

New Jersey Institute of Technology
Martin Tuchman School of Management

ORGANIZATIONAL BEHAVIOR
HRM 601-001

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Fall 2023

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Office Hours: T and Th 11:30 to 12:50

Class schedule: Thursdays at 2:30 to 5:20 pm 205 Kupfrian
Course Materials -Textbook- Stephen Robbins and Timothy Judge, *Organizational Behavior*, 19th ed. Pearson
Please note that Pearson rents an electronic copy of the textbook starting at \$9.99 per month. For this option please see <https://www.pearson.com/en-us/pearsonplus.html>.

I. Topics

- a. Defining organizational behavior (OB) and its importance to the workplace, and analyze the challenges managers face in applying OB insights to specific situations.
- b. Analyzing structures of large organizations and their impact on organizational functioning and power relations.
- c. Analyzing how personalities, attitudes, values, perception, attribution and communication affect workforce behavior and decision making.
- d. Analyzing theories of motivation.
- e. Analyzing the role of groups in organizations and how to increase the probability that people will work well in teams.
- f. Comparing leadership theories and identifying the impacts of leadership on behavior and decision making.
- g. Analyzing some important HRM policies and practices.
- h. Exploring the impact of change on organizational culture and behavior.

II.

Schedule of reading assignments

- Unit A - Chap. 1
Unit B - Chap. 15 and 13
Unit C - Chaps. 2-6 and 11.
Unit D - Chaps. 7 and 8
Unit E - Chap. 9, and 10
Unit F - Chap. 12
Unit G - Chap. 17
Unit H - Chap. 18

III. Learning Outcomes

On completing the course students will be able to

1. Describe major organizational structure types and determine their impact and suitability in different situations.
2. Describe major organizational culture types and determine their impact and suitability in different situations
3. Explain individual and coalitional politics in organizations and analyze how power is attained, maintained and lost.
4. Identify the major issues in motivating individual employees and determine which techniques are effective in doing so.
5. Describe leadership approaches and determine what is appropriate leadership in different situations.
6. Describe the key issues in managing organizational change and create programs and policies to meet them.
7. Explain how psychological concepts such as perceptual defenses and attribution affect people's relationship to organizational diversity and how managers can work to increase acceptance of diversity initiatives.

IV. Course Deliverables

Repairing Jobs that Fail to Satisfy: A Team Assignment - paper

Look at the Appendix in your textbook at the end of the book (pp. 637-639 in the hard copy). Answer questions CC-11 and CC-15 in one narrative of about three to six pages.

Appreciative Inquiry: A Team Assignment

Chapter 15, Pages 548-549 in the hard copy of your textbook lists the essential characteristics of appreciative inquiry which is one organizational development technique companies use to foster organizational change. This assignment involves leading a group to participate in an appreciative inquiry process for a large organization of your choice.

The assignment gives you the opportunity to work in a goal-directed group, motivate an audience and reflect on your leadership strategies in relation to OB theories. This assignment is not simply an opportunity to tell the class about a company. To get a good grade the team must involve class members in giving the information used in the appreciative inquiry in the last three stages.

This is a group assignment. Each group leads the class through an appreciative inquiry session.

An appreciative inquiry has four components. Your textbook identifies them as 1) **discovery** which entails identifying and analyzing an organization's positive aspects, 2) **dreaming** of possible changes to enhance the organization still more, 3) **design** of realistic future goal(s) for the organization, and 4) **destiny** or finding strategies to reach the new goal(s) you have designed. The performing group presents the discovery part of the inquiry at the start of a given class session. This means that the group identifies an organization to the class and analyzes positive aspects of working in the organization. The group distributes sufficient written materials and explains their contents so that class members have enough information to participate in the dreaming, design and destiny portions of the inquiry. Group members then lead the class through these three steps which should take approximately one hour to an hour and a half. This means that the team leads the class in planning how the organization should change as it moves into the future including identifying possible new goal(s) for the organization and strategies to reach those goals.

Each group must use a different organization. Please let me know as soon as your group has chosen an organization and I will tell the class that this company is off limits.

Each group member must take part in leading the class through the exercise. Statements of new designs and destinies must have professional level syntax at the end of the presentation; they must be ready for "the big time." Role plays are graded on process as well as product--how you work with the class as well as the final design/destiny statement. In your group meetings, you should work out the motivation and participation techniques you will use to get effective, appropriate statements from the class.

Each group must submit to the instructor a 5-7 page paper using OB concepts to explain how the group interacted in preparing and running the role play, e.g., how leadership, informal group culture, etc., affected development of the role play. You will discuss your own group dynamics, what you planned to do and how actual class participation patterns impacted your plans. The paper should relate textbook and class concepts to the specific dynamics of your group. All students must cite sources when they are used. A bibliography at the end of the paper is not sufficient. Members of a single group may receive different grades for the exercise because of different in-class performance or different quality of analysis in the papers. On the last page of the paper tell me what each group member did to help construct the document. I will

allocate time in the class sessions to form groups. Papers must have professional-level grammar and presentation.

V. Course Deliverables: Assessment

First test	10% September 21
Paper	20% October 12
Second test	20 % October 19
Role play	20% for both oral and written grades combined.

Oral	Scattered throughout term
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Written	November 30, 2023
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Oral grade also includes credit for participation in role plays of other groups and participation in group exercises during regular class sessions. For a good grade you must come to all role plays and participate in activities prepared by the other groups.

Final exam	30%
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Extra-credit Assignment:

A. You can receive up to five extra points on the first exam by sending to my email as a Word attachment by September 14, 2023 at 2:30 pm an organization chart and a one paragraph discussion of its structural features such as chain of command, span of control, etc.

VI. Course Policies

The NJIT Honor Code will be upheld in this class and violations will be brought to the attention of the Dean of Students.

Please note that is my professional obligation and responsibility to report any academic misconduct to the dean of students. Any student found violating the code by cheating, plagiarizing or using online software inappropriately will face disciplinary action. Such action could mean a failing grade of F or even suspension.

Students will be consulted and must agree to deviations from syllabus content.

Extensions on assignments are only given for documented illness. Please send documentation to the dean of students.

Weekly activities

September 7 Introduction; defining OB
September 14 Structure and authority
September 21 Exam
September 28 -Power
October 5 - Individual behavior and values
Oct. 12 - Job satisfaction; perception and attribution; communicating
October 19 Exam
October 26 Motivation
November 2- Understanding groups and team; role plays
November 9 Leadership; role plays
November 16 - HRM policies; role plays
November 21 Organizational change; role plays
November 30 Organizational change (cont'd); papers due
May 1 Wrap up
Exact number of role plays depends on number of students in the class.

A grade of "A" requires a weighted average of 90 or higher at the end of the term. A grade of "B+" requires 85-89. A grade of "B" requires 80 to 84. C+ requires 75-79. C requires 70 to 74. A lower weighted average than 70 becomes an "F" grade.

Please note that Tuesday, November 21 is a Thursday at NJIT and we have class.

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunity for all students regardless of their disability. If you are in need of accommodations due to a disability please contact Scott Janz (oars@njit.edu) associate director Office of Accessibility Resources and Services (OARS) Kupfrian 201 to discuss your specific needs. A letter of accommodation eligibility from the OARS authorizing your accommodations will be required. Accommodations need to be requested in advance and will not be granted retroactively