

New Jersey Institute of Technology  
School of Management

ORGANIZATIONAL BEHAVIOR  
HRM 601-104

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**Office Hours:**

Wednesdays 4-6, Mondays 1:30 - 2:30

Class schedule: Wednesdays at 6

**Course Materials -Textbook- Stephen Robbins and Timothy Judge,  
Organizational Behavior, 13th ed. Pearson/Prentice Hall. ISBN:  
978-0-13-600717-3**

**I. Objectives**

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

**II.**

Schedule of reading assignments

- Unit A - Chap. 1
- Unit B - Chap. 16 and 14
- Unit C - Chaps. 3, 4, 5 and 11.
- Unit D - Chaps. 6 and 7
- Unit E - Chap. 9, 10 and 17
- Unit F - Chaps. 12, 13, and 15
- Unit G - Chap. 18
- Unit H - Chap. 19

### III. Learning Goals and Outcomes

#### Learning Goal 1: Analytical and Problem Solving Skills

Learning outcome 1.1 Students will demonstrate problem solving skills by proposing solutions to business problems.

#### Learning Goal 2: Communication Skills

Learning outcome 2.1 Students will demonstrate effective professional writing through evidence based arguments presented cogently and concisely.

#### Learning Goal 3: Leadership Knowledge and Skills

Learning outcome 3.1 Students are able to recognize ethical dilemmas and traps and learn how to cope with them.

Learning outcome 3.2 Students are able to organize teams to address and resolve problems.

#### Learning Goal 4: Management of Technology

Learning outcome 4.1 Students have the ability to analyze the impact of technology in a business environment.

#### Learning Goal 5: Globalization of Business

Learning outcome 5.1 Students understand the impact of globalization and the complexities it brings to firms and business strategies, industry transformation and societies.

### **IV. Course Deliverables: Vision Statement Assignment**

**Page 440 in your textbook lists the essential characteristics of an effective vision statement. This assignment involves leading a group to construct an organizational vision statement.**

**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 is a group assignment. Each group leads the class in developing a vision statement for a large organization.

The performing group presents to the class an organization, distributing sufficient written materials and explaining their contents so that class members have the information to write a coherent statement. Group members then lead the class through the exercise which should take approximately forty minutes to one hour. Each group member must take part in leading the class through the exercise. Vision statements 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 vision statement. In your group meetings, you should work out the motivation and participation techniques you will use to get an effective, appropriate statement from the class.

Each person must submit to the instructor an individual 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 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 quality of analysis in the papers. 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            25% February 10  
Second test        25% March 31  
Role play            25% for both oral and written grades combined.

Oral                    Scattered throughout term  
Written                April 21

Your 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 creating vision statements for the organizations chosen by the other groups.

Final exam        25%

**Extra Credit Assignments:**

A. You can receive up to five extra points on the first exam by 1) bringing to class on January 27 an organization chart and a one paragraph discussion of chart features such as chain of command, span of control, etc. and 2) then taking part in the class discussion on these issues by making reference to your organization. Note: To get extra credit points you must both submit the chart and paragraph to me and take part in the class discussion.

B. You can receive up to five extra points on the second exam by doing the following assignment. Look at the discussion on exit/voice/loyalty on p. 87 in your textbook. Describe in a paragraph or two an incident at your workplace where you followed one of these patterns after a dissatisfying experience. Explain the consequences. Take part in the class discussion on the issue.

Extra-credit assignments must be submitted in class. Student must be in the class and ready to participate in discussion about the assignment.

## **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.

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

### Weekly activities

January 20 Introduction; defining OB  
January 27 Structure and authority; group work  
February 3 Power  
February 10 - TEST; group work  
February 17 - Individual behavior and values  
February 24 - Job satisfaction; perception and attribution; communicating  
March 3 Motivation  
March 10 Motivation (con't)  
March 17 Spring Break  
March 24 - Understanding groups and team  
March 31 Test  
April 7 Leadership; role plays  
April 14 Leadership; role plays  
April 21 HRM policies; role plays  
April 28 Organizational change

Exact number of role plays depends on number of students in the class.