

Organizational Behavior and Work
Course Number: 37:624:345:01
School of Management and Labor Relations
Rutgers University

Course Syllabus

Instructor:	June Shin
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Office Hours	By appointment (virtual or in-person)
Office Location:	200 B Janice H. Levin Building
Class Dates:	January 20 th , 2026 – April 30 th , 2026
Credit Hours	3
Class Time/Location:	Tuesday 2:00 – 3:20 PM Thursday 2:00 – 3:20 PM TIL-103A

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 and leadership. 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.

Prerequisite: This course is open to HRM majors and minors

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 your class due to university approved reasons (i.e., traveling for a university event, observing a religious holiday), please let me know beforehand and I can make arrangements for you.

Course Grades. Your grade in this course will be based on four components: a series of in-class quizzes and assignments, three exams, and a cross-cultural group presentation. Each of these components is described below:

In-Class Quizzes. On lecture days this semester (*Tuesdays*), we will administer brief in-class quizzes designed to (a) reinforce your understanding of course content and (b) encourage active engagement. These quizzes will be based on assigned readings and material covered in class; accordingly, students are expected to come prepared for each session. Please note that participation is evaluated holistically and is not determined solely by quiz performance. Make-up will not be provided for these quizzes. **50 points (10 x 5 points each)**

In-Class Assignments. On Thursdays, series of group or individual assignments will be completed each week. These assignments will vary but will generally consist of case study analyses or problem-solving tasks. The purpose of the assignments is to provide students with an opportunity to apply the content learned in class to real-world organizational situations. *Your two lowest assignment grades will be dropped (i.e., we will complete 10 assignments but only 8 will count towards your grade).* That means that you can miss two assignments with no penalty. This also means that makeup will not be permitted unless you exceed two allotted absences for university approved reasons. **160 points (8 x 20 points each)**

Exams. Three noncumulative in-person exams will be given during the semester. Each exam will consist of 20 multiple choice questions (worth 1 point each), 10 fill-in-the-blank questions (worth 2 points each), and 2 short answer questions (worth 5 point each). All material covered in class (e.g., lectures, discussions, etc.) and all material in the textbook (unless otherwise stated) may be covered in 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)**

Cross-Cultural Presentation. Throughout this course, we will discuss a number of topics as they relate to organizational practices and employees' work experience. 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 at the end of the semester. More detailed instructions are available through Canvas. **40 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 Quizzes	50
In-class Assignments	160
Exams	150
Cross-Cultural Presentations	40
Total	400

AI Use Policy. The use of AI tools, such as ChatGPT, is permitted in our class as long as the usage aligns with the following guidelines:

- Students may use AI to brainstorm, outline, or organize content for rough drafts of assignments.
- AI should not be used to replace critical thinking or personal effort.
- Students cannot *copy and paste* answers directly from AI or simply reword AI-generated responses. Doing so is a violation of academic integrity standards and is considered plagiarism.
- Students must disclose that they used AI when completing an assignment, specify the exact way the AI tool was used, and identify which tool they used.

Any violation of this policy will result in a 0 for the assignment and may also result in additional action if necessary (e.g., in cases of plagiarism).

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 (e.g., car accidents). Please let me know by the date of our exam (that means till **11:59pm of the exam date**), 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	360-400	A
85-89.9	340-359	B+
80-84.9	320-339	B
75-79.9	300-319	C+
70-74.9	280-299	C
60-69.9	240-279	D
≤ 59.9	≤ 239	F

Grade Dissemination Plan. Grades for coursework will be disseminated through Canvas. In addition to numeric grades, short 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 48 hours to respond. If you have not received a response within 48 hours, please send a follow-up email to ensure that any missed communications are addressed.

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](#).

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 is not welcome in this course. 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.

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/>.

Course Schedule and Reading List

Week 1: Introduction to OB

January 20th

Lecture 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)

In-class quiz #1

January 22nd

In-class activity #1

Week 2: Job Attitudes

January 27th

Lecture 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)

In-class quiz #2

January 29th

In-class activity #2

Week 3: Job Performance

February 3rd

Lecture 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)

In-class quiz #3

February 5th

In-class activity #3

Week 4: Individual Differences

February 10th

Lecture 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

Reading: Chapter 3
In-class quiz #4

February 12th
In-class activity #4

Week 5: Exam #1

February 17th
We will review for Exam 1

February 19th
In-class Exam 1

Week 6: Motivation

February 24th
Lecture topics:
Identify needs-based models of motivation
Identify process-based models of motivation
Apply these models of motivation to employee behavior
Reading: Chapter 5
In-class quiz #5

February 26th
In-class activity #5

Week 7: Stress & Well-Being

March 3rd
Lecture 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
In-class quiz #6

March 5th
In-class activity #6

Week 8: Learning & Decision Making

March 10th
Lecture 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
In-class quiz #7

March 12th
In-class activity #7

Week 9: No-class

March 14th-22nd
Spring Break

Week 10: Exam #2

March 24th
We will review for Exam 2

March 26th
In-class Exam 2

Week 11: Diversity

March 31st
Lecture 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
Reading: Chapter 2
In-class quiz #8

April 2nd
In-class activity #8

Week 12: Teams

April 7th
Lecture 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
In-class quiz #9

April 9th
In-class activity #9

Week 13: Leadership

April 14th
Lecture 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
In-class quiz #10

April 16th
In-class activity #10

Week 14: Cross Cultural Project Week

April 21st
Students will present their group cross cultural project in-class.

April 23rd
No-class

Week 15: Exam #3

April 28th
We will review for Exam 3

April 30th
In-class Exam 3