

**WEATHERHEAD SCHOOL OF MANAGEMENT
DEPARTMENT OF ORGANIZATIONAL BEHAVIOR
CASE WESTERN RESERVE UNIVERSITY**

**Spring 2007
MGMT 413**

**Section 1: Tuesdays, 8:30-11 am; PBL #118
Maximizing Human Value in Organizations
Course Description and Syllabus**

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COURSE DESCRIPTION

In today's increasingly complex and fast-paced environment, it is critical to understand how to maximize organizational performance. All organizations (corporations, non-profits, government) aim to achieve some goal or objective (e.g., increase shareholder value, make a profit, provide a service). People are used to accomplish the organization's goals and objectives. Managing people to get work accomplished in organizations is easier said than done and requires a great deal of knowledge and skill. Therefore, understanding how to maximize the behaviors of individuals and teams to maximize organizational performance is the goal of this course. This course is designed to enhance your ability to make well-reasoned decisions about human capital in organizations.

COURSE OBJECTIVES

Upon completion of this course, you should be able to:

- Appreciate and critically apply "systems thinking" to the analysis of organizations and their problems, specifically in the case of organizational culture and change.
- Understand important factors in leading and managing individuals and groups in the workplace, including reward systems, management practices, individual motivation and personality/attitudes.
- Understand individual, interpersonal and group behavior within organizations.
- Develop effective alternatives and recommendations to management, by integrating the theories and techniques learned throughout the course.
- Enact the behaviors of a good team member and know how to make groups more effective.

RELATION TO THE WEATHERHEAD MISSION AND VALUES

The Weatherhead mission is to "develop transformational ideas and outstanding leaders for the advancement of business and society." Some of the Weatherhead values include: the belief that management is a noble profession committed to the advancement of human life; promoting a culture rich in ideas and reflection; learning that is active and collaborative; diversity, in all its forms, characterized by open dialogue and mutual respect. To these ends, this course covers topics that will influence your effectiveness as a leader. The design of this course is intended to develop your creative and critical thinking skills by engaging in reflective exercises, learning with and from others who are different from you and by examining important management problems that impact society.

COURSE TEXT & MATERIALS

- Robbins, S.R. (2001). Essentials of Organizational Behavior. (8th ed.). New Jersey: Prentice Hall. ISBN: 0-13-083572-2, (soft cover).
- Harvard Business School Case Study. Charlotte Beers at Ogilvy & Mather Worldwide.
- Harvard Business School Case Study. SAS Institute.
- Coursepack of articles and readings.

All of the above are available at the University Bookstore.

COURSE FORMAT

Classes will be devoted to a discussion of concepts of organizational behavior and application of these concepts, theories and tools through class discussions, cases, team projects, individual assignments, in-class exercises and video segments. You are expected to have read the assigned material prior to each class. We will not discuss all of the readings in each class. During class, I want to enhance and build on (not repeat) what you have read.

You are not expected to have all the right answers in every class, nor are you expected to dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class discussions. Your class participation should demonstrate evidence of preparation of reading material in the clarity and conciseness of your comments. The quality of our class discussions will depend on how well-prepared you are and how willing you are to share the results of that preparation with the class. Remember that you (your unique insights and thoughts) are a source of learning to the rest of the class. So, get involved and contribute to the class. It will serve to enhance your learning as well as the learning of others.

TEACHING PHILOSOPHY

I view my role as a facilitator to your learning. I believe that individuals learn best when they learn in a variety of different ways. To that end, some of the forms of learning will be class lecture, some will be reading the text and articles, some will be reading cases and applying your knowledge and some will be in-class activities. I am sure that you have a preferred way of learning. Some people prefer to listen to lectures, some prefer “experiential” learning, some prefer to observe and yet others prefer to take action and then learn as a result of that action. This course seeks to incorporate a number of different learning styles in order to help you learn.

We learn from a number of different sources. Because only a very small percentage of your time is spent in the classroom, a lot of your learning takes place “out there.” So one of the things this course aims to do is to bring some of that “out there” in here. That means that although you will learn from me and from the text and supplemental readings, you will also learn from each other, from the exercises that we do in class, from talking about real-life case studies and from sharing your own experiences at work. In order to create an environment conducive to learning, I expect that you: respect the ideas and feelings of all class members; are committed to integrity and ethical behavior; and are willing to share ideas and efforts with others in the spirit of teamwork.

ACADEMIC INTEGRITY

All students in this course are expected to adhere to university standards of academic integrity. Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. This includes, but is not limited to, turning in written work that was prepared by someone other than you, making minor modifications to the work of someone else and turning it in as your own, etc. Ignorance will not be permitted as an excuse. If you are not sure whether something you plan to submit would be considered either cheating or plagiarism, it is your responsibility to ask for clarification. When your name appears on a group product for a class, you are responsible for the integrity of the work, even if you did not personally write the offending material. Either ask me about it or consult credible sources of information on the subject. Two useful internet sites are <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> and <http://www.unc.edu/depts/wcweb/handouts/apa.html>. Please remember that you have agreed to Standards Regarding Academic Integrity (a copy of which can be found at <http://weatherhead.case.edu/pdpao/policy/policyhome.html>) which outlines your responsibility in more detail.

EVALUATION

I recognize that this course is but one of many obligations you face at this time. It is up to you to set your own priorities and goals regarding the amount of effort and work you put into this course; obviously lack of involvement and poor quality work will ultimately affect the grade you receive for the course. You decide on the grade and level of learning for which you choose to aim.

My grading standards are based on completion of high quality work. This is graduate school and my standards reflect this. Basically, for all written and oral work, doing a good job will earn you a “B.” To get a higher grade, the work must exhibit good insight, excellent organization or have some other meritorious quality. To get an A, you have to have excellent content and excellent presentation of your ideas. As you know, this is what is required to have a successful career as well. It should be noted that this is a core course and, as such, it covers a significant amount of dense material. Although extensive work experience is not necessary, it is helpful in being able to understand the various concepts. Turn in hard copies of all assignments. Evaluation of your progress in the course will be based upon the items below:

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| ◆ Three (3) Individual “Personal Application Assignment” (PAA, 10% each) | 30% |
| ◆ Team Case Analysis Written Report (SAS Institute) | 25% |
| ◆ Book/Movie Team Analysis & Presentation | 30% |
| Written report (25%) | |
| Presentation (5%) | |
| ◆ Participation | 15% |
| Instructor rating based on class participation and <u>on-line journal</u> (5%) | ----- = 100% |
| Case Analysis Team rating (5%) | |
| Book/Movie Analysis Team rating (5%) | |

Although it is rare, I reserve the right to curve grades in this class. If I do so, it will be at the end of the term.

Personal Application Assignment (PAA) (10% each, for a total of 30%)

You are required to complete and turn in a total of **three (3)** individual personal application assignments. One of these papers will be about your experience as a team member in this course (the others are your choice). Thus, you are required to keep a brief on-line journal of your team processes and experiences (more detail on the journal under “Participation”). The first PAA is **DUE at Class 4 (Feb. 6)**. The second PAA is **DUE at or before Class 9 (March 27)**. The third PAA is **DUE at or before Class 12 (April 17)**. The list of PAAs will be posted on Blackboard. Each PAA should be 2 pages, single-spaced.

Team Case Analysis Written Report (SAS Institute) (25%)

This team project analysis will allow you to apply your understanding of the concepts learned in the course and to improve your skills as a team member. Before class 2, you will receive your team assignment. Your team will be responsible for a written analysis report. Please follow the Guidelines for Case Analysis when writing the report. The report is **DUE at the beginning of Class 7 (February 27)**. Note that each team member evaluates every other team member (part of the course grade) on various aspects of their contribution to the team.

For the written report, I expect you to deliver what you would to a client in the workplace. Clarity, coverage of the material and conciseness are attributes that are valued in the workplace (also, grammar and spelling count in the ‘real world’). You may have the best ideas in the world but if you cannot communicate them effectively, it is unlikely that they will be seriously considered. Your ideas should be clearly explained and coherently presented. Good communication includes presenting your ideas logically and providing rationales to support them.

Team Book/Movie Analysis Written Report & Presentation (30%)

You will form into teams after Spring Break based on your interest in a particular book or movie (options will be posted on Blackboard before Spring Break). You must e-mail the TA by 5 pm on Monday, March 19 with your preference. Your team will be responsible for a written analysis report and a presentation. You may choose to

analyze only a small portion of the book/movie. Whatever you decide, your ideas should be clearly explained and coherently presented. Note that all the guidelines from above also apply to this project. The report and in-class presentation are **DUE at Classes 12 and 13 (April 17 & 24)**.

Individual Participation (15%)

All class sessions involve *active classroom discussion* based upon the readings and cases. A contribution to class discussion is a comment which has at least one of the following properties: 1) offers a unique but relevant insight into the issue; 2) moves the discussion and analysis forward to generate new insights; 3) builds on the preceding discussion; 4) relates to personal experience in a way that clearly helps to illuminate the ideas being discussed; or 5) uses logic, evidence, and creative thinking, and is more than an expression of an opinion or feeling. Part of your participation grade is determined by your on-line journal (see details below). Note: If you are not in class, you cannot participate. Also note that 10% of your participation grade is determined by your team members.

On-line Individual Journal

For one of your Personal Application Assignments (PAA), you are required to write about your experience being in a group/team in this course. To that end, you will be required to keep an on-line journal with comments about how your team functions. You may decide to keep this journal for only one team experience or for both team experiences (this may be determined by when you decide to hand in this assignment). I am not looking for quantity – I just want you to have a format to keep note of observations of your team processes (you will not remember everything that happened in your team by the time you do the PAA). You can set up the on-line journal any way you want to and can write as much or as little as you want. However, if you do not do a good job on this PAA and you did not have a detailed journal, it will count against you.

I offer to you the following questions/topics that you may want to comment on in your journal:

Group Culture

- How would you describe your group's culture? Give evidence of this culture.
- What kinds of rituals or patterns did you observe?
- How are/were you impacted by the group's culture?

Decision-making Processes

- How are/were decisions made in your group (e.g., majority rules, consensus, etc.)?
- Did this process change over time?
- How were you affected by the way your group made decisions?
- If you could, how would you have changed the way your group made decisions?

Power & Politics

- What kinds of power existed in your group?
- What kind of power did you have and why? What kind of power did other team members have and why?
- How did this affect how decisions were made?

Conflict & Negotiation

- What was the most prevalent source of conflict in your group? Did it come from task interdependence, personality conflict, limited resources or something else?
- Did conflict increase or decrease in your group over time?
- How was conflict resolved? How did your conflict style affect how you resolved conflict?

Note: For this PAA, you can either do the Groups/Teams PAA on Blackboard OR you can pick some of these questions as a way to compare/contrast your two team experiences.

OVERVIEW OF SCHEDULE

<i>Class</i>	<i>Day</i>	<i>Topic</i>	<i>Readings</i>	<i>OB Text</i>	<i>Other Deliverables</i>
1	1/16	Introduction / Structure	Carvell, T. (1998). Sull, D. N. (1999).	Chapter 1	
2	1/23	Organizational Structure and Design	Dyer, W. G. (1995). Lawler, E. E., III. (1997). Werther, W. B., Jr. (1999).	Chapter 13	
3	1/30	Organizational Culture	Schein, E. H. (1986).	Chapter 14	Due: Disneyland Case Prep.
4	2/6	Organizational Change	Kotter, J. P. (1998).	Chapter 16	Due: Ogilvy & Mather Case Prep. Due: First PAA
5	2/13	Leadership	Collins, J. (2001). Goleman, D. (2000). Sontag, D. (2001).	Chapter 10	
6	2/20	Management Practices / Systems	Smith, G. (2004). Neilson, G. Pasternack, B. & Van Nuys, K. (2005). Pofeldt, E. (2006).	Chapter 15 (253-263)	
7	2/27	Management Practices / Systems	Gladwell, M. (2002). Huselid, M., Beatty, R., & Becker, B. (2005).	Nothing	Due at the beginning of class: Team Case Analysis Written Report (SAS Institute)
3/6 & 3/13		No class (Midterms and Spring Break)			
8	3/20	Motivation and Rewards	Kerr, S. (1995). Hastings, D. (1999). Pfeffer, J. (1998).	Chapter 4 Chapter 5	
9	3/27	Conflict and Negotiation	Bazerman, M. & Neal, M. (1992). Sebenius, J.K (2001).	Chapter 12	Due: Thomas- Kilmann Instrument Due <u>by this class</u> : Second PAA
10	4/3	Personality, Values and Attitudes	Tully, S. (2006). Morse, G. (2006). Casciaro & Lobo (2005).	Chapter 3	
11	4/10	Groups and Teams	Schein, E. H. Wageman, R. (1997).	Chapter 7 Chapter 8	
12	4/17	Corporate Social Responsibility Sustainability	Weiss, T. (2006). Porter & Kramer (2006). Serwer, A. (2006).	Nothing	Due <u>by this class</u> : Third PAA Due: Team Book/Movie Analysis Written Reports & Presentations
13	4/24	Diversity / Wrap-up	Shalit, R. Myerson & Fletcher (2000). Sellers, P. (2006).	Nothing	Due: Team Book/Movie Analysis Written Reports & Presentations
4/30 – 5/3		Finals Week – No Class			

REQUIRED READINGS

Class 1: Introduction / External Environment

- Carvell, T. (1998). By the way...your staff hates you. *Fortune*, September 28: 200-212.
- Sull, D. N. (1999). Why good companies go bad. *Harvard Business Review*, July-August: 42-52.
- Text, Chapter 1

Class 2: Organizational Structure and Design

- Dyer, W. G. (1995). Developing the temporary team. In *Team Building: Current Issues and New Alternatives*. Addison-Wesley Publishing: 127-135.
- Druskat, V. U. & Wolff, S. B. (2001). Building the emotional intelligence of groups. *Harvard Business Review*, March-April: 78-93. (from LEAD course – optional but you may want to review)
- Lawler, E. E., III. (1997). Rethinking organization size. *Organizational Dynamics*, Fall: 24-35.
- Werther, W. B., Jr. (1999). Structure-driven strategy and virtual organization design. *Business Horizons*, March-April: 13-18.
- Text, Chapter 13

Class 3: Organizational Culture

- Individual Case Preparation Due: Van Maanen, J. (1991). The smile factory: Work at Disneyland (pp. 58-76). In *Reframing organizational culture* (Eds. P. J. Frost, C. F. Moore, M. R. Louis, C. C. Lundberg & J. Martin). Sage Publication Newbury Park.
- Schein, E. H. (1986). Are you corporate cultured? *Personnel Journal*, November: 83-96.
- Text, Chapter 14

Class 4: Organizational Change

- Kotter, J. P. (1998). Leading change: Why transformation efforts fail. In *Harvard Business Review on Change*. HBS Press: 1-20.
- Individual Case Preparation Due: Charlotte Beers at Ogilvy & Mather Worldwide. HBS Press.
- Text, Chapter 16
- **DUE: First Personal Application Assignment**

Class 5: Leadership

- Collins, J. (2001). Level 5 leadership: The triumph of humility and fierce resolve. *Harvard Business Review*, January: 67-76.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, March-April: 78-93.
- Sontag, D. (2001). Who brought Bernadine Healy down? *New York Times Magazine*, December 23: 32-40; 52-53.
- Text, Chapter 10

Class 6: Management Practices / Systems (Policies & Procedures)

- Smith, G. (2004). An evaluation of the corporate culture of Southwest Airlines. *Measuring Business Excellence*, 8(4): 26-33.
- Neilson, G. L., Pasternack, B. A. & Van Nuys, K. E. (2005). The passive-aggressive organization. *Harvard Business Review*, October: 83-92.
- Pofeldt, E. (2006). What makes a great boss? *Fortune*, October 16: 192[B]-192[F].
- Text, Chapter 15 (pp. 253-263, only)

Class 7: Management Practices / Systems (Policies & Procedures)

- Gladwell, M. (2002). The talent myth: Are smart people overrated? *The New Yorker*, July 22: 28-33.
- Huselid, M., Beatty, R. W. & Becker, B. E. (2005). 'A' Players or 'A' positions? The strategic logic of workforce management. *Harvard Business Review*, December: 110-117.
- **Due: Written team case (SAS Institute)**

Class 8: Motivation and Rewards

- Kerr, S. (1995). On the folly of rewarding A while hoping for B. *Academy of Management Executive*, 9(1): 7-16.
- Hastings, D. (1999). Lincoln Electric's harsh lessons from international expansion. *Harvard Business Review*, May-June: 3-11.
- Pfeffer, J. (1998). Six dangerous myths about pay. *Harvard Business Review*, May-June: 109-119
- Text, Chapter 4 & Chapter 5

Class 9: Conflict and Negotiation

- Bazerman, M. H. & Neal, M. A. (1992). The mythical fixed-pie. In *Negotiating Rationally*. New York: Free Press: 16-22.
- Sebenius, J. K. (2001). Six habits of merely effective negotiators. *Harvard Business Review*, April.
- Due: Thomas-Kilmann Conflict Mode Instrument. Consulting Psychologists Press.
- Text, Chapter 12
- **DUE by this class (or before): Second Personal Application Assignment**

Class 10: Personality, Values and Attitudes

- Tully, S. (2006). The [second] worst deal ever. *Fortune*, October 16: 102-119.
- Morse, G. (2006). Decisions and desire. *Harvard Business Review*, January: 42-51.
- Casciaro, T. & Lobo, M. S. (2005). Competent jerks, lovable fools, and the formation of social networks. *Harvard Business Review*, June: 92-99.
- Text, Chapter 3

Class 11: Groups and Teams

- Schein, E. H. What to observe in a group. *NTL Reading Book for Human Relations Training*: 72-74.
- Wageman, R. (1997). Critical success factors for creating superb self-managing teams. *Organizational Dynamics*, Summer: 49-60.
- Text, Chapter 7 & Chapter 8

Class 12: Corporate Social Responsibility / Sustainability AND Presentations

- Weiss, T. (2006). New lessons in corporate citizenship. *Forbes.com*: November 29.
- Porter, M. E. & Kramer, M. R. (2006). Strategy & society: The link between competitive advantage and corporate social responsibility. *Harvard Business Review*, December: 78-92.
- Serwer, A. (September, 2006). The legend of Robin Hood. *Fortune*, September 18: 103-114.
- **DUE by this class (or before): Third Personal Application Assignment**
- **Due: Book/Movie Presentations & Written Reports**

Class 13: Diversity/Wrap-Up AND Presentations

- Shalit, R. Taming of the shrews. *Elle*: 102-200.
- Myerson, D. E. & Fletcher, J. K. (2000). A modest manifesto for shattering the glass ceiling, *Harvard Business Review*, January-February: 126-136.
- Sellers, P. (2006). It's good to be the boss. *Fortune*, October 16: 134-142.
- **Due: Book/Movie Presentations & Written Reports**