

**Organizational Behavior and Work**  
**Course Number: 37:624:345:03**  
**School of Management and Labor Relations**  
**Rutgers University**

**Course Syllabus**

<b>Instructor:</b>	Hannah Park
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<b>Office Hours</b>	By appointment (via Zoom or in person)
<b>Class Dates</b>	January 16 <sup>th</sup> , 2024 – May 8 <sup>th</sup> , 2024
<b>Credit Hours</b>	3
<b>Class Time</b>	Tuesday & Thursday 3:50-5:10 PM EST
<b>Class Location</b>	Janice H. Levin Building (JLB): Room 219

**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>I. Written Communication</b> - Communicate effectively at a level and in modes appropriate to an entry-level professional.</p> <ul style="list-style-type: none"> <li>• Communicate complex ideas effectively, in standard written English</li> <li>• Analyze and synthesize information and ideas from multiple sources to generate new insights</li> <li>• Produce quality research papers with proper convention of attribution/citation</li> <li>• Produce high quality executive summaries</li> <li>• Make an argument using contemporary and/or historical evidence</li> <li>• Present ideas and arguments in a logical and effective way</li> </ul>

<p><b>IV. <i>Theoretical Perspectives</i></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. <i>Understanding Context</i></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> <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>
<p><b>VII. <i>Professional Development</i></b> – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations</p> <ul style="list-style-type: none"> <li>• Develop effective presentation skills appropriate for different settings and audiences</li> <li>• Develop career management skills to navigate one's career</li> </ul>

**Required Text:**

- University of Minnesota Libraries. (2017). *Organizational Behavior*, 1<sup>st</sup> Edition. Available in Canvas.
- Selected articles/case studies uploaded in Canvas

**Prerequisite:** None – 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, an 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, a presentation, and quizzes. Students will use Microsoft Office programs (e.g., Word Document, PowerPoint, etc.) and/or Google services (e.g., Google Drive, Google Docs, and Google Slides). In-class quizzes will be distributed via the link in Canvas to Google Forms. Students are also encouraged to use Zoom for virtual office hours and meetings if they feel most comfortable meeting virtually.

**Contacting Me.** The most reliable way to reach me is by email at [hp522@rutgers.edu](mailto:hp522@rutgers.edu). I will try to respond to emails as quickly as possible, but please allow me **24 hours** to respond to your email on **business days** (Monday through Friday except holidays). If you have not received a response from me in 24 hours, please follow up with me at [hannah.dec6@gmail.com](mailto:hannah.dec6@gmail.com). Technology issues may occur sometimes, and in that case, I may not receive your email.

I do not have set office hours, so we can meet at our best time. To schedule a meeting with me, please send me an email with **your preferred time** (2-3 options) **and mode** (either virtual or in-person at my office in JLB).

I will also stay after each class, so feel free to bring any questions. If you feel comfortable, I encourage you to ask questions about the course and/or assignments during class. If anything is unclear to you, your classmates may have similar questions.

**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. In addition to attending class, you are expected to participate during lectures and engage in team discussions outside of class. Attending all classes and actively participating will help you succeed in this class, especially because exam content comes directly from class materials.

If you cannot attend class, please let me know beforehand and I'll be happy to review any class materials you have questions about at a later date.

**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 Deliverables & Grades.** Your grade in this course will be based on five components: a series of applied questions, a series of in-class quizzes, three exams, one final project, and leading a brief class discussion.

Grades will be released via Canvas within one week of the due date with feedback if needed. Please review the feedback as it will help you improve your assignment submissions. Per Rutgers University policy, grades will only be shared through Canvas or in-person interactions (I can answer questions about your grades through email but I cannot email you the scores).

Please note that all written assignments (except quizzes and exams) will go through Turnitin. If there is a significant plagiarism issue, I will have to report it to the University, and they will take appropriate action.

Here is the summary of course deliverables and points per each component:

<b>Components</b>	<b>Points</b>	<b>% of Grade</b>
Application Questions (7 out of 8)	70	17.5%
Quizzes (9 out of 10)	90	22.5%
Exams (3)	150	37.5%
Final Project (1)	60	15%
Presentation/Discussion Lead (1)	30	7.5%
<b>Total</b>	<b>400</b>	<b>100%</b>
Extra Credit	5	

More details of each component are followed by the grading scale. The guidelines for the final project and presentation/discussion lead are uploaded in Canvas.

The grading scale of this course is presented below. Grades cannot be contested. I recommend you ask questions about your grades or seek additional feedback on graded assignments to improve. If you feel that I made a mistake grading, please let me know within one week of receiving the grade and I will review if there is any error. Any grade-related questions need to be **emailed** to me.

<b>Percentage</b>	<b>Points</b>	<b>Grade</b>
90-100	360-400	A
85-89.9	340-359	B+
80-84.9	320-338	B
75-79.9	300-319	C+
70-74.9	280-299	C
60-69.9	240-279	D
≤ 59.9	≤ 239	F

Each of the five components is described below:

1. **Application Questions.** You will be asked to complete a series of application questions. The goal of these application questions is to assess students' content knowledge and allow students to demonstrate critical thinking in a context in which students can receive low-stakes feedback. 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.

Responses are expected to be **roughly 1-1.5 pages in length, double-spaced, and use 12-point Times New Roman font.** (*1 point will be deducted if not follow this format.*) Each application question is worth 10 points and 8 questions will be assigned. You have **1 freebie**, which means you can skip any application question one time without any excuse. When you use a freebie, leave a comment saying "**Freebie**" under the assignment in Canvas, so I do not accidentally deduct your point. If you submit all 8 application questions, the lowest one will be automatically dropped in your final score. There will be **a penalty of 1 point per day** for late assignments unless related to an absence with a just excuse.

**70 points (7 x 10 points each)**

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>Proficient</b> 8-9 points	The response provides an adequate response to the prompts, but the rationale used to derive the responses is unclear or is missing supporting evidence.
<b>Room for Growth</b> 6-7 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 any supporting reasoning for those answers.
<b>Incomplete</b> 0 points	No response was submitted for the application question.

2. **In-Class Quizzes.** To encourage consistent preparation ahead of class, there will be weekly quizzes that will be completed in class before the start of a new chapter. We will discuss the quiz results at the beginning of each chapter, so **you will not be able to take the quiz after it is closed.** If you miss a quiz, there are **10 total quizzes** which includes one bonus quiz. Like Application Questions, you can skip one quiz without any excuse. If you take all 10 quizzes, the lowest one will be automatically dropped in your final score.  
**90 points (9 x 10 points each)**

3. **Exams.** **Three non-cumulative exams** will be given during the semester. Each exam will consist of **30 multiple-choice questions** (worth 1 point each), **10 fill-in-the-blank questions** (worth 1 point each), and **2 short answer questions** (worth 5 points each). 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.

On exam weeks, we will have an exam review on Tuesday and an exam on Thursday. No exam makeups will be granted unless appropriate documentation and/or a just explanation is provided ahead of time.

*150 points (3 x 50 points each)*

4. **Individual 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. As you develop your case study, you must make sure to address at least three topics from the course as part of your problem or solution. More detailed instructions can be found in Canvas. Late projects will **NOT** be accepted and extensions will **NOT** be granted. The final project is due on **May 2<sup>nd</sup> (Thursday) at 5 pm.**

*60 points*

5. **Cross-Cultural Team 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 as a **team** 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. I will randomly assign students to five teams. Teamwork is critical in many organizations, and you are expected to contribute to your team. You will evaluate your teammates' participation after the presentation. More detailed instructions are available through Canvas.

*30 points*

6. **Extra Credit.** During the semester, I will announce in class and Canvas how you can earn extra credits of 10 points that will be added to your final grade.

*5 points*

**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 coursework 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 & Support Resources.** 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/>.

You can also use this link <https://smlr.rutgers.edu/academic-programs/current-students> and <https://studentsupport.rutgers.edu> to get access to information on how to receive extra support for (a) victim and mental health services, (b) academics, (c) financial assistance (mainly emergencies), and (d) absences, etc.

Rutgers is committed to your success and offers free academic services to all students. The Learning Centers provide tutoring, writing support, study groups, and review sessions for your courses. They also host workshops and provide individual academic coaching to help further develop your study strategies and task-management skills. To learn more about how the LCs can help you succeed, visit [learningcenters.rutgers.edu](http://learningcenters.rutgers.edu).



### Course Schedule

<b>Week</b>	<b>Topics</b>	<b>Required Assignments</b>
<b>Week 1</b> 1/16, 1/18	Course Orientation Introduction	<ul style="list-style-type: none"> <li>● Reading: Syllabus and Canvas</li> <li>● Reading: Chapter 1 (p. 4-13; 17-30)</li> </ul>
<b>Week 2</b> 1/23, 1/25	Job Attitudes Intro to Cross-Cultural Presentation	<ul style="list-style-type: none"> <li>● Reading: Chapter 4 (p. 129-142; 157-159)</li> <li>● <b>Application Question 1</b> due on <b>1/22 (Mon) at 5 pm</b></li> <li>● <b>Quiz 1</b> on Chapter 4 (p. 129-142; 157-159)</li> </ul>
<b>Week 3</b> 1/30, 2/1	Job Performance Intro to Final Project	<ul style="list-style-type: none"> <li>● Reading: Chapter 4 (p. 143-156)</li> <li>● <b>Application Question 2</b> due on <b>1/29 (Mon) at 5 pm</b></li> <li>● <b>Quiz 2</b> on Chapter 4 (p. 143-156)</li> </ul>
<b>Week 4</b> 2/6, 2/8	2/6 – Exam 1 Review 2/8 – Exam 1	<p>No Homework!</p> <p><b>Study Chapters 1-4</b></p>
<b>Week 5</b> 2/13, 2/15	Individual Differences	<ul style="list-style-type: none"> <li>● Reading: Chapter 3</li> <li>● <b>Quiz 3</b> on Chapter 3</li> </ul>
<b>Week 6</b> 2/20, 2/22	Motivation	<ul style="list-style-type: none"> <li>● Reading: Chapters 5</li> <li>● <b>Application Question 3</b> due on <b>2/19 (Mon) at 5 pm</b></li> <li>● <b>Quiz 4</b> on Chapter 5</li> <li>● <b><i>Cross-cultural Presentation 1</i></b></li> </ul>
<b>Week 7</b> 2/27, 2/29	Stress and Well-being	<ul style="list-style-type: none"> <li>● Reading: Chapter 7</li> <li>● <b>Application Question 4</b> due on <b>2/26 (Mon) at 5 pm</b></li> <li>● <b>Quiz 5</b> on Chapter 7</li> <li>● <b><i>Cross-cultural Presentations 2</i></b></li> </ul>

<p><b>Week 8</b> 3/5, 3/7</p>	<p>Learning and Decision-Making</p>	<ul style="list-style-type: none"> <li>● Reading: Chapter 11</li> <li>● <b>Application Question 5</b> due on 3/4 (Mon) at 5 pm</li> <li>● <b>Quiz 6</b> on Chapter 11</li> <li>● <i>Cross-cultural Presentation 3</i></li> </ul>
<p><b>W9. NO CLASS – SPRING BREAK (3/9-3/17)</b></p>		
<p><b>Week 10</b> 3/19, 3/21</p>	<p>3/19 – Exam 2 Review 3/21 – Exam 2</p>	<p>No Homework! <b>Study Chapters 3, 5, 7, &amp; 11</b></p>
<p><b>Week 11</b> 3/26, 3/28</p>	<p>Managing Groups and Teams</p>	<ul style="list-style-type: none"> <li>● Reading: Chapter 9</li> <li>● <b>Quiz 7</b> on Chapter 9</li> </ul>
<p><b>Week 12</b> 4/2, 4/4</p>	<p>Diversity</p>	<ul style="list-style-type: none"> <li>● Reading: Chapter 2</li> <li>● <b>Application Question 6</b> due on 4/1 (Mon) at 5 pm</li> <li>● <b>Quiz 8</b> on Chapter 2</li> <li>● <i>Cross-cultural Presentation 4</i></li> </ul>
<p><b>Week 13</b> 4/9, 4/11</p>	<p>Leadership</p>	<ul style="list-style-type: none"> <li>● Reading: Chapter 12</li> <li>● <b>Application Question 7</b> due on 4/8 (Mon) at 5 pm</li> <li>● <b>Quiz 9</b> on Chapter 12</li> <li>● <i>Cross-cultural Presentation 5</i></li> </ul>
<p><b>Week 14</b> 4/16, 4/18</p>	<p><b>4/16 (Synchronous Virtual Lecture) –</b> Organizational Culture <b>4/18 (Virtual Office Hours)</b></p>	<ul style="list-style-type: none"> <li>● Reading: Chapter 15</li> <li>● <b>Application Question 8</b> due on 4/15 (Mon) at 5 pm</li> <li>● <b>Quiz 10</b> on Chapter 15</li> </ul>
<p><b>Week 15</b> 4/23, 4/25</p>	<p>4/23 – Exam 3 Review 4/25 – Exam 3</p>	<p>No Homework! <b>Study Chapters 2, 9, 12, &amp; 15</b></p>
<p><b>Week 16</b></p>	<p><b>Final project due on May 2nd (Thursday) by 5:00 pm via Canvas</b></p>	