New Jersey Institute of Technology
Martin Tuchman School of Management

ORGANIZATIONAL BEHAVIOR   Prof. H. L. Schachter
HRM 301-002
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Class schedule: M – Th 10 – 11:20 in CKB 303
Office hours: Tuesdays and Thursdays from 11: 30 – 1
Course Materials- Stephen Robbins and Timothy Judge, *Essentials of Organizational Behavior*, Pearson 15th ed. ISBN 978-013-546889-0

Please note that this textbook comes in a cost reduced version as a rental edition. The ISBN for the rental edition is 9780135468890. You can also buy this textbook in an e-book version by going to the Pearson learner site at httos://www.pearson.com/store/en-us/pearsonplus/p/9780137439617.html.

I. Course description and learning outcomes

A foundation course in individual and group behavior in organizations. Processes such as perception, motivation and leadership are examined with a focus on issues central to technology-based organizations (innovation, creativity, managing technical professionals).

Learning outcomes:
The course covers the fundamentals of how people behave in organizations using lectures, cases, and student projects to elucidate important points. Outcomes of the course are:
a. To define organizational behavior (OB) and why it is important to managers.
b. To analyze structures of large organizations and their impact on power and to discuss the role of national culture on organizational design and power relations.
c. To identify how personalities and attitudes affect OB.
d. To analyze how perception, attribution and communication affect how to manage a diverse workforce and business patterns in a globalized world.

e. To analyze some theories of motivation and the impact of globalization for understanding motivation and key motivation theories.
f. To analyze the role of informal groups and leadership on behavior and decision making in different national cultures.
g. To explore the impact of change on workplace behavior in a globalized environment.

Expected learning outcomes
In addition to content specific course objectives, the course intends to help students develop analytical, communication, interpersonal and technology skills, namely;

LC 1 Develop an understanding of business concepts and the technical knowledge to solve business problems
 LO1.1 Our students will demonstrate the knowledge and application of business fundamentals
LC 2 Develop effective communication skills
 LO2.1 Our students will demonstrate the ability to deliver effective presentations enhanced by technology
 LO 2. 2 Our students will demonstrate the ability to write clear and concise reports based on relevant information
LC 3 Interact effectively in teams
  LO 3.1 Our students will develop the ability to understand and use team building behaviors to accomplish group tasks
LC$ Develop ethical reasoning skills
  LO4.1 Our students will demonstrate the ability to identify ethical dilemmas and make decisions grounded in ethical principles.
II. Schedule of reading Assignments

Unit A - Chap. 1.
Unit B - Chap. 15 and chapter 13. Please access NJIT's 17-page organization chart which I will place on a Canvas discussion thread. We will use that chart to help explain the concepts of authority and span of control discussed in the textbook, chapter 16.
Unit C - Chap. 3.

Unit D - Chaps. 2,6 and 11.
Unit E - Chaps. 7 and 8
Unit F – Chaps. 9, 10,and 12.
Unit H – Chap. 16 and 17.

III. **Learning Goals and Learning Outcomes**

Learning Goal 1: Develop an understanding of business concepts

Learning Outcome 1.1. Demonstrates knowledge of business concepts dealing with organizational behavior and the ability to apply these concepts to solve business problems as assessed by exams and role plays

Learning Goal 2: Information and Communication Skills
   Learning Outcome 2.1 (oral communication) - Ability to deliver effective presentations enhanced by technology
   Learning outcome 2.2 (written communication) - Ability to write clear and concise reports.

Learning Goal 3 Interact effectively in Teams
    Learning outcome 3.1 Learn to work effectively in teams as a leader and as a team member.

Learning Goal 4 Ethical Reasoning Skills
    Learning Outcome 4.1 Understand the moral implications and ethical schema of individual and organizational decisions and actions.

Learning Goal 5 Technological Skills
   Learning Outcome 5.1 Ability to use technology for effective project management

Learning Goal 6 Understand the global context of business
    Learning outcome 6.1 Understanding the global context in which business is conducted and its impact on organizational behavior.

V. Course structure
This course offers work in full class and group settings. In some sessions we will break into small groups rather than work as a single unit so that class members can complete group exercises. Working in groups is an important part of the HRM 301 experience.

V. Course Deliverables:

A. Power Essay
Look at the section on "Bases of Power" on pp. 214-215 in the hard copy edition of the textbook. Using your own job experience or the experience of someone you know discuss how a manager used three bases of power to reach company goals using the framework supplied by the textbook. Write an essay of approximately two to four pages that relates your case study to the theoretical framework. I will

grade the essay for content, organization, language, and technical proficiency (e.g., spelling, grammar). Grading will follow the "Fatal Error Writing Policy" which I will distribute with the syllabus. Please read the grading policy carefully and let me know if you have any questions about how it works.

B. Role Play Assignment
The assignment gives you the opportunity to work in a goal-directed group, motivate an audience to help you reach goals and reflect on your actions in relation to OB theories.
This is a group assignment. Each group prepares a simulation that requires the class to participate in one of the following:
A. Brainstorming, p. 154 or
B. Nominal group technique, p. 154

The performing group presents to the class an organizational setting, a situation calling for use of the technique and roles for the group members and the class. During the exercise, group members explain the role play setting. Group members then lead the class through the exercise which should take approximately one hour. The core of the exercise is getting class members to generate alternate solutions to a problem that you explain to them. Each group member must take part in leading the class through the exercise. The technique must be relevant to the chosen situation.

Each group must submit to the instructor a paper using OB concepts to explain one way that the group interacted in preparing the role play, e.g., how leadership, informal group culture, etc., affected development of the role play. The paper should relate textbook and class concepts to the specific group dynamics. 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 performance during the role play or different contribution to papers. I will form groups and notify you of your placement. You will have to meet electronically with your group members to prepare the role play and other group assignments. Papers must have professional-level grammar and presentation. On the last sheet of the paper please list each team member's contributions to the document.

IV. Course Deliverables: Assessment

Power essay February 5 10% Handed in as hard copy in class

First test   February 12 20%

Second test   April 1   20%

Role play   20% for both oral and written grades combined.

    Oral   Scattered throughout term
    Written   April 18, 20224
Oral grade also includes credit for participation in role plays of other groups and participation in answering questions I will raise in class. Some class periods may include students solving case problems and such participation will count for the grade. For a good grade you must participate in all role plays and take roles assigned to you by the presenting group.

Final exam   30%

Make up policy: Students can only make up missed exams or paper submissions because of serious illness or a funeral for a family member. Please submit required documentation to the dean of students.

Group assignment

Group assignment:
   A. DUE as a group project delivered electronically on April 29 by 11:20am. In April you will receive a problem which your group will solve in a two or three paragraph submission. The assignment is worth zero to five points extra on the final exam.

V. Course Policies

Additional information:
This class will uphold the NJIT Honor Code and violations will be brought to the attention of the Dean of Students.

Academic integrity is the cornerstone of higher education and is central to the ideals of this course. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community it is your responsibility to protect your educational investment by knowing and following the NJIT academic code of integrity.

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

Students who miss an exam or other assignment because of illness or family emergencies must submit validation to the Dean of Students office in order to take a make-up exercise.

Grading policies are that to get an "A" grade you need to have a weighted average of 90 or greater. B+ requires 85-89, B requires 80 to 84, C+ requires 75 to 79, C requires 70 to 74, and a D requires 60-69. A lower weighted average than 60 equals an "F" grade.

Tentative weekly activities

1/15 Introduction
1/22 Structure and authority
1/29 Power
2/5 Personality and attitudes
2/12 Job satisfaction
2/19 Perception and attribution
2/26 Communication
3/4 Decision making
3/11 Break
3/18 Motivation
3/25 Motivation
4/1 Groups and teams
4/8 – Leadership
4/15 – Leadership
4/22– Organizational change
4/29 Summing up – group exercise

The last class of this term is Monday, April 29.

Exact dates for topics depend on number of role plays.

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 need accommodations due to a disability, please contact Scott Janz, Associate Director Office of accessibility Resources (OARS)

and Services, Kupfrian 201 to discuss your specific need. A letter of Access Eligibility from OARS authorizing your accommodations will be required. Accommodations need to be requested in advance and will not be granted retroactively.