

**Organizational Behavior and Work**  
**Course Number: 37:624:345:02**  
**School of Management and Labor Relations**  
**Rutgers University**

**Course Syllabus [Tentative]**

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<b>Office Hours</b>	By appointment (virtual or in-person)
<b>Office Location:</b>	200F Janice H. Levin Building

<b>Class Dates:</b>	January 21 <sup>st</sup> , 2025 – April 29 <sup>th</sup> , 2025
<b>Credit Hours</b>	3
<b>Class Time/Location:</b>	Tuesdays 10:20am-01:20pm JLB 103

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

**Course Objectives:** This course fulfills the following learning objectives outlined by the *School of Management and Labor Relations*.

<b>Knowledge of Theory, Practice and Application</b>
<p><b>IV. Theoretical Perspectives</b> – Demonstrate an understanding of relevant theories and apply them given the background of a particular work situation.</p> <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>
<p><b>V. Understanding Context</b> – Evaluate the context of workplace issues, public policies, and management decisions</p> <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> </ul>

- 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 Texts:**

#### ***Required Text***

Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2023) *Organizational Behavior: Improving Performance and Commitment*, 8<sup>th</sup> Edition, McGraw Hill. – Referred to in syllabus as OB Colquitt

#### ***Optional Text***

University of Minnesota Libraries. (2017). *Organizational Behavior*, 1<sup>st</sup> Edition. Available in Canvas. – Referred to in syllabus as OB Minnesota

**Prerequisite:** This course is open to HRM majors and minors

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

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

**Attendance Policy and Course Engagement.** It is expected that you attend every class, arrive on time, do not leave early, and participate the best you can. Attendance and participation are critical to your success in this course. If you cannot attend, please let me know beforehand and we can make arrangements for you to complete any in-class assignment in an alternative way.

**AI/ChatGPT Use Policy.** I understand that AI assistance will be available to you when you enter the workforce, and I want this course to prepare you to use AI responsibly and effectively. As such, AI use is permitted for the completion of your assignments, within the provided guidelines. As it would be at work, you are responsible for anything you submit, representing it as an accurate reflection of your understanding of the material. Therefore, you are expected to read and understand any AI-generated response

material you submit. Additionally, responses are still expected to reflect material covered in class or in the textbook. Therefore, if the AI responds with unrelated material (e.g., describing a 6<sup>th</sup> source of power when our material only describes 5), you should recognize that and remove it. 1 point will be deducted for discussion of content clearly external to the course. Remember, exams will be paper-and-pencil, with no AI use.

Here are some further guidelines regarding AI use for your assignments:

**Encouraged Use:**

- Typing your responses into AI and asking it to correct your grammar or simplify your language. I highly encourage using AI to polish your responses for accurate grammar and sentence flow, as that is a great use for AI in the workplace.
- Asking AI to generate responses to questions you have and then using it as source material to write your own response, connecting AI material to the course material.

**Acceptable Use:**

- While not recommended, it is acceptable to ask AI to answer the assignment question and then edit the AI-generated response. At a minimum, your editing should ensure the response is formatted nicely, flows logically, and does not have headers and sub-headers unless necessary.

**Unacceptable Use:**

- Putting the assignment prompt into AI and then copying and pasting the response directly. This is not recommended in the workplace, so I do not want you to build this habit now. I will recognize the structure of these responses, and you will receive a zero for that assignment.

**Expectation When Using AI:**

- Include a sentence at the beginning of your submission, clarifying the degree to which you used AI for that specific assignment: cleaning grammar and language of your own response, source material for your own response, or generating a response you then edited.
- If you use AI to generate a response you then edit, you will need to add a short paragraph to the end of your submission, reflecting on the AI-generated response. How does the AI's response align or diverge from content covered in the course? How is the quality of the AI's response? Were any clarifying prompts needed?

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

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

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

**Class Participation.** Throughout the semester there will be a series of in-class activities, pop-quizzes, and other opportunities for class participation. Please bring an internet-capable device, such as a phone, to class in order to participate in activities that may take place over digital platforms (e.g., Menti). These activities will vary and may consist of participation in group activities such as case study analyses. The purpose of the assignments is to provide students with an opportunity to apply the content learned in class to real-world organizational situations. Each assignment is worth up to 10 points. I understand that there are times that you will not be able to make it to class. For that reason, your two lowest assignment grades will be dropped (i.e., we will complete 12 assignments but only 10 will count towards your grade). That means that you can miss two assignments with no penalty and documentation is not required for those absences. This also means that makeups will not be permitted unless you exceed the two allotted absences for university approved reasons. **100 points**

**Application Questions.** You will also be asked to complete a series of application questions outside of class. The application questions for each week will be given in class and students will have until the following Monday at 5:00 pm to submit their responses. There is no set length requirement, but responses are expected to fully respond to all aspects of the prompt. Submissions should be uploaded as a word or similar document, double spaced, and use 12-point Times New Roman font. There will be a penalty of 1 point for failure to follow these formatting instructions. There will also be a penalty of 1 point per day for late assignments, unless related to an excused absence. Each application question is worth 10 points and you will complete 10 application questions. **100 points**

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

<b>Full Mastery</b> 10 points	The submission provides clear and well-reasoned responses to the prompt. Each response is well supported by material from the course. The response is well written and organized.
<b>Strongly Proficient</b> 8-9 points	The response provides strong responses to all aspects of the prompts, but the rationale used to derive the responses is unclear

	or is missing supporting evidence or the response is not very well written or organized.
<b>Proficient</b> 6-7 points	The response provides adequate responses to most aspects of the prompts, but the rationale used to derive the responses is unclear or is missing supporting evidence or the response is not very well written or organized.
<b>Developing</b> 4-5 points	The response is incomplete; some prompts are addressed but others are not. Or the response provides a minimal answer to the prompts but does not provide sufficient supporting reasoning for those answers.
<b>Room for Growth</b> 1-3 points	The response is incomplete; some prompts are minimally addressed but others are not. Does not provide any supporting reasoning for those answers, or response is poorly written such that it is difficult to understand.
<b>Incomplete</b> 0 points	No response was submitted for the application question.

**Exams.** Three noncumulative exams will be given during the semester. All material covered in class (e.g., lectures, discussions, etc.) and all material in the textbook (unless otherwise stated) may be covered on an exam. Therefore, topics not covered in class but included in the textbook, or not in the textbook but covered in class, may appear on the exams. *Exams will be administered in-person during class. 150 points (3 x 50 points each)*

**Final Project.** Students will also complete a final project that focuses on identifying an organizational issue related to the course material and then proposing a potential solution to the identified problem. The solution should be evidence-based and should incorporate information from outside of the course material. More detailed instructions can be found in Canvas. The final project is due on May 6<sup>th</sup> at 5:00pm. **25 points**

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

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

<b>Activity</b>	<b>Points</b>
Class Participation/In-Class Activities	100
Application Questions	100
Exams	150
Final Project	25
Presentation/Discussion Lead	25
<b>Total</b>	<b>400</b>

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

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

<b>Percentage</b>	<b>Points</b>	<b>Grade</b>
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, feedback will be provided to students for all written coursework. Students are encouraged to review the feedback provided before submitting subsequent assignments.

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

**Email.** I try to respond to all emails as quickly as possible. However, in the event that I cannot get back to you right away, please give me 24 hours to respond before sending a follow-up email.

**Grades of "Incomplete".** The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where

unexpected emergencies prevent a student from completing the course. If an incomplete is awarded, the remaining work must be completed within a reasonable timeframe after the end of the course as determined by the instructor. Once the additional course work has been submitted, your grade will change to a regular letter grade.

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

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

**Responsible Employee Reporting.** Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit [Violence Prevention and Victim Assistance – Rutgers University | Division of Student Affairs – New Brunswick](#).

**Point of View.** The course materials and in-class discussions may suggest a particular point of view on course topics. This perspective is my own and I do not expect students to uncritically adopt it. I encourage you to disagree with the ideas presented in the course material as well as the perspectives of your colleagues in the course. **Please express yourself.** A significant part of a college education is learning about the

complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

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

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

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

**Student Well-Being.** If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available at Rutgers University. Please contact Counseling Services at (848) 932-7884 or by visiting <http://health.rutgers.edu/medical-counseling-services/counseling/>. We additionally have a survivor advocacy program for students who have experienced violence and/or assault: (848) 932-1181 (for the crisis intervention line); <http://vpva.rutgers.edu/>.

**Credit.** Some components of this syllabus were created with guidance from the university of Michigan (<https://sites.lsa.umich.edu/inclusive-teaching/inclusive-syllabus-language/>) and from the Fall 2024 syllabus of Professor Lindsay Dhanani.



## Course Schedule and Reading List

***Week 1 January 21<sup>st</sup>***

**Introduction to Course**

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**Topics:**

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

**Required Reading:** OB Colquitt – Chapter 1

**Optional Reading:** OB Minnesota - Chapter 1 (pages 4-13; 17-30)

**Assignment:** *Application Question 1 due on January 27<sup>th</sup> at 5:00pm*

***Week 2 January 28<sup>th</sup>***

**Job Attitudes**

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**Topics:**

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

**Required Reading:** OB Colquitt – Chapter 4

**Optional Reading:** OB Minnesota - Chapter 4 (p. 129-142; 157-159)

**Assignment:** *Application Question 2 due on February 3<sup>rd</sup> at 5:00pm*

***Week 3 February 4<sup>th</sup>***

**Job Performance**

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**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

**Required Reading:** OB Colquitt – Chapter 2

**Optional Reading:** OB Minnesota - Chapter 4 (p. 143-156)

**Assignment:** *Application Question 3 due on February 10<sup>th</sup> at 5:00pm*

**Topics:**

Understand the importance of individual differences for determining organizational behavior  
Identify models of personality and their relevance to organizations  
Examine cultural values and how they influence employees  
Exam 1 Review

**Required Reading:** OB Colquitt – Chapter 9

**Optional Reading:** OB Minnesota - Chapter 3

*Cross-Cultural Presentation 1*

*Cross-Cultural Presentation 2*

**Assignment:** *Application Question 4 due on February 24<sup>th</sup> at 5:00pm*

Students will take the exam during class.

**Topics:**

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

**Required Reading:** OB Colquitt – Chapter 6

**Optional Reading:** OB Minnesota - Chapter 5

*Cross-Cultural Presentation 3*

**Assignment:** *Application Question 5 due on March 3<sup>rd</sup> at 5:00pm*

**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

**Required Reading:** OB Colquitt – Chapter 5  
**Optional Reading:** OB Minnesota - Chapter 7  
*Cross-Cultural Presentation 4*

**Assignment:** *Application Question 6 due on March 10<sup>th</sup> at 5:00pm*

**Week 8 March 11<sup>th</sup>**

**Learning & Decision Making**

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**Topics:**

Understand decision making processes  
Identify what factors contribute to the accuracy of decision making  
Examine how decision-making functions differently in groups  
Brief review ahead of exam 2

**Required Reading:** OB Colquitt – Chapter 8  
**Optional Reading:** OB Minnesota - Chapter 11  
*Cross-Cultural Presentation 5*

**Assignment:** *Application Question 7 due on March 24<sup>th</sup> at 5:00pm*

**Week 9 March 18<sup>th</sup>**

**Spring Break**

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No Class.

**Week 10 March 25<sup>th</sup>**

**Diversity**

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**Topics:**

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

**Required Reading:** OB Colquitt – Chapter 11  
**Optional Reading:** OB Minnesota - Chapter 2  
*Cross-Cultural Presentation 6*

**Assignment:** *Application Question 8 due on April 7<sup>th</sup> at 5:00pm*

***Week 11 April 1<sup>st</sup>***

**Exam 2**

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Students will take the exam during class.

***Week 12 April 8<sup>th</sup>***

**Teams**

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**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

**Required Reading:** OB Colquitt – Chapter 12  
**Optional Reading:** OB Minnesota - Chapter 9  
*Cross-Cultural Presentation 7*

**Assignment:** *Application Question 9 due on April 14<sup>th</sup> at 5:00pm*

***Week 13 April 15<sup>th</sup>***

**Leadership**

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**Topics:**

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

**Required Reading:** OB Colquitt – Chapter 13 & 14  
**Optional Reading:** OB Minnesota - Chapter 12  
*Cross-Cultural Presentation 8*

**Assignment:** *Application Question 10 due on April 21<sup>st</sup> at 5:00pm*

***Week 14 April 22<sup>nd</sup>***

**Organizational Culture & Climate**

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**Topics:**

Contrast organizational climate and culture  
Identify different ways to classify organizational climates and cultures  
Examine ways to change and improve organizational climate/culture  
Exam 3 review

**Required Reading:** OB Colquitt – Chapter 16

**Optional Reading:** OB Minnesota - Chapter 15

***Week 15 April 29<sup>th</sup>***

**Exam 3**

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Students will take the exam during class.

***Week 16 May 6<sup>th</sup>***

**Final Project Submission**

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Students will submit their final projects via Canvas by 5:00 pm on May 6<sup>th</sup>