

New Jersey Institute of Technology  
School of Management

ORGANIZATIONAL BEHAVIOR  
HRM 301-001

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Fall 2016  
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Class schedule: Mondays and Thursdays 10:00 - 11:25 CKB 220  
Office hours: 1 - 2 pm Mondays and Thursdays

**Course Materials- George/Jones, Understanding and Managing  
Organizational Behavior, 6th ed. Loose leaf version ISBN: 978-  
0-13-612449-8**

### **I. Course Description**

The course covers the fundamentals of how people behave in organizations using lectures, cases, and student projects. Objectives 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 explore how perception, attribution and communication affect how to manage a diverse workforce and business patterns in a globalized world.
- e. To analyze learning in organizations and how to increase the probability that people will learn desired behaviors.
- f. To analyze some theories of motivation and the impact of globalization for understanding motivation and key motivation theories.
- g. To analyze the role of informal groups and leadership on behavior and decision making in different national cultures.
- h. To explore the impact of change on workplace behavior in a globalized environment.

## **II. Schedule of reading Assignments**

Unit A - Chap. 1, pp. 3-top of p. 8.

Unit B - Chap. 16 and chapter 13. Access NJIT's nine-page organization chart from the Institute's web page. Look at p. 5. Bring it to class as we will use that page to explain the concepts of authority and span of control discussed in the textbook, chapter 16.

Unit C - Chaps. 2 and 3.

Unit D - Chaps. 4 and 14.

Unit E - Chap. 5.

Unit F - Chaps. 6, 7 and 8

Unit G - Chaps. 10, 11, 12 and 15.

Unit H - Chap. 18.

## **III. Learning Goals and Learning Outcomes**

Learning Goal 1: Develop an understanding of business concepts

Learning Goal 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 8.1 Understanding the global context in which business is conducted and its impact on organizational behavior.

#### **IV. Course Deliverables:**

##### **A. Communication Essay**

Look at the OB: Increasing Self-Awareness exercise in your textbook on p. 430. Write a two to four page essay in which you answer all the questions (questions 1-7) in a single narrative. I will grade the exercise 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. 454 or
- B. Nominal group technique, p. 455

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 3-4 page 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 in-class performance or different contribution to papers. I will allocate time in the class sessions to form groups and get started

on the role play. 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.

Students will not get a grade for this course without completing both the oral and written parts of this assignment.

#### **IV. Course Deliverables: Assessment**

Communication essay 10% Oct. 13

First test 20% Oct. 24

Second test 20% Nov. 17

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

Oral Scattered throughout term

Written December 8, 2016

Oral grade also includes credit for participation in role plays of other groups and participation in group exercises during regular class sessions. In some class periods, students may work on solving case problems and such participation will count for the grade. For a good grade you must come to 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. Reasons require documentation submitted to the dean of students.

#### Extra-credit Assignments:

A. DUE Sept. 12. Researcher Jones wants to learn which students cheat at NJIT. List two strategies Jones can use to get information. Discuss advantages and disadvantages for each strategy.

B. Choose a leader as the text instructs and answer question 3 in the "OB: Increasing Self-Awareness" section of p. 365 in the textbook. I will announce the date the assignment is due in class. The assignment is worth 0 to 5 points on the final.

The extra-credit assignments must be submitted at the start of class. Students must be in the class and ready to participate in discussions about the assignment to get credit.

## **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.

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.

Tentative weekly activities

9/5 Introduction  
9/12 Defining OB; structure and authority  
9/19 Power  
9/26 Personality and attitudes  
10/3 Job satisfaction  
10/10 Perception and attribution; essay due  
10/17 Communication  
10/24 Managing a diverse workplace; test  
11/7 Organizational learning  
11/14 Motivation; test  
11/21 -Motivation  
11/28 - Informal groups - Leadership  
12/5 - Decision making; organizational change  
12/12 - Summing up

Please note that Tuesday, Nov. 22 is a Thursday at NJIT so we will have a class session.

Exact dates for topics depend on number of role plays.