

Governors State University

College of Business and Public Administration

This syllabus can be found on the internet. The URL for my home page is: <http://www.ecnet.net/users/grvorwer/home.html>. You can access this syllabus by clicking the name of this course in my winter schedule. You can reach other pages from this syllabus. For example, [Grading](#).

Course Number & Title:	MGMT401A Organizational Behavior (OBSW97)
Session:	Winter, 1997, Mondays and Wednesdays, 12:30 p.m. - 1:45 p.m.
Reference Number:	202508
Credit Hours:	3
Instructor:	Richard J. Vorwerk, Ph.D.
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GSU ARCHIVES
 MGMT 401

MGMT 401

Office Hours:	Monday:	10:00 a.m. - 11:00 a.m.	*
*	*	01:45 p.m. - 02:45 p.m.	*
*	Tuesday:	06:30 p.m. - 07:00 p.m.	Parkland Community College
*	Wednesday:	10:00 a.m. - 11:00 a.m.	*
*	*	01:45 p.m. - 02:45 p.m.	*
*	Other times by	appointment.	*

Catalog description: Analyzes the behavior of people in organizations. Discusses organizational behavior, communication, and decision making.

Textbook: Cohen, Allan R., Fink, Stephen L., Gadon, Herman, and Willits, Robin D. 6th ed. *Effective behavior in organizations: cases, concepts, and student experiences*. Irwin, 1995.

Expected student outcomes:

1. Master ideas, theories and concepts of organizational behavior and be able to discuss behavioral issues in organizations;
2. Enhance ability to learn from experience, to test what is learned against new experience and to extract new learning in a continuing fashion;
3. Develop skills in observing and understanding their living and working experiences;
4. Enhance ability to behave effectively in organizational situations.

Written assignment: You must complete the Individual Written Assignment.

An important part of a manager's job is that of understanding other people and their behavior, so that individuals' needs and the organization's goals can mesh and possibly synergise. As you know from Cohen, Chapter 8, analyzing someone's personal system can be useful in understanding how s/he interprets a situation and why s/he behaves as s/he does. Analyzing one's own personal system is useful as well. It can help form the basis for understanding the ways you behave in the various organizations of which you are a member--including your actions as a group member and what you might do as manager in

In this paper I would like you to analyze your own personal system. This analysis should include a discussion of your:

- a. Goals,
- b. Competencies,
- c. Competencies,
- d. Values, and
- e. How the above are organized into your self-concept.

The paper should not merely be a list of these elements, although you may want to list them or draw diagrams. The point is to illustrate your statement with data about your behavior; that is, give examples of how these elements of your personal system have influenced your behavior.

I realize that there is a norm in our society not to talk about ourselves. However, I believe this paper to be a valuable exercise, and so urge you to violate this norm and to talk about yourself freely, openly, and honestly, for at least 5 and at most 12 typed, double-spaced pages.

Because this paper is personal, I promise you that what you say in it will be held in strictest confidence. You will be graded on the thoroughness of your discussion, your use of concepts and terminology, and the strength of your conclusions. It is not in my power (or desire) to grade you as a person--you could say that one of my values is that of accepting each individual for what s/he is..

One final note. This paper is not something that can be done overnight. I urge you to begin thinking about its content now, and write it carefully. Several drafts may be necessary. I hope it will be a useful exercise in understanding your own behavior in organizations.

Tests: The material to be covered in the three tests can be found in the text and in the material covered in class. The material in the text will be covered by multiple-choice questions and any other material by essay questions.

Grading:	Test 1 - 20%	Class Participation:	15%	A:	100% - 90%
*	Test 2 - 20%	Individual Written Assignment:	20%	B:	*89% - 80%
*	Test 3 - 25%	*	*	C:	*79% - 70%
*	*	*	*	D:	*69% - 60%

For Persons with Disabilities: It is the intention of this institution to support full participation of all students, regardless of physical ability level. Therefore, if any student needs consideration of his/her physical abilities in order to complete the course, please notify the instructor as soon as possible.

Class Schedule:

Jan. 13:	*	Orientation
*	Case Study:	Perfect Pizzeria
*	*	*
Jan. 15:	Chapter 1:	Introduction, 2-39
*	Case Study:	The bagel hockey case, 448-450
*	*	*
Jan. 20:	*	Holiday
*	*	*

Jan. 22:	Chapter 2:	The total organization and the concept of systems, 42-68
*	Case Study:	Bob Knowlton, 471-476
*	*	*
Jan. 27:	Chapter 3:	The work group, 70-98
*	Case Study:	The expense account, 551-552
*	*	*
Jan. 29:	Chapter 4:	Cohesiveness in groups, 100-113
*	Case Study:	John Walsh's challenge, 583-586
*	*	*
Feb. 3:	Chapter 5:	Differentiation in groups, 116-138
*	Case Study:	Smokestack Village, Inc., 659-663
*	*	*
Feb. 5:	Video:	Discovering the future
*	*	*
Feb. 10:	Exercise:	Meyers-Briggs Type Indicator
*	Case Study:	Kingston Company, 586-588
*	*	*
Feb. 12:	Holiday	*
*	*	*
Feb. 17:	Exam 1:	Covers all material taken since the beginning of the course.
*	*	*
Feb. 19:	*	Go over exam.
*	Exercise:	What do workers want?
*	*	*
Feb. 24:	Chapter 6:	Developing group effectiveness, 140-163
*	Case Study:	Parrish Hospital Pharmacy, 639-642
*	*	*
Feb. 26:	Chapter 7:	Basic human needs and rewards, 166-189
*	Case Study:	The Carpenter case, 483-487
*	*	*
Mar. 3:	Chapter 8:	The personal system, 192-230
*	Case Study:	Fujiyama Trading Company Ltd., 552-558
*	*	*
Mar. 5:	Exercise:	Values in business
*	Case Study:	A matter of ethics, 606-610 (Do not read before class.)
*	*	*
Mar. 10:	Chapter 9:	Diagnosing the two-person work relationship, 232-251
*	Case Study:	The eager new lawyer and the managing clerk, 540-543
*	*	*

Mar. 12:	Chapter 10:	Improving the two-person work relationship, 254-285
*	Case Study:	Outsiders in Ootiland, 629-639
*	*	*
Mar. 17:	Video:	If looks could kill
*	*	*
Mar. 19:	Exam 2:	Covers all material taken since the last exam.
*	*	*
Mar. 24:	*	Go over exam.
*	Case Study:	Evergreen Willows, 548-551
*	*	*
Mar. 26:	Chapter 11:	Leadership: exerting influence and power, 288-314
*	Case Study:	The case of the disgruntled nurses, 490-500
*	*	*
Mar. 31:	Chapter 12:	Leadership: managerial functions and styles, 316-348
*	Case Study:	The Slade Company, 670-679
*	*	*
Apr. 2:	Handout:	Leadership with soul
*	*	*
Apr. 7:	Handout:	Work with meaning
*	*	*
Apr. 9:	Chapter 13:	Relations among groups in the organization, 350-387
*	Case Study:	Back to bickering, 444-447
*	*	*
Apr. 14:	Case Study:	Who's in charge? (the Jim Davis case), 686-689
*	Case Study:	Banana time case, 453-457
*	*	*
Apr. 16:	Chapter 14:	Initiating change, 390-438
*	Case Study:	Dilemma at Devil's Den, 538-540
Apr. 21:	Video:	Rethinking America
*	*	*
Apr. 23:	Exam 3:	Covers all material taken since the last exam.