

Governors State University
College of Business and Public Administration

Course Number & Title: MGMT 810^A Problems in Organizational Behavior

Session: Winter Trimester, Block 1, 1996
Tuesday, 7:30 - 10:20

Instructor: Dr. Marsha Katz

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Office Hours: Monday, Wednesday 1:00 - 2:00 pm
Monday 6:30 - 7:30 pm
Tuesday 6:30 - 7:30 pm
And by appointment

Credit Hours: 3

Catalog Description:

Study of the development of organizational theory and critical examination of its value for explaining organizational change and phenomena.

Prerequisites: MGMT 301 or PADM 301

Textbooks: Lau, J. and Shani, A. B. (1992).
Behavior in Organizations: An Experiential Approach, 6th Ed.
Irwin, Homewood, IL

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Organizational Behavior and Management: A Contingency Approach
PWS Kent Publishing Co.

Instructional Modalities: Experiential Exercises\
Discussion\Lecture



Expected Student Outcomes:

By the end of this course, the student will:

1. have a knowledge of behavioral science theory and concepts as applicable to organizations as systems.
2. have a knowledge of methods and techniques (technology) relevant to developing effectiveness of individuals, work teams and organizations.
3. understand how perceptual distortion affects communication, motivation and frustration in human organizations.
4. have the ability to use team skills, e.g., problem solving, decision making, and communication.
5. have a better awareness of their own motivation and response to frustration; how to enhance motivation and cope with stress.
6. have a greater awareness of individual differences and their impact on group and organizational effectiveness.

Grading::

Team Development Paper	40%
Midterm	20%
Final	20%
Participation	20%
Journal*	0%
	100%

* You must complete the Journal to pass the course.

Papers: Journal and Team Development Paper. See Appendix B and C in text (Lau and Shani).

The Journal should be kept in a 3 ring binder and can be handwritten, typed or word processed. The journal may be inspected by the instructor at several different times during the semester.

The Team Development paper must be typed or word processed and double spaced with a 1" margin.

The journal will serve two separate functions. It should include reflections on the development of the group. This will help in writing the team development paper. Also it should include thoughts on the articles assigned in the reader. This will be used for discussion once a month.

General Education Issues:

Writing and critical thinking skills are incorporated into this class through extensive case analysis discussions and writing assignments.

Syllabus Statement for Persons with Disabilities:

It is the intention of the 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.

TENTATIVE CLASS SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Chapter</u>	<u>Tentative Exercises</u>
1/16	Introduction		1-1
1/23	Expectations & Learning	1,2(L) pp. 16-29 (T) "A Contingency Model"	2-1
1/30	Leadership	3(L) pp. 456-470, "Leadership: Good, . . ." pp. 497-506 (T) "Leadership & Reinforcement"	Case: Santa Theresa 3-5 (homework); 3-3 (homework)
2/6	Organization	4 (L) pp.441-445(T) "On the Folly.."	4-2 9-2 4-4
2/13	Personality & Motivation	5,6 (L) pp.118-150(T) "Expectancy Theory"	5-2 Case: Slade Co. 6-1
2/20	MIDTERM		
2/27	Perception and Communication	7,8 (L) p.203-232 (T) "Organizational Conflict"	7-4 8-1

3/5	Group Problem Solving	9 (L) p. 180-194(T) "Why people join groups"	9-4 9-5
3/12	Small Group Dynamics	10	10-2 Case: Claremont
3/19	Teams	11,12 (L) pp. 404-425(T) "Job Enrichment"	11-1 11-2 12-3
3/26	Organizational Design	13,14	13-1 14-1 (homework, interviews)
4/2	Creativity & Technology	15,16 (L) pp.358-373 (T) "Power" pp. 374-392 (T) "Who gets power"	Case: Post-it 16-2 (Homework, library) 18-4 (Analyzing Team Climate, need to meet outside of class)
4/9	Organizational Change	17 (L)	Case Study: Transformation at General Electric
4/16	PAPER DUE Career Development	18 (L)	18-1 Task 1(Interviews) 18-2
4/23	Final		

Grading Criteria for Team Development Paper Assignment

This term paper is a vehicle in which you look over the entire semester to analyze your own class group as a "live case." It is expected that you will be observant about what happened in the group and what emerged as group characteristics. You should be analytical in explaining what happened and why the emergent system developed as it did; with what consequences for individual and group productivity, satisfaction and learning. And finally you are to demonstrate your grasp of the conceptual material presented in the text and developed in class by using the concepts to guide and illuminate your analysis.

Grading criteria:

1. Scope (thoroughness)

- a. Does the paper discuss a number of dimensions (norms, roles, cohesiveness, subgrouping etc.) rather than just a few?
- b. Does the paper consider the impact of a number of events occurring throughout the semester, in contrast to only a few events occurring at the beginning ?
- c. Do you include your own behavior, and discuss more than just one or two characteristics of your own personal system?

2. Richness of observation

Does your paper describe, or the analysis build upon, events that indicate that you were attentive to what was happening between and within members? Do you see emergent events (i.e. a flushed face) as well as required events?

3. Analysis

- a. Do you analyze the causes for emergent group characteristics rather than merely describe what they are?
- b. Do you seek multiple causes rather than single causes for an event or a characteristic?
- c. Do you discuss the consequences of events and emergent characteristics for group and individual productivity, satisfaction and learning?
- d. Is your analysis insightful, identifying less obvious and more subtle causes and consequences?

4. Conceptual understanding

- a. Do you utilize concepts from the text in explaining events, emergent characteristics and consequences?
- b. Does the paper in other ways demonstrate that you have a grasp of the conceptual material (e.g. proper labeling of events)?

5. Flow

Do you examine the evolution of your group through time rather than in purely static terms?

6. Writing

- a. Is the paper adequately written? Is there clarity, coherence, style, grace.
- b. Is the paper adequately proofread so that there are no spelling or grammatical errors?
- c. Do you deal with the topics in an organized fashion?

7. Personal learning

Does the paper indicate that you have increased your self-awareness, and enhanced your competency to function effectively in a group?