I. Objectives
a. To define organizational behavior (OB) and its importance to managers.
b. To analyze structures of large organizations and their impact on power.
c. To identify how personalities and attitudes affect OB.
d. To explore how perception, attribution and communication affect managing a diverse workforce.
e. To analyze learning in organizations and how to increase the probability that people will learn desired behaviors.


Schedule of reading assignments
Unit A - Chap. 1, pp. 4-29.
Unit B - Chap. 16 and chapter 13, pp. 429-435. 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, pp. 53-62 and chapter 3.
Test
Unit D - Chaps. 4 and 14.
Unit E - Chap. 5.
Test
Unit F - Chaps. 6, 7 and 8; case study “What Went Wrong.”
Unit G - Chaps. 10, 11, 12 and 15.
Unit H - Chap. 18.
III. 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. 518 or
B. Nominal group technique, pp. 518-519

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. Each group member must take part in leading the class through the exercise. The technique must be relevant to the chosen situation.

Each person must submit to the instructor an individual 4-6 page paper using OB concepts to explain how 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 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.

IV. Outcomes

After completing this course, students should reach the following learning goals (LG) and learning outcomes (LO):

   LG 1: Analytical and Problem Solving Skills

LO 1: Apply concepts to business problems and cases and draw reasoned conclusions that are supported with data

   LG 2: Communication Skills

LO3: Effectively communicate in writing their ideas and the results of their analyses
LO4: Make effective presentations that are enhanced by technology
LG 3: Interpersonal Skills and Team Dynamics
LO 5 Work effectively in teams as both team leaders and team members

LG 4: Ethical Reasoning
LO 6 Develop an ethical schema to help understand the moral implications of individual and organizational decisions and actions

LG 6: Globalization
LO 8: Understand the global context in which business is conducted and the added complexity that it brings to all aspects of business

V. Assessment
First test Oct. 4 25%
Second test Nov. 6 25%
Role play 25% for both oral and written grades combined.

Oral Scattered throughout term
Written December 6, 2007
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 take roles assigned to you by the presenting group.

Final exam 25%

Extra-credit Assignments:
A. Due September 11 before class begins. The assignment is worth 0 to 5 extra points on the first exam.

Read Dow Jones case on p. 563 in the textbook. Answer questions 1 and 2 on p. 564 as they pertain to this case.

B. “What Went Wrong” I will announce date in class. The assignment is worth 0 to 5 points on the final.

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

VI. Office Hours
Tuesdays 4-6, Thursday afternoon by appointment

Additional information:
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

September 4 Introduction; defining OB
September 11 Structure and authority; group work
September 18 Power
September 25 Personality and attitudes; group work
October 2 - Job satisfaction; test
October 9 Perception and attribution
October 16 Communication
October 23 Managing a diverse workplace
October 30 Organizational learning
November 6 - Introduction to motivation; test
November 13 Contemporary theories of motivation
November 20 Informal groups; role plays
November 27 Leadership; role plays
December 4 Decision making; role plays
December 11 Organizational change