BA 5611: Advanced Organizational Behavior (Fall, 2010)

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Text & Other Materials:

   (I have been very selective in assigning readings from this book. I encourage you to consider reading other articles that may seem important to you).


4. There will be a number of handouts distributed in class. I would recommend you get a binder to hold them all.

5. All articles published in Harvard Business Review are available on-line from the library web page. If you need help accessing these, please let me know.

Course Requirements:

1. Attendance: Your attendance is critical for the success of this course. If you miss a class, you are responsible for the material covered (handouts are intended to refresh memory).

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

3. Assignments: (more detail will be provided during class sessions).
   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 researching your group’s case, you should not exclusively rely on the assigned class materials. In order to help your classmates follow your presentation, you should provide copies of your slides at the beginning of your presentation. More will be said about the group presentation during class sessions.

   b) Feedback on Group Presentations: After each group presentation, a group of 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. The tone of your feedback should be constructive.
c) **Written Case Analyses:** There will be a take-home case analysis & an in-class case analysis.

1) The take-home case analysis is to reflect your professional competence both in terms of its content and its style. **This case analysis is to represent your independent work. If you are unclear on what plagiarism is, please see the university website or see me.** My hope is that you will not 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, the text) in analyzing the case. Students who are actively engaged in the course each week are likely to do better on the in-class case analysis.

d) **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. 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.** 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 group feedback, or (c) when I say so (if you are not sure, ask!).

4. **Course Evaluation:** (these percentages are approximations).

a) 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. 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.}

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

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

d) 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.}

e) Participation . . . . . . . . . . . . . . . . . . . . . . . . 20%  
{your grade will based upon case questions submitted, class attendance, your “Reflections Journal”, and remarks made} In terms of **reflections**, at the end of the semester, each student should hand in a document/journal that addresses what he/she has 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.
Analyzing A Case: Remember, 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.

a) Know the facts of the case.

b) Demonstrate your knowledge of the case. This does not mean providing an in-depth review of all of the factual material in 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? What are key problems and what are only symptoms of problems?

c) Bring readings and other sources (e.g., class handouts, outside sources) to bear on the case being discussed (e.g., Are power issues involved? Does corporate history enter in? What have other organizations facing similar circumstances done?).

d) 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?

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

f) 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?

g) 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. What you say should be logical and persuasive. Never forget your audience.

h) In terms of your group presentation, I would offer the following suggestions.

1) Beforehand, review the evaluation form on which you will be rated.
2) Be careful about reading too much from your notes.
3) Keep good eye contact.
4) Begin the presentation by introducing the group members.
5) Provide an outline/overview of how your presentation will unfold.
6) Make sure your slides enhance rather than detract from your presentation (e.g., print is sufficiently large, color contrasts are reasonable).
7) 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, topics are covered in a logical sequence, redundancy isn’t a problem).
8) Build in effective transitions from one presenter to the next (e.g., “Now Carol will discuss the constraints that limited what ABC Corporation could do”).
9) Try to anticipate the types of questions that will be asked by your audience. How will you respond? Who will respond?
TENTATIVE SCHEDULE  (things likely will slide a bit)

August 24 (Week 1)  Introduction to the course.

A) Lecture:  **How to Analyze a Case** (Group Rating Form).
B) Lecture:  "**Intro to BA 5611**" (handout).
C) Señior Payroll.

August 31 (Week 2)  *have read “Intro to BA 5611”, “Overview of Selected ‘OB’ Concepts”, and assigned readings (for each week the readings listed are for that week’s class). Be prepared to raise issues.

A) Introduction of students (think about what you’d share in 30-45 seconds).
B) Lecture & Discussion:  "**Overview of Some Selected 'OB' Concepts**" (My Gateway).
C) Discuss readings: Rousseau (41-48), Hofstede (25-38), Lawler (581-593), and Pfeffer and Veiga (48-63/I plan on spending the most time on this article). **For all readings throughout the course, you should write down at least one important observation made and one point with which you disagree. These are not to be handed in but should help with your “reflections” journal.**

September 7  (Week 3)  (Career Issues and Motivation).  have read “Advice for a New Manager” (My Gateway).  *Be prepared to discuss how things could be made “more motivating where you work or have worked.*

A) **Todd Thorpe**  - (handout).  discussed in class. (submit question and answer).
C) Lecture:  “**Advice for a New Manager**” (download: My Gateway/does it ring true to you?).
D) Choose groups for presentations.
E) **Reflections: share your thoughts.**
**September 14 (Week 4)** Management/Executives/Leaders.

A) Lecture: "Managerial and Organizational Effectiveness" (My Gateway/have read).

B) Discuss readings. Cialdini (562-568, optional/similar to video), Nanus (461-463).  

C) video: “Peters”.

D) Reflections: share your thoughts.

E) (assign first written case - *due: 10/5 (3 weeks), grace period: 10/12*).

F) Time for groups to meet (?).

**September 21 (Week 5)** Groups/Teams/Glass Ceiling

A) Lecture: catch up on loose ends.

B) Discuss readings. Ware (“Taskforce”/handout), Druskat and Wheeler (338-347; optional),  
   Eisenhardt (403-412), Lockwood (443-454), and Hackman- “Why Teams Don’t Work”  

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

D) video: Cialdini/Power. (download notes from MyGateway).

E) time for groups to meet.

**September 28 (Week 6)** Communication, Culture,

A) Discuss Pfeffer and Sutton’s book (my lecture).

B) Discuss readings. Rogers and Farson (279-290), Gibb (290-295), Schein (494-501),  
   Adler (315-323), Pfeffer & Sutton, (“Evidence-Based Management”, on-line: Harvard  

C) catch up on loose ends.

D) time for teams to meet.

E) **Whole Foods Markets** (I present).
October 5 (Week 7): Potpourri (First written case is due).

A) **video:** Knowing-Doing Gap. (download notes from MyGateway).


D) **Reflections.**

October 12 (Week 8): late date for written case.

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

B) Pausch video.

C) loose ends.

October 19 (Week 9)

A) Feedback on first written case.

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

C) Readings: Cascio (671-685), Wright and Cropanzano (136-147), Vroom (514-527).

October 26 (Week 10)

A) **John Sithers** (handed out, student presentation #3)

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

November 2 (Week 11)

A) **What Now?** (handed out, student presentation #5).

B) **New Dean** (handed out, student presentation #6).
November 9 (Week 12)

A) Rhondell (handed out, student presentation #7).

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

November 16 (Week 13)

A) People Express (handed out, student presentation #9).

B) SWA (I present).

November 30 (Week 14)

A) SWA (I present)/Kelleher interview.


C) self-evaluation.

December 7 (Week 15) (subject to change).

A) in-class case analysis.

December 14 (7:45: exam period):

A) feedback on course.

B) finish off loose ends.

C) video: George Zimmer.