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# ORGANIZATIONAL BEHAVIOUR

AREA: ORGANIZATIONAL  
BEHAVIOUR

INTERNATIONAL M.B.A.

SESSIONS: 20

PROFESSOR: **FERNANDO BARTOLOMÉ PARDO**

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**Professor of Organisational Behaviour**

For Fernando Bartolomé, time spent in the classroom with students is what he finds most exciting. "I've always been a teacher, and that's what I like best," he says. "It's very dynamic – you ask provocative questions and get people to think and feel what they're studying."

Behind the dynamism of his teaching lies many years of research into issues such as the role of managers, leadership, stress and the changing relationship between the personal and professional life of Executives– the results of which have led him to challenge many of the conventional views of how to manage inter-personal interactions in the workplace. He is, for example, critical of management techniques such as 360-degree feedback. "Creating feedback systems encourages executives to rely on others to find out about themselves," he says. "It's better to develop people's capacity for self assessment."

As he studies in depth the emotional psychology and relationships behind workplace interactions, Prof Bartolomé is a realist who believes managers can only influence rather than alter behavioural patterns. "I don't believe in changing people – I believe in developing them," he says. And he adds: "This is much more than a semantic distinction, it reflects the kind of realistic observations that people appreciate in my teaching".

This down to earth view is one Prof Bartolomé believes will help students both young MBA's and seasoned executives manage more effectively in the real world. "Every manager has to cope with real human beings instead of cases," he says. "So I'm trying to address things in a very realistic way and prepare people, MBA's and Executives, to deal better with a world that is not an utopia but that often requires people to know how to muddle through."

## **Academic Background**

DBA, Harvard University, USA

MBA, Instituto de Estudios Superiores de la Empresa, IESE, Barcelona, Spain

LLB Law, Universidad de Zaragoza, Spain

## **Academic Experience**

Professor of Management, Instituto de Empresa, 1996 to present

Professor of Management, Bentley College, Waltham, MA, USA, 1983 to 1995

Visiting Professor, Harvard Business School of Management, Boston, MA, USA, 1981 to 1983

Professor of Management, INSEAD, Fontainebleau, France, 1972 to 1981

Assistant Professor, Sir George William University of Management, Montreal, Canada, 1971 to 1972

Visiting Professor, University de los Andes, Bogota, Colombia, 1969 to 1970

## INTRODUCTION

This course focuses above all on the issues that most of you will have to deal with early in your career. The most important skills at that time have to do with the ability to manage oneself and one's relationships with others in the organization.

It will cover topics such as managing the superior-subordinate relationship, diagnosing and handling interpersonal conflicts, choosing a leadership style, choosing a subordinacy style, managing one's own career and handling conflicts between one's professional and private life.

## OBJECTIVES

- To increase the individual's self awareness including their awareness of their impact on others.
- To increase the participants' analytical skills with respect to individual, interpersonal and group dynamics phenomena in organizational life.
- To increase their understanding of leadership phenomena within organizational contexts.
- To increase their diagnosis and intervention skills.
- To increase an individual's ability to manage his/her own career

## METHODOLOGY

- Individual and group analysis of cases and experiential exercises.
- Exposure to and exploration of concepts presented in class and in assigned readings.
- Exchange of ideas in the classroom.

## REQUIREMENTS

Prepare the case and readings. The more you put into the preparation, the more you will get out of the class discussions. And the more you are involved, the better the class will be for everyone. If you are not prepared for some reason, please let me know before class. Otherwise, I will assume that you are prepared.

Ponder the issues and the actions required. This course demands that you immerse yourself in the situation to feel like "you are there". This means that you will need to spend much time thinking about the case after reading it. You will not be "crunching numbers" but you will have to crack human dilemmas.

Participate! You must do this in two ways: active contribution to the class discussion and active listening to others.

Some classes involve lecture and discussion. Typically there is a background reading to get you into the spirit of this lecture in advance so that you can actively participate in the discussion, drawing upon your own experience and raising questions that are of concern to you and to others. It is important that you read the assigned readings with a critical mind and think about the extent to which they apply to you and to the circumstances under which you are likely to work.

## PARTICIPATION EVALUATION CRITERIA

- a) Quality of comments:
  - Adds value to the analysis
  - Synthesizes
  - Offers insights and challenges to other students
  - Shifts the lens to provide a new perspective
  - Personalized application or personal disclosure
  - Asks a good question to the class
  - Linkage to other cases, classes, or courses
  - Passion and conviction, but open to learning from others
- b) Quantity:
  - Frequency and consistency of contributions
  - Not quantity of words
- c) To be avoided
  - Redundant comments
  - Obvious case facts
  - Blah-blah when the honest answer would be "I haven't thought about it" or "I don't know"

## PROGRAM

### SESSIONS 1 and 2

#### INTRODUCTION TO THE COURSE.

#### LISTENING SKILLS.

C.P.1: Notes On How To Write A Case Analysis Report (C02-257-I)

C.P.2: A Simple Diagnostic Model (C02-201-I)

Audiovisual: "Listening for understanding"

*Preparation:* Read "Notes on how to write a Case Analysis Report" + "A Simple Diagnostic Model"

**HANDOUT 1: Communication Styles Questionnaire (C) (C02-209-I)**

**HANDOUT 2: Conceptual handout of managing the superior-subordinate relationship. (C02-102-I)**

**HANDOUT 3: Professional/Private Life Questionnaire (C02-290-I)**

### SESSIONS 3 and 4

#### FEEDBACK AND PERFORMANCE APPRAISAL

C.P.3: The Baker Case (A) (C01-205-A-I)

C.P.4: Managing Oneself by Peter Drucker (OP) (HBR 99204)

*Preparation 1:* Read "Managing Oneself" by Peter Drucker (OP)

*Preparation 2:* Read "The Baker Case" (A). After reading the case, please imagine yourself in Mr. Baker's position and choose one of the following alternatives:

- a) Have only a goodbye and good-luck get-together with Rennalls, give him any positive feedback that you may think appropriate and avoid addressing any substantive problems.
- b) Get together with him and talk about all his accomplishments and positive qualities, but also mention his problems with some expatriates but avoiding at all costs bringing up the issue of his "racial consciousness".
- c) Get together with Rennalls and talk about all his accomplishments and positive qualities, but also mention his problems with some expatriates and the fact that you think these may be due to his "racial consciousness".

I am aware that there may be better options, but at this time I would like you, individually, to choose among the 3 options listed above and to explain the reasons for your choice.

**HANDOUT 4: The Baker Case (B) (C01-205-B-I)**

**HANDOUT 5: The Baker Case (C) (C01-205-C-I)**

SESSIONS 5 and 6  
FEEDBACK AND PERFORMANCE APPRAISAL (CONTINUED)

*Preparation:* None

**HANDOUT 6: Feedback Case (C01-207-I)**

**HANDOUT 7: Notes On Negative Feedback & Performance Appraisal (C02-288-I)**

**HANDOUT 8: Summary & Comments on Managing Oneself by Peter Drucker (C02-283-I)**

SESSIONS 7 and 8

CHOOSING A LEADERSHIP STYLE.

C.P.5: Fred Henderson (HBS 9-480-043)

C.P.6: Renn Zaphiropoulos (HBS 9-480-044)

C.P.7: Do You Want To Know Your Leadership Style? (A) (s/c)

C.P.8: What Makes A Leader? By Daniel Goleman (OP) (HBR 98606)

C.P.9: Managers And Leaders: Are They Different? By Abraham Zaleznik (OP)

*Preparation:* Read the cases and :

- a) : "Summarize how Henderson and Zaphiropoulos describe their managerial style.
- b) Summarize how their respective subordinates perceive their managerial style.
- c) Identify what Henderson and Zaphiropoulos have in common regarding how they manage.
- d) Identify how they seem to be different.

**HANDOUT 9: So You Want To Know Your Leadership Style? (B) (S/C)**

**HANDOUT 10: Notes On Leadership (C02-258-I)**

**Audiovisual: Bolero + Henderson & Zaphiropoulos**

SESSIONS 9 and 10

MANAGING INTERPERSONAL CONFLICT.

MANAGING TECHNICAL SPECIALISTS.

C.P.10: Electronic Systems Corporation (C02-206-I)

C.P.11: Managing Interpersonal Conflicts (HBS 479-004) by Ware and Barnes

C.P.12: The Necessary Art Of Persuasion by Jay Conger (OP) (HBR 98304)

*Preparation:*

1. Read "Electronic Systems Corporation"
2. Read "Managing Interpersonal Conflict"
3. Read "The necessary Art of Persuasion"

Questions:

- a) Make a list of the factors that contributed to the conflict between Marsalis & Slatkin
- b) At the end of the case, what would you recommend Mr. Carter to do?

**HANDOUT 11: Managing Technical Stars (C01-119-I)**

**HANDOUT 12: Comments On The Necessary Art Of Persuasion (C02-207-I)**

SESSIONS 11 and 12

UNDERSTANDING THE TOOLS OF INFLUENCE

*Preparation:* None

**Audiovisual case: "12 angry men"**

**HANDOUT 13: "12 angry men" viewing guide (HBS 2-498-020)**

**HANDOUT: Barbara Herrick (s/c)**

SESSIONS 13 and 14

MANAGING YOUR RELATIONSHIP WITH YOUR BOSS.

C.P.13: Roger Clarke (A) (HBS 9-676-185)

C.P.14: Managing Your Boss (HBR 93306)

C.P.15: Power, Dependence And Effective Management (HBR 77409)

Questions:

- a) Why is Roger having problems with his boss?
- b) At the end of the case, what would you advise Roger to do?

**HANDOUT 14: Roger Clarke (B) (HBS 9-676-186)**

**HANDOUT 15: Roger Clarke (C) (HBS 9-676-187)**

**HANDOUT 16: Roger Clarke (D) (HBS 9-676-188)**

**HANDOUT 17: Naive Assumptions About Managing One's Boss (C02-248-I)**

**HANDOUT 18: The Problem Of Learning From Books, Articles Or Advice From Mentors, Gurus, Authority Figures Or Experts (C02-287-I)**

SESSIONS 15 and 16

MANAGING ONE'S CAREER.

C.P.16: Barbara Herrick (s/c)

C.P.17: Some Basic Psychological Concepts (C02-281-I)

C.P.18: Managing Your Career (OP) (HBS 9-494-082)

Questions: Read Barbara Herrick, and .....

1.- Use the data in the case to identify:

- a) Barbara's values.
- b) Her type A Beliefs
- c) Her skills and strengths.
- d) Any weaknesses that you think she has that may have a negative effect on her managing her career.

SESSIONS 17 and 18

MANAGING THE RELATIONSHIP BETWEEN PROFESSIONAL AND PRIVATE LIFE

C.P.19: The Barcena's Decision (C01-218-I)

C.P.20: Management Women And The New Facts Of Life (OP) (HBR 89110)

C.P.21: Business and the Facts of Family Life (OP)

C.P.22: Executive Women and the Myth of Having It All (OP) (HBR R0204E)

Preparation: Read "The Barcena's Decision".

Questions:

- a) What were the mistakes made by Pedro, by Ana, by Pedro and Ana as a couple and by the Company?
- b) At the end of the case, what would you recommend the Barcenas to do?
- c) Read also Executive Women and The Myth of Having it All (OP)

**HANDOUT 19: Must Success Cost So Much? (s/c)**

**HANDOUT 20: The Work Alibi: When It'S Harder To Go Home (s/c)**

**HANDOUT 21: When People Lose Their Common Sense (C02-104-I)**

**HANDOUT 22: Results Of The Professional-Private Life Questionnaire**

SESSIONS 19 and 20

MANAGING THE RELATIONSHIP BETWEEN PROFESSIONAL AND PRIVATE LIFE  
(Continue)

Preparation: Will be announced during the previous session

## GRADING PROCEDURE

2 Case reports:

1 <sup>st</sup> Report _____	30%
2 <sup>nd</sup> Report _____	50%
Plus participation _____	20%
Total _____	100%

## NOTES

The cases to be used as reports, the questions to be answered and the due dates will be announced one week before the due date.

For each report, participants can choose:

- a) To write an individual report
- b) To write a group report. (Maximum number of participants per group = 4)

Individual reports are better if one wants to measure his/hers individual analytical skills, mastery of theoretical concepts, ability to apply them and ability to write a coherent, clear and concise report.

Group work can enrich each individual's learning if all group members work seriously and the group does not tolerate parasites. But writing a good group report is more difficult and complex than writing individually.

Learning to work effectively in groups, on the other hand, is a very important skill to develop.

In group reports, all group members will receive the same grade.

Maximum length: 8 pages.

- Reports will be graded anonymously. The name/names of the author(s) should appear only on the cover page. The MBA office will attribute an identification number to each report.
- Reports should be delivered on the due date before the start of that day's classes.
- Avoid fancy introductions. Responding to the questions is enough.
- Avoid elegant expensive bindings and similar "luxuries".
- Answer the questions as they are formulated in the assignment.
- Remember that to analyze a case is different than repeating the case text.
- In most cases you will be asked questions such as: "What happened?" or "What were the mistakes made by the main actors?" or "What variables contributed to this problem?" These are effectively diagnostic questions. Try to incorporate appropriate concepts from the course in your diagnoses.
- You should write a first draft before you produce the report that you will deliver. Before you deliver it, make sure that you eliminate "fillings", repetitions, etc. Try to make your report concise and to the point.
- If English is not your mother tongue or your skill level is not very high, I strongly advise you to have somebody check your text before you deliver it.

### **COURSE PACKAGE (CP):**

1. Notes on how to write a case analysis report (C02-257-I)
2. A Simple Diagnostic Model (C02-201-I)
3. The Baker Case (A) (C01-205-A-I)
4. Managing Oneself by Peter Drucker (HBR 99204) (OP)
5. Fred Henderson (HBS 9-480-043)
6. Renn Zaphiropoulos (HBS 9-480-044)
7. Do you want to know your leadership style? (A) (s/c)
8. What makes a leader by Daniel Goleman (OP) (HBR 98606)
9. Managers and Leaders, are they different? by Abraham Zaleznik (OP)
10. Electronic Systems Corporation (C01-206-I)
11. Managing interpersonal conflicts by Ware and Barnes (HBS 479-004)
12. The Necessary Art of Persuasion by Jay Conger (HBR 98304) (OP)
13. Roger Clarke (A) (HBS 9-676-185)
14. Managing your boss by Gabarro and Kotter (HBR 93306)
15. Power, dependence and effective management by John Kotter (HBR 77409)
16. Barbara Herrick (s/c)
17. Some basic psychological concepts by Fernando Bartolomé (C02-281-I)
18. Managing your career by Linda Hill (HBS 9-494-082) (OP)
19. The Barcena's Decision (C01-218-I)
20. Management women and the new facts of life (OP) (HBR 89110)
21. Business and the facts of family life
22. Executive Women and the Myth of having it All (OP) (HBR R0204E)

## HANDOUTS:

1. Communication Styles Questionnaire (C) (C02-209-I)
2. Conceptual Handout on Superior-Subordinate Relationship (CO2-102-I)
3. Professional-Private Life Questionnaire (C01-214-I)
4. The Baker Case (B) (CO1-205-B-I)
5. The Baker Case (C) (CO1-205-C-I)
6. Feedback case (C01-207-I)
7. Notes on negative feedback and performance appraisal (C02-288-I)
8. Summary Comments on Managing Oneself by Peter Drucker (C02-283-I)
9. So you want to know your leadership style? (B) (s/c)
10. Notes on Leadership (C02-258-I)
11. Managing Technical Stars (C01-119-I)
12. Comments on the Necessary Art of Persuasion (CO2 – 207I)
13. "12 angry men" viewing guide (HBS 2-498-020)
14. Roger Clarke (B) (HBS 9-676-186)
15. Roger Clarke (C) (HBS 9-676-187)
16. Roger Clarke (D) (HBS 9-676-188)
17. Naive assumptions about managing one's boss (C02-248-I)
18. The problem of learning from books, articles or advice from mentors. (C02-287-I)
19. Must success cost so much? (s/c)
20. The work alibi: when it's harder to go home by Fernando Bartolomé (s/c)
21. When people lose their common sense (RRHH/241-I)
22. Results of the Professional-Private Life Questionnaire