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Spring 2026  
Organizational Behavior  
52:620:303:01

Office hours: after class and by appointment (based on your needs).

### **TEXT:**

Talya Bauer & Berrin Erdogan, **Essentials of Organizational Behavior: Bridging Science and Practice**, FlatWorld, 2023 (Version 4.0).

### **COURSE DESCRIPTION/OBJECTIVES:**

This course is designed to help students acquire new knowledge and develop skills related to the understanding of human behavior in organizations. It is also the goal of this course to help you become more aware of your effectiveness as individuals and group participants in an organizational setting. Thus, emphasis is placed not only on personal knowledge but also on interpersonal skills.

This course serves as an introduction to many real-world issues which will confront you in any organization. Topical consideration includes organizational culture, power, leadership, group dynamics, values, attitudes, ethics, decision making, and stress management.

This course relates to two of the School of Business Undergraduate Program learning goals; those of 1) teamwork/interpersonal relations and 2) communications impact/effectiveness in that you will have numerous opportunities to work with and exchange ideas with each other in small group activities.

### **TEACHING METHODS:**

A large part of class time will be devoted to practical and experiential learning (i.e. cases and exercises from your text or handouts). In order for this approach to be most effective, it is important that you read the appropriate material before coming to that session. Class lectures and reading assignments will be used to provide a conceptual framework for the cases and exercises. Also, films and videos will be utilized as enrichers of this learning experience. The text is considered a resource background book. **You will be expected to have a strong grasp of the text's contents although it mostly is not directly discussed in class. Translation: Exams are traditional. Know this material. You will be tested on it.** In this way, I won't power-point you to death in class.

### **CLASS ATTENDANCE AND THE ROLE OF THE STUDENT:**

A class of this nature requires consistent attendance if an effective learning experience is to be gained by you and your peers. Since you are an integral part of the group experience, you will be hurting others as well as yourself if you do not attend and actively participate. In short, come

to class. The life experiences you have to offer help reinforce the theories presented in the texts. I will try to get to know all of you fairly well. Those who attend are helping themselves in the category called “fudge factors.” *Your final course grade may be reduced by 1 grade with more than 4 absences and by 2 grades with more than 6 absences during the semester. If you are signed into a class session and not in attendance, **both** you and the person who signed you in **will** receive a final grade reduction of 2 letter grades. Consideration to circumstances surrounding absence is given with advance notice to me.*

### **CRITERIA FOR EVALUATION:**

#### **Exams:** (25% each)

Three exams will be given as listed on the daily schedule. They will consist of multiple choice questions (probably around 40) and/or case analysis and/or short essay questions. Grading curves are calculated on the basis of the performance of your class as a whole—not on an a priori basis. Thus, the curve can change from one exam to another. The exams are open notebook (i.e. any personally prepared notes may be brought in and used). You **may not** bring in photocopies of material. (There may be a change in the number of exams based on the instructor’s perception of student knowledge.) My exam policy and format were created to eliminate even the perception of cheating. Such forms of academic dishonesty are not condoned and should be reported to either myself or the Dean of the School of Business. You are expected to follow the university’s academic integrity policy.

#### **Applied Project:**

**Sing a Song** (10%--professor evaluation, 5%--peer evaluation for 15% of course grade) – team project (2 or 3 person teams are preferred---self-selection requested around halfway through the semester).

This is an opportunity to see your true understanding of organizational behavior. After all, Rutgers-Camden’s Got Talent. Your team’s task is to select one topic (chapter) covered in the course and create a song of learning. **THIS SHOULD BE YOUR TEAM’S CREATION, NOT AN AI GENERATED PRODUCT!!!!** It should be one with multiple verses (i.e. a minimum of four stanzas) since something too simplistic or redundant won’t work. It should be a familiar tune (e.g. TV theme, Broadway musical, classic folk song, top 40). Your grade will be based on the following dimensions: creativity, accuracy in presenting the concepts, breadth and depth of topics coverage, appropriate use of relevant vocabulary, whether I learned something from the content of the song and peer evaluation (based on criteria just noted with emphasis on learning content) of your contribution to the team. You are NOT graded on your singing ability! The judges will be your professor and your fellow students. Live performance is encouraged or it may be presented on a “music video,” flashdrive, or computer-link. **ALL** team members need to be in attendance for the presentation. Your voices need to be heard above the music. You **must** also hand in a copy of the lyrics with the assignment. **Also**, prepare copies of the lyrics for your fellow students. Hand in lyrics the week before the last pre-finals week class!

### **Class Participation—Fudge Factors (10%)**

This portion of your grade will be based on the instructor's evaluation of your classroom participation and leadership, performance on assignments, attendance (more than 4 absences has a potential negative impact), and classroom behavior. It will be a grade A (well above average as compared to your classmates), B (above average in comparison), C (about average), D (below average), or F (if I never see you, not hear from you, nor read your work).

The instructor reserves the right to add further input to this grading component if deemed appropriate. This factor aids in the determination of borderline grades.

### **Weather Alerts**

If the campus is closed due to weather conditions, it will be noted on both the School of Business (<http://camden.sbc.rutgers.edu>), and Camden campus (<http://www.camden.rutgers.edu>) websites. There is a possibility (although not a certainty) that a class session might be moved to Zoom delivery in such a case.

<u>Week</u>	<u>Date</u>	<u>Topic(s)</u>	<u>Text Reading(s)</u>
1	1/21	Overview	(Bring Text to class)
2	1/26 1/28	Managerial Assumptions & Historical Perspectives	Chapter 1 M.A. 1, 2, 3
3	2/2	Managerial Assumptions & Historical Perspectives (conclusion)	
	2/4	Research Techniques	handout Kipsy Case
4	2/9	Climate & Culture/Structure & Design	Ch. 14, 15
	2/11	Climate & Culture presentations	
5/6	2/16 2/18 2/23	Power Dynamics	Ch. 13 St. Lukes Case
6/7	2/25 3/2 3/4	Managerial Roles & Leadership Theories	Ch. 12
8	3/9	<b>EXAM 1 (all material to date—ch.1, 12, 13, 14, 15)</b>	
	3/11	Group Dynamics Decision Making	Ch. 9, 11
9	<b>3/16 and 3/18 SPRING BREAK-----NO CLASS</b>		
10	3/23	Ethical Considerations	
	3/25	Dealing with Conflict	Ch. 10
11	3/30 4/1	Communication Processes	Ch. 8
12	4/6	<b>EXAM 2 (All material <u>since</u> Exam 1—chapters 8, 9, 10, 11)</b>	
	4/8	Values, Attitudes, Diversity, Perception, Personality	Ch. 2, 3, 4
13	4/13 4/15	Values, Attitudes, Diversity, Perception, Personality	

14	4/20	Values, Attitudes, Diversity, Perception, Personality	
	4/22	Motivation Theories	Ch. 5
15	4/27	Motivation Theories	
	4/29	Applied Motivation Theory: Job Design/Reward Systems	Ch. 6,7
16	5/4	Song Presentations	

16      5/11    **EXAM 3 (all material since 2<sup>nd</sup> exam-(chapters 2, 3, 4, 5, 6, 7)**  
***EXAM TIME: 11:30am-1:00pm***

**Summary:**

**Due Date:**

April 27 —Sing a Song project (hand in lyrics to professor)

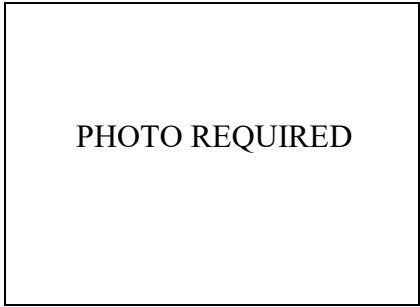
**Exams** (subject to change):

March 9

April 6

May 11

RETURN THIS NEXT CLASS



ORGANIZATIONAL BEHAVIOR

STUDENT BACKGROUND DATA

COURSE MEETING HOURS: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

NAME:

ADDRESS:

PHONE NUMBER:

EMAIL ADDRESS:

MAJOR FIELD:

AREAS OF INTEREST: (not necessarily the same as above)

COURSE BACKGROUND: MANAGEMENT, PSYCHOLOGY (name of courses)

REASONS FOR TAKING THE COURSE: (besides being a requirement)

CURRENT AND PAST JOB EXPERIENCE:

CAREER OBJECTIVES: (Attach resume if you have one.)

I understand what is expected of me in class and agree to this. \_\_\_\_\_ (sign and date)