MGMT 5611: Advanced Organizational Behavior (Fall, 2015)

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Course Materials:

1. Three cases should be ordered from Harvard Business School Publishing (hold off on ordering for the first four weeks of class): (a) Jet Blue (#9-801-354), (b) Thomas Green: Power, Politics, and a Career Crisis (#2095), and (c) People Express (#483-103).

2. There will be a number of handouts.

3. There is no textbook for this course. Rather, I will rely on your getting access to several articles that are available on-line through our library (if you need help accessing these, please let me know). You also may be able to find articles via a Google search. A couple of articles will be handed out. I would recommend that you get a binder or a folder to hold the class materials. Readings are listed under the class meeting in which they will be discussed. HBR stands for Harvard Business Review.

Course Requirements: I will post announcements on the course’s website concerning assignments. If you are unclear on what is due or what will be covered in the next class, send me an email.

1. Attendance: Your attendance is critical for the success of this course and for your individual performance. If you miss a class, you are responsible for the material covered.

2. Participation: Students are expected to participate during class discussions of cases and readings. I encourage you to bring relevant issues from the “real world” to our attention.

3. Assignments: (more detail will be provided during class and via website announcements).

   a) Group Presentation: Each student will be part of a group that will make a presentation to the class. How a group functions is up to its members. If a group is having trouble functioning effectively, please contact me in a timely fashion. In order to help your classmates follow your presentation, you should provide copies of your slides at the beginning of your presentation.

   b) Feedback on A Group’s Presentation: After each presentation, a few students, who were not a part of the group, will evaluate the group's performance and provide written feedback. In order to provide insightful feedback, a student will need to have an excellent mastery of the case being presented and will need to take thoughtful notes during the presentation. You should provide specific feedback that will help members of the group improve (i.e., note both strengths and weaknesses of the presentation). The tone of your feedback should be constructive. Typically, the written feedback would be between 400 and 600 words in length. Four copies of the group rating sheet and your evaluation comments should be provided to me. Your comments should address each of the performance dimensions on the rating form. Use separate headings for each dimension in sharing your comments.

   c) Case Questions: For each case, except as noted, you are to submit one question at the start of class that you would like to see addressed during the case discussion. Your question should show your insight into the case. You also should submit an outline of an answer to your question (paragraph or
bullet-point form is acceptable). Although this outline need not be extremely detailed, it should describe the key issues that you believe should be addressed in responding to your question. Your answer would typically cite relevant course material (e.g., a reading). Bring two copies of your question and answer to class so that you can keep a copy. Questions need not be submitted: (a) when you are part of the group making a presentation, (b) when you are responsible for providing feedback to the group, or (c) when I say so (if you are not sure, ask!).

d) Written Case Analyses: There will be a take-home case analysis & an in-class case analysis. These case analyses are to represent your independent work. If you are unclear on what plagiarism is, please see the university’s website or talk with me.

1) The take-home case analysis is to reflect your professional competence both in terms of content and style. I encourage you not to rely exclusively on the assigned class materials.

2) The in-class case analysis will take place near the end of the semester. You will be able to refer to any materials you desire (e.g., class handouts) in analyzing the case. Students who are actively engaged in the course each week do better on the in-class case analysis. I encourage you not to rely exclusively on the assigned class materials.

Course Evaluation: (these percentages are approximations).

1) Group Presentation . . . . . . . . . . . . . . . . . . . . . . . . 25%

{Group members will evaluate each other in terms of their relative contributions. If a group is having trouble with a member’s “social loafing”, let me know ASAP. Let me state in the strongest possible terms, I think it is unethical to freeload on other group members. Members of the class, who were not part of the group, will evaluate the presentation. I will consider this information along with my own impressions in giving each student a grade for the group presentation.}

2) Take-home Case Analysis . . . . . . . . . . . . . . . . . . . . 25%

3) In-class Case Analysis . . . . . . . . . . . . . . . . . . . . . . 20%

4) Feedback on the Group Presentation . . . . . . . . . . . . 10%

{Each student will be assigned to provide feedback on one group presentation. I will grade these feedback papers. Your paper should address all aspects of the presentation.}

5) Participation . . . . . . . . . . . . . . . . . . . . . . . . . . . 20%

{Your grade will based upon case questions and answers submitted, class attendance, remarks made in class, and your “Reflections Journal” (RJ). In terms of your RJ, at the end of the semester, you should hand in a document that addresses what you have learned from this class (e.g., self-insight, insight into what it takes to be a manager, a better understanding of something at work). I would suggest keeping a journal throughout the class to make this an easy task. The RJ can take several forms. For example, you could comment on specific articles read each week. Alternatively, you could focus on 3-4 key themes that run through the class and their relevance for your life.}
Analyzing A Case: Remember that managers rarely have all of the information they’d like. There is considerable material available on the Web if you want more detail than I have provided.

1) Know the facts of the case. In studying a case, ask yourself such questions as: What important information is missing? What are the differing perspectives that exist? How might certain issues have been addressed earlier and/or differently? What constraints limit the actions I might recommend?

2) Bring readings and other sources (e.g., class handouts, outside sources, videos) to bear on the case being discussed (e.g., Are power issues involved? Does corporate history enter in?).

3) Suggest preferred actions and acknowledge the potential advantages and disadvantages of the actions you have recommended (e.g., speed and cost of implementation? long-term vs. short-term effects? How different individuals in the case would react to what you have recommended?). How can you convince key players to implement your ideas?

4) Note one or more alternative courses of action and discuss its/their advantages and disadvantages.

5) Note how the problems being faced might have been avoided (or of lower magnitude) if action had been taken earlier. What actions should have been taken earlier?

6) In doing the preceding, you should communicate clearly and succinctly. If it is a written case, use your space wisely. If it is a case to be discussed in class, use your time wisely.

7) In terms of your group presentation, I would offer the following suggestions.
   a) Beforehand, review the evaluation form on which you will be rated.
   b) Be careful about reading too much from your notes.
   c) Have good eye contact.
   d) Begin the presentation by introducing the group members.
   e) Provide an outline/overview of how your presentation will unfold.
   f) Make sure your slides and handouts are professional (e.g., print is sufficiently large) and that you have a sufficient number of handouts for all class members.
   g) Rehearse your presentation. Critique each other. Make sure that the timing is optimal (e.g., neither too much nor too little time is spent on a topic, redundancy isn’t a problem).
   h) Build in effective transitions from one presenter to the next.
   i) Try to anticipate the questions that will be asked by your audience. How will you respond?
Introduction to the course.

A) Lecture: "Intro to Management" (handout).

B) Señior Payroll (case I will present).

C) Not your typical course:
   1) Think deeply about issues: Rick Elias video.
   2) Humor: “Bureaucracy” video.
   3) Acknowledgement of a contrarian perspective.
   4) Shades of grey/complexity:
      - Pink: Why We Do What We Do: 10/1/2013, hwww.youtube.com/watch?v=_p4esMj2EC8
      - a person known for being a poor speaker can give a moving one – VP Biden

*have read “Overview of Selected OB Concepts” and "Managerial & Organizational Effectiveness" (these readings are on the course’s Website). Also have read the assigned readings (for each week, the readings listed are for that week’s class). Be prepared to raise issues.

A) Lecture & Discussion: "Overview of Selected OB Concepts" (MyGateway).
   "Managerial & Organizational Effectiveness" (MyGateway).

B) Discuss readings: **For readings, you should write down at least one important point made and one point with which you disagree. These are not to be handed in but should help with your “Reflections Journal”.


C) Introduction of students (think about what you’d share in 30-60 seconds).

D) Video: “Storytelling”.

F) Kersten video (TED). Might do next week.
September 9  (Week 3)  Career Issues. have read “Advice for a New Manager” (MyGateway).

A) Lecture & Discussion: “Advice for a New Manager”

B) David Brooks: Eulogy or resume. video.

C) Asok Joshi - (handout). discussed in class. (submit question and answer).

D) Discuss readings:

E) Choose groups for presentations.

F) Discuss Randy Pausch video (watch at home prior to class/gives career advice): https://www.youtube.com/watch?v=ji5_MqicxSo

September 16 (Week 4)  Management as a Discipline

A) Lecture: loose ends.

B) Discuss readings:

C) video: “Peters” (segments 1 and 2): Kerrigan and Stayer.

D) video: “Disconfirmation”.

E) (assign first written case - due: 10/7 (3 weeks), grace period: 10/14.

F) Time for groups to meet (?)

G) video: “Gilbert, TED)?
**September 23** (Week 5)  *Motivation/Management/Teams*

A) Discuss readings:

2) Ware: Managing a Task Force (handout).

B) How motivating is your work situation (be prepared to discuss).

C) Case: **Does She Fit In** (submit question and answer).

D) Dan Pink: [video](#)/RSA.

E) Teamwork 1 and 2 ([video](#)).

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**September 30** (Week 6)  *Leadership/Power*

A) Discuss Readings:

3) Cialdini, R. “The Uses (and Abuses) of Influence”, *HBR*, July-August, 2013, pp. 76-81. Also, short accompanying [video](#).

B) [video](#): Pfeffer- “Power: How to Get It, Use It, Keep It”.

C) **Whole Foods Markets** (I present). Supplement with Market Basket/Trader Joe’s (or next week).

D) time for teams to meet?
October 7 (Week 7): Communication (written case is due), not much reading . . . working on case.

A) Discuss readings:


B) communication/kersten/video.


D) time for teams to meet?

October 14 (Week 8): late date for written case.

Currently scheduled as an open date.

October 21 (Week 9)

A) Bob Stenson (handed out, student presentation #1).

B) Feedback on first written case.

C) any loose ends.

October 28 (Week 10)

A) Michael Colt’s New Team (handed out, student presentation #2).

B) John Sthers (handed out, student presentation #3)

November 4 (Week 11)

A) Karen J’s Dilemma (handed out, student presentation #4).

B) What Now? (handed out, student presentation #5).
November 11 (Week 12)

A) **New Dean** (handed out, student presentation #6).

B) **The Store Manager** (handed out, student presentation #7).

November 18 (Week 13)

A) **Thomas Green: Power, Office Politics, and a Career Crisis** (Harvard Business School Publishing, Brief Case, 2095, Sasser and Beckham are authors; student presentation #8).

B) **People Express** (Harvard Business School Publishing, Case # 483-103, Whitestone and Schlesinger are authors, student presentation #9).

December 2 (Week 14)

A) **SWA**: I present.


C) self-evaluation.

December 9 (Week 15) (subject to change). **in-class case analysis**.

December 16 (7:45: exam period):

A) feedback on course.
B) closing themes.
C) other activities: maybe: Zeynep Ton video