

**Volume 7**

# **Organizational Behavior**

**Business Administration  
Reading Lists and Course Outlines**

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Compiled by Richard Schwindt, *Simon Fraser University*,  
August 1990

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Richard Schwandt, *Simon Fraser University*

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UNIVERSITY OF TORONTO

ORGANIZATIONAL BEHAVIOUR

EXECUTIVE MBA PROGRAM

FALL 1989

INSTRUCTOR: Hugh J. Arnold  
Room 404  
246 Bloor St. W.  
978-3698

TEXT: Arnold, H.J., and Feldman, D.C., Organizational Behavior, New York, N.Y.: McGraw-Hill, 1986.

PURPOSE OF THE COURSE:

The purposes of the course are twofold. The first goal is to introduce ideas and concepts applicable to the effective management of individuals and groups within organizations. The second purpose is to provide an overview of the nature of organizations, and a perspective on alternative approaches to the structure and design of complex organizations. Each of these goals will receive approximately equal attention in terms of course sessions and class time. The list of specific topics to be covered plus assigned readings and cases are presented below. Class sessions will involve a combination of lectures and case analysis, with a case assigned for discussion for each session.

EVALUATION:

Class Participation	15%
Mid-term Exam	35%
Final Exam	50%

Evaluation of students will be based upon participation in class discussions of cases and upon two examinations. You will be responsible for all of the material covered in the course on the final examination. Both exams will be open book; you may bring with you to the exams any material you wish. The exams will be short essay format. Evaluation of exams will be based upon your demonstration of knowledge of and familiarity with the material covered in class and in the readings.

ADVANCE PREPARATION:

The first four sessions of our course will be held during the Residential Week at the Delawana Inn. In order to maintain the pace during that week you will need to have completed most of the assigned reading for those first four classes in advance. Doing as much advance reading as possible for the course will naturally help a great deal in managing the work load once the semester has begun.

DETAILED OUTLINE

## 1. ORGANIZATIONS AND ORGANIZATIONAL ANALYSIS

Read: Arnold & Feldman, Chapters 1 & 2

Nadler, D., & Tushman, M., "A General Diagnostic Model for Organizational Behavior"

Case: Dashman Company (in Arnold & Feldman, p. 175)

## 2. MOTIVATING INDIVIDUAL PERFORMANCE

Read: Arnold & Feldman, Chapters 3 & 12

Case: First Federal Savings (A)

## 3. MANAGING WORK GROUPS

Read: Arnold & Feldman, Chapter 7

Case: Nuclear Tube Assembly Room

## 4. LEADERSHIP

Read: Arnold & Feldman, Chapter 5

Cases & Videos: Fred Henderson & Renn Zaphiropoulos

## 5. INTERGROUP RELATIONS AND CONFLICT

Read: Arnold & Feldman, Chapter 8

Case: Corning Glass Works (A) - The Electronic Products Division

## 6. MANAGERIAL DECISION MAKING

Read: Arnold & Feldman, Chapter 14

Case: N.V. Philips Gloeilampenfabrieken (Abridged)

## 7. WORK DESIGN

Read: Arnold & Feldman, Chapter 13  
Hackman, J. R. "Is Job Enrichment Just a Fad?"

Case: Sedalia Engine Plant (A)

## 8. MID-TERM EXAMINATION

## 9. ORGANIZATION STRUCTURE

Read: Arnold & Feldman, Chapter 9

Case: Higgins Data Corporation

## 10. ORGANIZATION DESIGN I

Read: Arnold & Feldman, Chapter 10

Lorsch, J.W., "Organization Design: A Situational Perspective".

Case & Video: Divisionalization Decision (A)

## 11. ORGANIZATION DESIGN II

Read: Mintzberg, H., "Organization Design: Fashion or Fit?".

Duncan, R., "What is the Right Organization Structure?"

Case: Bidwell Manufacturing Company (A)

## 12. ORGANIZATION DESIGN III

Read: Lawrence, P.R., Kolodny, H.F., & Davis, S., "The Human Side of the Matrix".

Davis, S., & Lawrence, P.R., "Problems of Matrix organizations".

Case: Chameleon Corporation

## 13. INNOVATIVE APPROACHES TO ORGANIZING

Read: Arnold & Feldman, Chapter 17

Case & Video: People Express

## 14. FINAL EXAM

THE AMOS TUCK SCHOOL OF BUSINESS ADMINISTRATION  
Dartmouth College

Professor Susan Ashford  
209 Tuck  
Extension 3750

Fall, 1988  
Office Hours:  
By Appointment

**SYLLABUS**

**INTERPERSONAL BEHAVIOR**

**Overview**

In order to be successful in their careers, managers must work with and through other people. The set of individuals will be large and diverse. This course focuses on tools to improve interpersonal interactions. Students will learn about their own problems of communication and personal styles of influence. Skills such as how to communicate clearly, give useful feedback to subordinates and superiors, mediate conflicts, and listen effectively to others will be covered. Cases, simulations, videotapes and small group work will provide opportunities to try out behaviors and examine the impact of personal style on others.

**Specific Course Activities**

1. Provide students with the analytical ability to understand interpersonal relationships and what makes them effective.
2. Introduce students to basic skills central to interpersonal effectiveness within an organization.
3. Provide an opportunity for students to try out new skills and behaviors and get reactions.
4. Have students analyze their abilities to communicate, delegate and listen by evaluating videotapes of themselves.
5. Allow students to examine their own personality and its impact on managerial behavior.

**Required Reading Material**

Athos, A.G. & Gabarro, J.J., *Interpersonal Behavior: Communication and Understanding in Relationships*, Prentice-Hall, Inc., 1978. (A&G)

Case Packet Materials (CP)

**Requirements**

The course requires three written assignments. First of all, students will be asked to keep a journal which will be read and commented on three times during the term. Students will be asked to provide a summary and analysis of the journal following the first and final collection. The second assignment is a detailed analysis of a videotape in which students role-play a manager who must interact with subordinates and superiors about a variety of work issues. For the final assignment, each student will conduct and analyze an interview with another person.

Students will be evaluated based on their performance in the following areas:

- |                                    |     |
|------------------------------------|-----|
| 1. Journal and analysis of journal | 25% |
| 2. Analysis of videotape           | 20% |
| 3. Interview report                | 30% |
| 4. Class participation             | 25% |

#### **Attendance Policy**

Students will be expected not only to attend class each day, but also to participate fully and enthusiastically. For each class over 2 classes that they miss, students will be penalized with a lower final grade.

#### **The Tuck Honor Principle**

Unless otherwise stated, it is acceptable for students to prepare for Interpersonal Behavior classes by discussing assignments with other classmates. Students speak for themselves in class and are individually responsible for all written work unless otherwise noted.

## CLASS SESSIONS

## I. INTRODUCTION

- Wednesday, Sept. 21** **Read:** "What Effective General Managers Really Do" by John Kotter, *Harvard Business Review* (CP)
- Case:** "John Gilman's Review (A)" (CP)
- Case:** "John Gilman's Review (B)" (CP)
- Identify specific practices in which each of the three managers is deficient and needs improvement. What strategies should John Gilman use in meeting with each of the three managers to help them improve in their areas of critical deficiency?

## II. LANGUAGES AND PROBLEMS OF COMMUNICATION

- Thursday, Sept. 22** **Case:** Madison Rubber Company (A) (CP)
- Read:** "Barriers and Gateways to Communication" (A&G) (a classic)
- "Charles Stillman" and "Peter Cook" (to be distributed in previous class)
- What has caused the differences between Stillman and Cook? What role do their assumptions play in promoting these problems? What are the path(s) out of this interpersonal difficulty?
- Wednesday, Sept. 28** **Case:** "Polar Star Beverages (A)(B)(C)" (A&G)
- Read:** Chapters 1, 2, 3 (A&G)
- What aspects of Kirk's behavior stand out as having contributed to the communication that took place, and the resulting lack of hostility? Focus explicitly on Kirk's use of time, space and things and on his ability to sense and respond to the nonverbal behavior of others.
- Optional:** "Nonverbal Communication in the Small Group" by Lawrence Rosenfeld. Copies on Reserve in Feldberg Library.
- Thursday, Sept. 29** **Case:** "John Martin" (A&G)
- Read:** Chapter 4 (A&G)
- Skim:** "Don't you think that...? An Experiential Lecture on Indirect and Direct Communication" by J. William Pfeiffer and John E. Jones *The 1974 Annual Handbook for Group Facilitators*, University Associates Publishers, Inc.(CP) (ignore activity boxes while reading).
- Come to class prepared to role play either John Martin or Jerome Anderson in a follow-up meeting in Washington.
- Think about your own style of dealing with interpersonal conflict. How do you react?



