

MGMT 5611: Advanced Organizational Behavior (Fall, 2017)

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Course Overview:

What do you need to do to distinguish yourself in the workplace? Clearly, technical skills are necessary. But they are not enough. Frequently, technically skilled individuals are not able to get their ideas implemented. Sometimes ideas get implemented but without real commitment to them. To be successful in an organization, a person needs to be able to function effectively in interacting with others. Interpersonal skills such as communicating well, handling conflict, building relationships, exercising power, and motivating others are necessary to be a successful manager. The knowledge and skills learned in this class should enable you, with practice and commitment, to contribute more meaningfully to any group or organization to which you belong.

Course Objectives: Having taken this course, you should be able to:

- 1) Better diagnose “problems” that may be causing difficulties in the workplace.
- 2) Think more critically and systematically about these problems.
- 3) Recognize opportunities for organizational improvements.
- 4) Translate theoretical knowledge into practical action more effectively.
- 5) Work more collaboratively in a team.
- 6) Speak and write more clearly, concisely, and effectively.
- 7) Exercise power so that others follow your direction.
- 8) Develop better insight into what makes you “tick”.

Course Materials:

1. Two 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) and (b) Thomas Green: Power, Politics, and a Career Crisis (#2095). It is possible that a third case may be added to this list.
 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 online through our library (if you need help accessing these, please let me know). The articles are also available in our library. You also may be able to find articles via a Web search using a browser such as Google. 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*.
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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, handouts, videos, 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 web site 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 ASAP. In order to help your classmates follow your presentation, you should provide copies of your slides at the beginning of your presentation.** A typical presentation would last 20-35 minutes. It will be followed by a Question and Answer session.

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. Your comments should address each of the performance dimensions on the rating form. Use separate headings for each dimension in sharing your comments. **Four copies of the group rating sheet and your evaluation comments should be provided to me.**

c) **Case Questions:** For each case, except as noted, you are to submit one question at the start of class that you think should be 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 style is acceptable). Although this "answer" 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 and 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 web site 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 to go beyond the assigned class materials.**
- 2) The second 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. You will have a fixed amount of time to complete your analysis. In order to do well on this case analysis, you must have mastered the course material.

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 clearly state, 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 you submitted, class attendance, remarks you made in class, and your "**Reflections Journal**" (**RJ**). In terms of your **RJ**, at the end of the semester, you are to hand in a document that addresses what you have learned in 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 you read each week (e.g., what you see as important information conveyed and/or content with which you disagree). Alternatively, you could focus on 3-4 key themes that run through the class and their relevance for your life. Your **RJ** should be typed.

****Course Canvas site:** In January, the campus began transitioning from using "Blackboard" to "Canvas" as an online learning platform. As with the introduction of many news systems, a host of problems have arisen. I won't waste your time with the problems I have encountered. However, I will note one thing you should be aware of. Canvas is very picky about how it reads PowerPoint slides. More specifically, if you click on my slides (on the module tab), the window that opens with them has not accurately captured the spacing on the original slides I uploaded. The good news is that you can ignore the information in the window and instead click on the download button. The slides will then be accessible with the correct spacing. I know that having to open the downloaded slides may be a bit of a bother. However, my assumption is that you would need to do this anyway in order to print out the slides or save them to your computer.

Recommendations for Analyzing a Case: There is considerable material available on the Web if you want more detail than I have provided below. In preparing to discuss a case (e.g., in class, a written analysis, or your group presentation), it will be beneficial to refer to the points enumerated below.

- 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 in case your recommended action(s) are not accepted by those in power 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/have good eye contact.
 - c) Begin the presentation by introducing the group members.
 - d) Provide an outline/overview of how your presentation will unfold.
 - e) Make sure your slides and handouts are professional (e.g., print is sufficiently large), numbered, and that you have a sufficient number of handouts for all class members.
 - f) 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).
 - g) Build in effective transitions from one presenter to the next.
 - h) Try to anticipate the questions that will be asked by your audience. How will you respond?

TENTATIVE SCHEDULE (things likely will slide a bit)

Prior to August 23 class meeting (preparation for Week 1).

- A) Carefully read the syllabus.
- B) Prepare to discuss the readings listed for 8/23 (for each week, the readings listed are for that week's class). Be prepared to raise issues. **For each reading, 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) Listen to following podcast concerning Maglite. Be prepared to discuss it on 8/23. The traditional way of running a business doesn't have to be the only way.
<http://www.npr.org/templates/story/story.php?storyId=130197557>

August 23 (Week 1) Introduction to the course.

- A) Lecture: "**Intro to Management**" (download from course's Canvas site).
- B) Not your typical course: Acknowledgement of a contrarian perspective. These 3 videos will be watched and discussed in class.
- 1) Think deeply about issues: Rick Elias **video** (~5 minutes).
 - 2) Humor: "Bureaucracy" **video** (~5 minutes).
 - 3) Shades of grey (things are often not black and white)/complexity
 - Pink: "Why We Do What We Do": 10/1/2013, www.youtube.com/watch?v=p4esMj2EC8 (~20 minutes). Importance of doing research.
 - 4) discuss Maglite podcast.
- C) Be prepared to discuss these readings (for each week, the readings listed are for that week's class). Be prepared to raise issues. **For each reading, 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".
- 1) Irwin, Neil, "How Did Walmart Get Cleaner Stores and Higher Sales? It Paid its People More." *New York Times*, 10/16/ 2016 (might say 10/15).
 - 2) Bazerman, M. & Tenbrunsel, A. "Ethical Breakdowns," *HBR (Harvard Business Review)*, 2011, April, pp. 58-65.
 - 3) Pfeffer, J. "Building Sustainable Organizations: The Human Factor," *Academy of Management Perspectives*, 2010, February, pp. 34-45.

August 30 (Week 2) have read "Overview of Selected OB Concepts" and "Managerial & Organizational Effectiveness" (slides are on the course's Canvas Web site).

- A) Lecture & Discussion: "Overview of Selected OB Concepts" (Course's Canvas site).
"Managerial & Organizational Effectiveness" (Course's Canvas site).
- B) *Senior Payroll* (a case I will present, nothing for you to read).
- C) Discuss readings: have read the assigned readings. Be prepared to raise issues.
 - 1) Porath, C. "No Time to Be Nice," *New York Times*, June 19, 2015.
 - 2) Winerip, M. (2013, March 29). "Ex-Schools Chief in Atlanta Is Indicted in Testing Scandal," *New York Times*.
 - 3) Winerip, M. (2012, February 19). "A New Leader Helps Heal Atlanta Schools, Scarred by Scandal," *New York Times*.
- D) Introduction of students (think about what you'd share in 60-90 seconds).
- E) **Video**: "Storytelling."
- F) Choose groups for presentations.

September 6 (Week 3) *Career Issues*. have read "Advice for a New Manager" (Canvas Web site).

- A) Lecture & Discussion: "Advice for a New Manager."
- B) David Brooks: "Eulogy or resume." **video** watched in class:
https://www.ted.com/talks/david_brooks_should_you_live_for_your_resume_or_your_eulogy
- C) **Asok Joshi** - (handout). discussed in class. (**submit question and answer**).
- D) Discuss readings:
 - 1) Christensen, C. "How Will You Measure Your Life", *HBR*, July-August, 2010, pp. 46-51.
 - 2) Groysberg, B. & Abrahams, R. "Five Ways to Bungle a Job Change", *HBR*, January-February, 2010, pp. 137-140.
 - 3) Menon, T. & Thompson, L. "Envy at Work", *HBR*, 2010, April, pp. 74-79.
- E) **video**: <http://www.pbs.org/newshour/bb/foster-father-cares-terminally-ill-kids-no-one> (7 minutes, watched in class.).
- F) Discuss Randy Pausch video (watch at home prior to class/gives career advice):
https://www.youtube.com/watch?v=ji5_MqicxSo
- G) **hand out first written case - due: 10/4 (4 weeks), grace period: 10/11.**

September 13 (Week 4) No in-person meeting at UMSL.

- A) begin working on first written case.
- B) Watch my Voice Thread lecture on “Asok Joshi.” slides are available at course’s Canvas web site.

September 20 (Week 5) No in-person meeting at UMSL.

- A) Watch my Voice Thread lecture on Whole Foods Markets, slides are available at Canvas web site.
- B) continue working on first written case.
- C) begin work on group presentation.

September 27 (Week 6) *Management as a Discipline/Motivation.*

- A) Discuss readings:
 - 1) Kerr, S. “On the Folly of Rewarding A . . .” *Academy of Management Executive*, 1995, 7-14.
 - 2) Kahneman, D., Lovallo, D., & Sibony, O. “Before You Make that Decision . . .” *HBR*, 2011, June, pp. 51-60.
 - 3) Pfeffer, J. & Sutton, R. “Management Half-Truths and Nonsense” *California Management Review*, 2006, Spring, pp. 77-100.
 - 4) Gino, F. & Pisano, G. “Why Leaders Don’t Learn from Success”, *HBR*, 2011, April, pp. 68-74.
- C) video: “Peters” (segments 1 and 2): Kerrigan and Stayer.
- D) How motivating is your work situation (be prepared to discuss).
- E) video: “Disconfirmation”.
- F) Dan Pink: video/RSA. watched in class.
- G) Case: **Does She Fit In** (handed out in class, submit question and answer).

October 4 (Week 7) (**written case is due**) Teams/Leadership and Power.

A) Discuss readings:

- 1) Ware: Managing a Task Force (handout).
- 2) Coutu/Hackman, J. R. "Why Teams Don't Work," *HBR*, May, 2009, 99-105.
- 3) Eisenhardt, K. "How Management Teams Can Have . . .," *HBR*, July-August, 1997, pp. 77-85.
- 4) Pfeffer, J. "Power Play," *HBR*, 2010, July-August, pp, 84-92.
- 5) Ketchen, D. & Buckley, R. "Divas at Work: Dealing with Drama Kings and Queens in Organizations," *Business Horizons*, 2010, 54, pp. 599-606.
- 6) 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".

October 11 (Week 8): *Communication* (**written case is due/grace period**)

A) Discuss readings:

- 1) Rogers, C. "Active Listening", http://www.go-get.org/pdf/Rogers_Farson.pdf
- 2) Conger, J. "The Necessary Art of Persuasion," *HBR*, May-June, 1998, pp. 84-95.
- 3) Pfeffer, J., & Sutton, R. "Smart Talk Trap," *HBR*, May, 1999, pp. 135-142.
- 4) Detert, E. & Burris, E. "Can Your Employees Really Speak Freely?" *HBR*, January-February, 2016, pp. 81-87.

B) communication/kersten/video.

C) a person known for being a poor speaker can give a moving speech – VP Biden
<https://www.youtube.com/watch?v=GwZ6UfXm410> (~20 minutes).

October 18 (Week 9)

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

B) Feedback on first written case.

C) Discuss readings:

- 1) Greiner, L. "Evolution and Revolution as Organizations Grow", *HBR*, May-June, 1998, pp. 55-67.
- 2) Kotter, J., & Schlesinger, L. "Choosing Strategies for Change", *HBR*, July-August, 2008, pp130-139.

October 25 (Week 10)

- A) **Michael Colt's New Team** (handed out, student presentation #2).
- B) **John Sithers** (handed out, student presentation #3)

November 1 (Week 11)

- A) **Karen J's Dilemma** (handed out, student presentation #4).
- B) **What Now?** (handed out, student presentation #5).

November 8 (Week 12)

- A) **New Dean** (handed out, student presentation #6).
- B) **The Store Manager** (handed out, student presentation #7).

November 15 (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) **Joe Fields and Saint Susanna Medical Center.** (student presentation #9).

November 29 (Week 14)

- A) **SWA:** I present.
- B) **Jet Blue** (purchased through Harvard Business School Publishing, # 9-801-354, 10/29/2001, Gittell and O'Reilly are authors). Class room discussion.
- C) self-evaluation.

December 6 (Week 15) (subject to change). **in-class case analysis.****December 13** (7:45: exam period):

- A) feedback on course.
- B) closing themes.
- C) other activities: (maybe: Zeynep Ton video, Teamwork 1 and 2 (video)).