



Managing Organizational Behavior in Technology-Based Organizations HRM 601-852, Spring 2024

INSTRUCTOR

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Class Time & Location: Asynchronous, Canvas.

Office Hours: Wednesday from 2:00 PM to 4:00 PM on [Webex](#). Also, by appointment. Use email to make an appointment.

COURSE

Name: Managing Organizational Behavior in Technology-Based Organizations, HRM 601-003.

Pre-requisites: None.

OVERVIEW

Organizational behavior, in its most general sense, addresses how organizations work. The sub-topics within this general domain are all concerned with the general question of how to design organizations, processes, and policies that enhance individual, team and organizational performance. The course provides the concepts and tools to conduct meaningful analyses to address challenges and find opportunities. Topics covered include organizational structure, coalitions and teams, organizational culture, power and politics in organizations, personality, conflict and negotiation, leadership, motivating employees, and organizational change.

REQUIRED COURSE MATERIALS

There is no required text for this course. An optional text is Essentials of Organizational Behavior by Robbins and Judge (Pearson is the publisher), any recent edition is fine. Links to all the required instructional materials are in the course modules (no charge).

LEARNING OUTCOMES

COURSE SPECIFIC

Upon completing this course students will be able to:

1. Identify key elements of bureaucratic organizations and the policies associated with bureaucratic structures.
2. Explain individual and coalitional politics in organizations and analyze how power is attained, maintained, and lost.
3. Articulate a clear conception of emerging organizational forms.
4. Analyze the importance of leadership in organizations and its role in shaping organizational culture.
5. Identify key issues in motivating individual employees and know which techniques are effective in doing so.
6. Analyze perceptual processes in organizations and their role in shaping the dominant logic of an organization.

OTHER LEARNING OUTCOMES

In addition to content specific course objectives, the course intends to help students develop a wide range of analytical, communication, interpersonal, and technology skills, namely:

| Competencies | Outcome |
|--|--|
| LC 1 Students will develop technology competency. | LO 1.2 Effectively deliver technology driven presentations. |
| LC 2 Students will develop critical thinking skills. | LO 2.1 Demonstrate business knowledge to write and develop arguments to produce solutions and develop conclusions. |
| | LO 2.2 Demonstrate information literacy and written communication skills. |

COURSE WEBSITE

The [course website is on Canvas](#). You need an NJIT UCID and password to access it.

The site contains all instructional materials and learning activities (discussions, assignments, exams). You need to access the course site frequently (at least once a week). Please contact the helpdesk (973-596-2900) for problems associated with Canvas.

GRADING

GRADE CALCULATION

Your grade for this course will be based on the components listed in Table 1. The table also shows much each is component contributes to the final grade. Components are described in detail in the next section. Please note

that any issues regarding grading (you think a mistake was made) must be addressed within 2 weeks of the assignment due date.

Table 2 presents the the grading scale (points - letter grade relationship). There is no curve.

Table 1 Components and Weights

| Grade Component | Weight (%) |
|---|------------|
| Discussions (13, each worth 1 %) | 13 |
| Article Evaluation Assignments (5, each worth 3%) | 15 |
| Group Project | 18 |
| Exams (3, each worth 18%) | 54 |
| TOTAL | 100 |

Table 2 Course Grading Scale

| A | B+ | B | C+ | C | D | F |
|-----|-----|-----|-----|-----|-----|-----------|
| 90% | 87% | 80% | 77% | 70% | 60% | under 60% |

GRADE COMPONENT DESCRIPTIONS

DISCUSSIONS

Participation in thirteen of fourteen weekly discussions is required. The discussions are on topics raised in an article or video clip (usually TED). Students are required to comment on the importance of the topics covered and on the usefulness of solutions, recommendations provided. The discussions take place in Canvas forums and where students will post their views and comment on posts by two classmates.

ARTICLE EVALUATION ASSIGNMENTS

There are six Evaluation Assignments, five of which are required. Students are to discuss assigned readings in terms of: what they contribute to the issues being discussed in the course, what they contribute to managers and organizational members, where they fall short and give their opinion of them. Evaluations must be submitted on Canvas.

EXAMS

There are three exams each covering approximately a third of the course material. The exams are essay/problem format and require the application of course material to addressing organizational issues (analysis and recommendations). Exams must be submitted on Canvas.

PROJECT

The group project integrates all of the course material. Students will work in teams and will be given the task of applying this material to discussing and analyzing a company or company related event assigned by the instructor. The company this semester is Boeing. The incident, the Boeing 737 Max flaws and crashes.

Groups are to submit a voice-over-slide presentation (a video clip) along with the slides for it. Optionally, groups may provide handouts covering material thought to be relevant but left out of the presentation due to time

constraints. The presentation is to be approximately 15 minutes long. The project must be submitted on Canvas, although this submission may consist of a link to where the work has been deposited (make sure you grant the instructor access).

SUBMITTING WORK LATE AND MAKE-UPS

Canvas displays a "due date" (no surprise) but if work is accepted after the due date it will also display an "available until" date.

Discussions are accepted without penalty one day after the due date. Other work submitted late are accepted up to three days late but there is a 3 % penalty for each day or part of day late. A day is a calendar day.

You can't make-up missed work.

EXCEPTIONS

Exceptions to these rules will be made if there the Dean of Students believes an extension is justified. In case of severe illness, emergency situation, etc. you need to submit documentation to the Dean of Students.

ACADEMIC INTEGRITY

Learning is both an individual and a cooperative experience. Asking for and giving help freely in appropriate settings helps you learn. However, you should present only YOUR work as your own. University rules and standards define and prohibit "academic misconduct" by all members of the academic community including students. You are asked and expected to be familiar with these standards and abide by them.

Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. 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 academic code of integrity policy that is found at: <http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. *Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university.* If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu.

ACCESSIBILITY AND ACCOMMODATIONS

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. This course is offered using Canvas which is an accessible learning management system. For more information, please refer to [Canvas's Accessibility Statement](#). If you require an accommodation due to a disability, you need to contact the [Office of Accessibility Resources and Service \(OARS\)](#) to discuss your specific needs. Accommodations can't be provided without a Letter of Accommodation Eligibility from OARS.

COURSE SCHEDULE

The table below shows the topics to be covered and work to be done each week. Canvas provides better information as to the due dates for graded work in several places (the course summary on the Syllabus page, the Assignments page, the Course Calendar). In addition, Canvas displays "To do" reminders of work to focus on. Please see the comments below as to readings and lectures.

| # | Weeks of: | Course Topic | Due |
|--------|----------------|--|--|
| 1 | Jan. 18 | Course Introduction Introduction to Organizational Behavior | Discussion 1 |
| 2 | Jan. 25 | Organizational Structure | Discussion 2 |
| 3 | Feb. 1 | Organizational Power | Discussion 3 Article evaluation 1 |
| 4 | Feb. 8 | Organizational Culture | Discussion 4 |
| 5 | Feb. 15 | Conflict and Negotiation | Discussion 5 Article evaluation 2 Exam 1 |
| 6 | Feb. 22 | Managing Teams | Discussion 6 |
| 7 | Feb. 29 | Leadership | Discussion 7 Article evaluation 3 |
| 8 | Mar. 7 | Decision Making | Discussion 8 |
| | Mar. 14 | SPRING BREAK | |
| 9 | Mar. 21 | Emotions and Moods | Discussion 9 Article evaluation 4 Exam 2 |
| 10 | Mar. 28 | Personality and Individual Differences | Discussion 10 |
| 11 | Apr. 4 | Motivation | Discussion 11 Article evaluation 5 |
| 12 | Apr. 11 | Performance Management | Discussion 12 |
| 13 | Apr. 18 | Organizational Change | Discussion 13 Article evaluation 6 |
| 14 | Apr. 25 | Work on group project | Discussion 14 Exam 3 |
| Finals | | Group Project Due | Group Project |

EMAIL ETIQUETTE

This is a business course, and the expectation is that you will conform to appropriate business letter writing practice in all of your email to me. The following are the basics.

- Put the course name (e.g., course name or course number) in the subject line.

- Identify the subject of the e-mail with a brief but descriptive summary of the topic: include a proper salutation and the assignment details such as the title, homework, or test.
- Proofread your email for proper sentence structure, capitalization, spelling and punctuation.
- Conclude the e-mail message with a proper closing (e.g., Regards, Sincerely) and your full name.

(Note: Do not email requests for additional grade points unless there is an error in the grading.)

FINAL COMMENTS

Students are responsible for reading this syllabus and understanding and adhering to the policies that it presents.

Interaction with classmates is a significant part of this course. Students are expected to be courteous and respectful to classmates by being polite, active participants. Please respect opinions, even those that differ from your own, and avoid using profanity or offensive language.