1:20p.m. LSH-B112 (Livingston Campus)

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**COURSE OVERVIEW**

Organizational behavior (OB) investigates the impact that individuals, groups, and structure have on behavior within an organization, and it applies that knowledge to make organizations work more effectively and improve employee outcomes. In this course, we will learn about foundational topics in OB, and the ways in which these concepts manifest in a variety of workplace settings.

The class will involve lectures, readings, discussions, group exercises, and other resources to help students learn about OB. By the end of the semester, students are expected to have a foundational understanding of OB concepts, and the ability to apply those concepts in a variety of situations.

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**COURSE MATERIAL**

Textbook: Robbins, S. P., Judge, T. *Organizational Behavior*. 18<sup>th</sup> Edition. Pearson. ISBN: 978-0134103983.

If you would like to buy the current edition through the bookstore, you may use this link to go directly to view options for this book: <https://tinyurl.com/F18-Course-Materials-575-345>. Please note that the two previous editions (16<sup>th</sup> or 17<sup>th</sup> editions, specifically) are also acceptable, and are available to buy or rent from a variety of vendors (e.g., Amazon, eBay).

Class Material: All class material outside of the book, including PowerPoint slides for the lectures and assigned article readings, will be posted on the course's Sakai website: <http://sakai.rutgers.edu> (use your Net ID and password). Please be prepared with the material before coming to class.

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**LEARNING GOALS MET BY THIS COURSE**

**SMLR LEARNING GOALS:**

Organizational Behavior and Work is designed to meet sections of two SMLR Learning Goals:

- Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI)
- Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations (Goal VII)

**LABOR STUDIES AND EMPLOYMENT RELATIONS DEPARTMENT GOALS:**

- Analyze the degree to which forms of human difference shape a person’s experience of, and perspectives on, work (Goal 6)
- Work productively in teams, in social networks, and on an individual basis (Goal 13)

**COURSE-SPECIFIC LEARNING GOALS:**

- Describe and explain key theories and concepts of individual behaviors, team dynamics, and organizational design, culture, and change
- Demonstrate professional habits, skills, attitudes, and mindsets – focusing, self-awareness and self-management, building authentic relationships, communicating effectively (including providing and receiving feedback) critical thinking, and creative problem-solving, working collaboratively in teams, and taking initiatives and meeting responsibilities and deadlines
- Design human resources policies and organizational processes, structures, and culture that will maximize the performance and well-being of employees.

**GRADING AND COURSE REQUIREMENTS**

**GRADE COMPOSITION**

Activity	Percent
Exams (3)	45%
Team Project	30%
Attendance	15%
Participation	10%
Total	100%

**COURSE GRADES**

Grade	Percent
A	90% or above
B+	85% - 89.99%
B	80% - 84.99%
C+	75% - 79.99%
C	70% - 74.99%
D	60% - 69.99%
F	Below 60%

**DETAILS ON COURSE REQUIREMENTS**

**EXAMINATIONS**

Three exams will cover all course material, including lectures, discussions, exercises, and readings. Each exam will cover approximately one-third of the course material. The exams will be non-cumulative. There is also an optional cumulative final exam, which will be held on December 20<sup>th</sup> from 12:00pm-3:00pm. 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 your first three exams.

**Make-up policy:** The dates of the three exams are noted on the course agenda. An exam grade of zero 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 multiple-choice format, all make-up exams are in essay/short answer format.**

## TEAM PROJECT

During the second week of class, you will be assigned teams for your team project. Your grade for the team project will include three parts: (1) The presentation given by your team in class (70%), (2) Your individual write-up (20%), and (3) Your team members' evaluations of your contribution to the project (10%). More details about the team project will be given at the beginning of the semester.

## PARTICIPATION AND ATTENDANCE

Your **participation** grade reflects your overall contribution to the class throughout the semester. Points can be gained for insightful contributions to class, and points can be lost for frequent absenteeism, being unprepared, and misconduct during class. For each class session, you are expected to have read the assigned reading(s) for that particular session, as well as be prepared to discuss topics in class. You are also encouraged to participate in the Sakai discussion board and answer your peers' questions (as described below under the "Chain of Inquiry" section), or ask questions of your own.

Participation grades will be posted at least one week before the final exam date. If you believe I have been unfair in calculating your participation grade, you may write a formal petition to ask that I change my evaluation. Your petition should include the following: (1) A detailed explanation of why you think you deserve a different grade. You should not use comparative reasoning (e.g., "my friend got a higher participation grade"), but rather focus on your own contributions; (2) examples to support your point (e.g., specific instances of insightful contribution, discussion board participation, etc.); and (3) a suggested alternate grade. I will consider your petition carefully, and will respond within 72 hours. All petitions for participation grade changes must be received by December 18<sup>th</sup>, 2018 at 11:59p.m.

**Attendance** is calculated as the percentage of Poll Everywhere questions you answer in class (out of the total number of Poll Everywhere questions that are given in the semester). The Poll Everywhere system is described in detail below. Students are expected to attend every class. There are four reasons it will be valuable to attend class:

1. Exam questions are drawn from lectures, readings, exercises, and class discussion, so missing lectures will hurt your exam performance.
2. In class, students are asked to answer questions posed in lecture by responding to polls (see section on polling, below, for instructions). These polls will most frequently correspond to assigned article readings, to highlight important take-aways, and serve as attendance.
3. Several of the lecture periods will include completion of a related exercise/activity. Although these exercises are not graded, they help students to utilize course concepts to give them direct, concrete experiences that are applicable to their personal and professional needs. Further, participating in these exercises will often give you the opportunity to interact with your fellow students. I try to emphasize teamwork and a collaborative, supportive work environment, and I strongly believe that learning and development should be structured to provide support and feedback not only from the instructor but also from your peers.
4. Personally, I value the diversity that students bring to the classroom. Students come from a variety of backgrounds with a wide range of knowledge, motivation, and interests. I really appreciate and enjoy hearing your viewpoints!

## EXTRA CREDIT

There are two extra credit opportunities: (1) Present one example of an OB topic in the news or entertainment media (excerpts from movies or TV shows, or articles from newspapers or magazines) and explain how it illustrates a relevant topic in approximately 500 words. Full completion of this assignment is worth up to 7 points, which will be added to your final exam grade (or one of your other exam grades,

should you choose not to take the optional final). **Assignments must be submitted via Sakai (“Assignments”) no later than Sunday, December 9, at 11:59p.m. to receive credit.** (2) Students who answer the greatest number of poll questions correctly prior to each exam will earn 2 points extra credit toward their respective exam grade (for a possible 6 points). Yes, you may complete all extra credit options.

## GRADE COMPLAINTS

It is very important to me, and to the Department of Labor Studies and Employment Relations, that you receive the grade you have earned. If you believe a grade is incorrect, please follow the steps outlined below:

1. Immediately contact me to discuss your concern (within one week of me posting the grade). If you believe there has been a clerical error (e.g., the Scantron machine mis-graded your exam, you are missing attendance points, etc.), please let me know and I will happily investigate and adjust your grade as necessary. While I am extremely careful, these types of clerical errors do occasionally happen, and thus I encourage you to keep track of your grades and let me know if you have any concerns. I will always take time to listen to your grievances, and I find that 99% of issues are usually resolved in this first step. **Please note, out of fairness to your classmates, I will not round up final grades under any circumstances.**
2. If you are not satisfied with my resolution of your complaint, you may appeal to the Undergraduate Program Director, Dr. Paula Voos. In order to appeal, you must send a written statement that is specific, focused, and complete, and explains why you deserve a different grade. This written statement should include all relevant information and evidence to support your claim. To make this appeal, you should email your statement to Dr. Voos at [pbvoos@smlr.rutgers.edu](mailto:pbvoos@smlr.rutgers.edu) within 6 weeks of the relevant grade being posted. Once the written statement is received, Dr. Voos will consider your appeal, gather additional information as necessary, and will ultimately issue a written decision.
3. If you are not satisfied with Dr. Voos’s decision, you may appeal to the Chair of the Department of Labor Studies, Dr. Charles Heckscher, in writing at [hecksche@smlr.rutgers.edu](mailto:hecksche@smlr.rutgers.edu). You should forward all relevant materials with your appeal. Dr. Heckscher will consider your appeal, seek additional information if necessary, and ultimately issue a written decision.
4. If you are not satisfied with Dr. Heckscher’s decision, you may appeal in writing to the Associate Dean for Academic Affairs, Dr. Douglas Kruse, at [dkruse@smlr.rutgers.edu](mailto:dkruse@smlr.rutgers.edu). Again, please forward all relevant materials with your appeal. Dr. Kruse will investigate, seek additional information if necessary, and issue a written decision within 4 weeks of the appeal’s filing (excluding weeks when classes not in regular session).

Please note that cases of suspected academic integrity violations are subject to a different process, and are immediately reported to the School of Management Relations academic integrity officers. More information about SMLR's academic integrity policy is provided at the end of this syllabus.

## POLLING

During lectures throughout the semester, I will often present you with polls and ask you to answer them using a website called Poll Everywhere. This site allows you to respond to polls in a number of different ways, including (1) your cellular phone, via text message, (2) the web browser on your laptop, iPad/tablet, or cell phone, and (3) twitter. This means that you are permitted, on a restricted basis, to use these devices during class. **Cell phones are strictly prohibited beyond use for responding to polls.**

**Your responses to these polls will not be graded for accuracy**, but they will serve three primary purposes. **First**, they allow me to take attendance (which is a portion of your course grade). **Second**, I

will use them to see if everyone is on the same page, is grasping the information, or if I need to spend more time on certain topics. **Finally**, correct answers can contribute toward the leaderboard, and the potential to earn extra credit (see the “Extra Credit” section).

In order for me to keep track of who responds to the polls (and for you to get credit for attending class), you will need to register with the Poll Everywhere website at least 24 hours prior to attending our first class session. This means you must be registered by the afternoon of September 5, 2018.

To register, please follow the link and instructions in the introductory email that will be sent out before the first day of class. It should take less than 5 minutes.

A couple of important notes:

1. Upon accessing the link provided above, you may see the statement “You’re registering as a participant for Rebecca A Tinkham, Rebecca A’s account”. The School of Management and Labor Relations has a group license, under which all of the faculty members who want to use this polling system have accounts. Rebecca Tinkham is the Undergraduate staff coordinator for our department, and she is also listed as the administrator on the Poll Everywhere departmental license. Please ignore that it lists her name, and continue to follow the instructions as I’ve provided them.
2. Be sure to complete **all** steps in the registration process, **including certification of your cell phone** (if you intend to text your responses).
3. If you are already registered with Poll Everywhere for a different class in the School of Management and Labor Relations, please email me and I will add you to my specific course.
4. **This is how attendance is tabulated.** Coming to class late, or attending but not responding to that day’s polls, will be considered as non-attendance. It is your responsibility to respond to the polls so that your attendance is recorded.
5. You may check your won responses to confirm submission by logging in to the Poll Everywhere website ([www.polleverywhere.com](http://www.polleverywhere.com)) and clicking on My Response History. I encourage you to keep track of your responses so that issues don’t arise too late in the semester.

Keep in mind that in order to participate, you will need to bring a cell phone, laptop, iPad, or other tablet with you to class. You are not penalized if you do not have access to any of these devices, but please email me at [emily.rosado.solomon@rutgers.edu](mailto:emily.rosado.solomon@rutgers.edu) if you do not have any of these devices so that we can determine alternate arrangements.

**It is considered a serious act of academic dishonesty to respond to Poll Everywhere questions when not physically present in the classroom. To be clear, you must be in your seat in the classroom: not on the bus, not down the hall – in the classroom, and ready to participate in the class!**

#### CHAIN OF INQUIRY

If you have any *course-related* questions during the semester (e.g., general questions about assignments, grading policies, exams, due dates): First, check the syllabus. Second, visit the Sakai course Discussion page. Under “General Questions”, check previous postings to see if the question has already been handled. If your concern isn’t addressed through one of these means then, third, post your question on the question board (be sure to indicate the topic of your question in the subject line). If after 24 hours your question has not been addressed, then, fourth, email me at [emily.rosado.solomon@rutgers.edu](mailto:emily.rosado.solomon@rutgers.edu). Be sure to include the topic of your question in the subject line of the email.

If you have any *concept-related* inquiries during the semester (e.g., you would like a concept or theory clarified, you would like additional information about a concept), visit the Exams section of the

discussion board. If your inquiry has not already been addressed, post your inquiry there. If after 24 hours your question has not been answered, send an email to me at [emily.rosado.solomon@rutgers.edu](mailto:emily.rosado.solomon@rutgers.edu).

*NOTE: You, as a member of the class, are welcome to answer your fellow students' questions when posted on the Discussion board. In fact, you are encouraged to do so! You can all benefit from each other's knowledge and support. I will check others' responses for accuracy.*

## 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 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; sending a fellow student who did not attend class the answers to a poll to falsely indicate their presence; copying material that is not your own without providing proper documentation (in the example of the team paper or OB media extra credit). 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>.

## TENTATIVE COURSE SCHEDULE

The content of the course will be covered in the following sequence. Please note that dates and locations are tentative and subject to change (some topics may take more time and others less time, depending on students' interests). Exam dates are firm. All readings outside of the book will be posted on the course Sakai site, and should be completed prior to the class for which they are assigned. Because the course incorporates current events in our discussion of relevant topics, I may assign additional readings beyond those listed below. These short readings (e.g., relevant newspaper articles) may be added at my discretion to reflect current events or changing trends. I will give you at least five (5) days notice of any changes to reading assignments.

Date	Subject	Location	Readings
Th, Sept. 6 <sup>th</sup>	Introduction	In class	
M, Sept. 10 <sup>th</sup>	What is Organization?	In class	R&J, chapter 1 Article: <i>"Trust the evidence"</i>
Th, Sept. 13 <sup>th</sup>		In class	
M, Sept. 17 <sup>th</sup>	Attitudes & Job Satisfaction	In class	R&J, chapter 3
Th, Sept. 20 <sup>th</sup>		In class	
M, Sept. 24 <sup>th</sup>	Emotions & Moods	In class	R&J, chapter 4
Th, Sept. 27 <sup>th</sup>		In class	
M, Oct. 1 <sup>st</sup>	Motivation	In class	R&J, chapter 7 Article: <i>"3 ways to boost employee motivation"</i>
Th, Oct. 4 <sup>th</sup>		In class	Article: <i>"Hey boss, you don't want your employees to meditate"</i>
M, Oct. 8 <sup>th</sup>	<b>EXAM I</b>	In class	
Th, Oct. 11 <sup>th</sup>	Perception & Decision Making	In class	R&J, chapter 6 Article: <i>"Perceptual capacity"</i>
M, Oct. 15 <sup>th</sup>	Personality & Values	In class	R&J, chapter 5 Article: <i>"5 myths about introverts and extraverts at work"</i>
Th, Oct. 18 <sup>th</sup>		In class	Article: <i>"11 personality traits that could derail your career"</i>
M, Oct. 22 <sup>nd</sup>	Teams	In class	R&J, chapter 9 Article: <i>"Six common misperceptions about teamwork"</i> Article: <i>"The problem with popular employees"</i>
Th, Oct. 25 <sup>th</sup>		In class	R&J, chapter 10 Article: <i>"You could be too much of a team player"</i>
M, Oct. 29 <sup>th</sup>	<b>Team Presentations</b>	In class	
Th, Nov. 1 <sup>st</sup>	<b>Team Presentations</b>	In class	
M, Nov. 5 <sup>th</sup>	Communication	In class	R&J, chapter 11 Article: <i>"Bosses say they want employees' input"</i> Article: <i>"The power of listening..."</i>
Th, Nov. 8 <sup>th</sup>	<b>EXAM II</b>	In class	
M, Nov. 12 <sup>th</sup>	Leadership	In class	R&J, chapter 12 Article: <i>"How bosses waste their employees' time"</i>
Th, Nov. 15 <sup>th</sup>		In class	Article: <i>"Male and female bosses..."</i>
M, Nov. 19 <sup>th</sup>	Power & Politics	<b>VIRTUAL</b>	R&J, chapter 13 <b>---TEAM PRESENTATION PAPERS DUE---</b>
<b>Tuesday, Nov. 20<sup>th</sup></b>	Organizational Structure	<b>VIRTUAL</b>	R&J, chapter 15
M, Nov. 26 <sup>th</sup>	Conflict & Negotiation	In class	R&J, chapter 14 Article: <i>"How to negotiate nicely"</i>
Th., Nov. 29 <sup>th</sup>	Organizational Culture	In class	R&J, chapter 16 Article: <i>"How leaders can stop</i>

			<i>employees... ”</i> Article: “ <i>What is organizational culture... ”</i>
M, Dec. 3 <sup>rd</sup>			Article: “ <i>The key to maintaining a corporate culture... ”</i>
Th, Dec. 6 <sup>th</sup>	Organizational Change & Stress	In class	R&J, chapter 18 Article: “ <i>What most leaders don’t understand about sleep</i> ”
M, Dec. 10 <sup>th</sup>	<b>EXAM III</b>	In class	
Th, Dec. 13 <sup>th</sup>	NO CLASS – READING DAY		
M, Dec. 20 <sup>th</sup>	12:00pm – 3:00pm: OPTIONAL FINAL EXAM		

## *Academic Integrity Contract*

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see <https://slwordpress.rutgers.edu/studentconduct/wp-content/uploads/sites/46/2017/05/UCSC2016.pdf> for details regarding the Student Code of Conduct. Please see [https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI\\_Policy\\_2013.pdf](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf) for details regarding the Academic Integrity Policy.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> (pp. 24-28) for detailed descriptions of each type of action.

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

### **Plagiarism/False Representation of Work**

- Quoting direction or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, examination, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's work should be avoided unless you obtain express permission from both the instructor and originator of the work.
- Fabricating or misrepresenting data or information
- Forging signatures

## Cheating

- Copying work on examinations.
- Acting to facilitate copying during an exam.
- Sharing answers through technology or in written or verbal form when such interactions are prohibited
- Using prohibited materials, such as books, notes, phones, or calculators during an examination.
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one's possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student's work so they may represent it as their own
- Assisting another student in cheating or plagiarizing
- Doing another student's work, excluding collaborative learning assignments or joint assignments approved by the instructor.

Engaging in any of the above behaviors can result in an F on the examination or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.

I, \_\_\_\_\_ understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University and the School of Management and Labor Relations. Furthermore, I understand the consequences of unethical behavior.

We all share a responsibility in creating an ethical environment. I resolve to uphold and support high standards for ethics and integrity at Rutgers University. If I see, hear, or observe violations of ethics and integrity I will report them to my instructor, Department Chair, or Dean.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name (Please Print): \_\_\_\_\_

Rutgers University ID: \_\_\_\_\_