



HUMAN BEHAVIOR AND ORGANIZATION: GETTING RESULTS THROUGH SOCIAL CAPITAL

M&O 503

Fall B Term, 2008

Course Website: <https://ctools.umich.edu/>

Note that the first class begins on November 4 rather than on October 28 because the first week of MO503 classes has been replaced with a required simulation that will take place on Friday, 11/14.

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Teaching Assistant Information

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1. Course Overview and Objectives

The purpose of this course is to help you develop leadership perspectives and skills that will enable you (and the people who work with and for you) to thrive, rather than simply survive, in today's competitive global business environment. Not surprisingly, the most successful leaders add value to their organizations by getting better results in less time while using fewer resources. They achieve these results not only through their technical expertise and analytical abilities, but also through their ability to create work relationships and environments that bring out the best in themselves and others. In short, leaders know how to turn talent into performance. The key question we tackle in this course is: "*How do I lead and work with other people to achieve important personal and organizational goals?*"

The specific learning goals of the course are:

- To increase your ability to assess and articulate your own and others' cognitive and behavior styles, including perceptions, assumptions, motivations, and values that can be leveraged to create wiser decisions and more effective actions
- To increase your knowledge about proven effective individual, interpersonal, team, and leadership behaviors in organizations
- To broaden your repertoire of leadership strategies that help you refine the processes you use to generate, select, and evaluate action alternatives

As a section, we will collectively achieve our learning goals by first covering key leadership concepts that you will be able to use immediately and throughout your professional career regardless of the profession, organization, or industry in which you work. We will then apply these concepts to cases, simulations, self-assessments, and other activities that will help you reflect on how you can manage challenging and predictable organizational problems that you will encounter at different stages of your career, from your first job as a new MBA to a seasoned executive. Not surprisingly, many of these concepts are immediately applicable for increasing your effectiveness in the MBA program, your MAP team, and your summer internship.

2. Daily Class Assignments

To ensure a high quality learning experience, it is essential that you prepare thoroughly before each class meeting. For each class, you are required to complete the assigned materials, provide answers to the specific questions listed on the syllabus, and be prepared to discuss your answers in class if asked to do so by the professor or another classmate.

3. Reading Materials

There is no textbook for this course. All assigned materials are included in the course pack and on the CTools site. The course pack is updated each year; therefore you will not be able to use the course pack from previous years. During the course, we will provide additional materials to enrich our in-class discussion and your learning experience.

4. Evaluation

Your course grade is based on four components (additional details for each assignment are provided in later sections of this syllabus):

<p>1. Leadership Portfolio - Self-Assessment (Individual assignment)</p>	<p>As a capstone project for this course, you will synthesize your insights from the class and self-assessment assignments (integrating what you learned through the Ross Leadership Initiative), to create a personal Leadership Portfolio. This Portfolio will include (1) a thoughtful, concise 3-page leadership self-analysis and action plan for developing your leadership perspectives and skills while in the MBA program and (2) copies of your self-assessments as an attachment to your assessment/action plan.</p>	<p>Due Monday, 12/8, at 5:00 PM; Post on CTools Assignment page.</p>	<p>35%</p>
<p>2. Ross MO Podcast: LEA- Learning extension & application (Team assignment)</p>	<p>Students will be assigned to an MBA team. Each team will be assigned a topic from one of the classes for which the team will creatively apply knowledge from class to a real-world example by creating a 3-4 minute podcast interview.</p>	<p>Podcasts are due 6 days after the assigned class to which the team is assigned.</p>	<p>25%</p>
<p>3. On-going self-reflection and class assignments (Individual assignment)</p>	<p>You will post your class self-reflection assignments on the CTools assignment page to create a record of the data for your Leadership Portfolio. These assessments include: Internship wish list; Assessments (5Dynamics; Emotional Aperture; Conflict Ways; Communication Styles, etc.)</p>	<p>Due throughout class on CTools Assignment page by 9:00 pm on the day before we are schedule to discuss them in class</p>	<p>20%</p>
<p>4. Class participation and attendance (Individual assignment)</p>	<p>Individual contribution to class learning.</p>	<p>Ongoing</p>	<p>20%</p>

Criteria for Evaluation of Leadership Portfolio-Self Assessment (35 points):

This capstone assignment assesses your ability to synthesize course materials in a way that helps you create an action plan for your personal development as a leader. Specifically, the purpose of this individual assignment is to give you the opportunity to (1) reflect on what you have learned about yourself as a leader through this course, building on what you are learning throughout the Ross Leadership Initiative; and (2) develop a plan of action for making the most of your leadership development opportunities while you are at Ross. Your paper will be up to 3 pages, double-spaced, 12-point font (equivalent to Times-Roman/Helvetica), pages numbered, and 1 inch margins. You may add attachments in the form of diagrams, tables, etc., to the 3-page paper if doing so is useful to your analysis. Your leadership portfolio is confidential and only your professor will read it. In your paper, you will discuss:

1. The three most important things that you have learned from the assessments and concepts throughout the class (linking your self-reflection to the ongoing Ross Leadership Initiative) about yourself as a leader – e.g., your goals, leadership styles, strengths, weaknesses, and how you may be perceived by others (for better and worse).
2. How your styles influence (a) your assumptions and behaviors in different situations, as well as the behavior of others, and (b) the consequences your styles tend to have on your teams' performance and your potential to achieve results and career goals.
3. The most important change you want to make based on what you learned from this reflection, why this is critical to your leadership development, and at least 3 specific steps you will take to make this change. Use the "Change How You Change" article on CTools to guide your action plan. What will you do throughout the two years of the MBA program, including during MAP and your summer internship, to help you make this change? These changes will include what you will do immediately, next semester, and during the next year at Ross (and third year if you are pursuing a three-year degree).

This assignment will be based on the following criteria:

- Completion of assignment: You submit the assignment to CTools on time and answer each of the questions in the assignment thoughtfully and thoroughly. *For fairness to all students, the penalty for late papers will be determined based on how late the paper is turned in, beginning with 5 points.* If there are special circumstances that you would like your instructor to consider, please email the professor and teaching assistant before the due date.
- Self-reflection: You demonstrate a willingness and ability to engage in self-reflection. You provide insights from your personal experience, self-assessment, and Ross Leadership Initiative. You show an understanding of the consequences of your styles, strengths, weaknesses – and how you are perceived by others – on your potential to achieve your career goals and make significant contributions to the teams and organizations you work with. (10 points)
- Conceptual understanding: You demonstrate a thoughtful understanding of conceptual materials from class and integrate them, as relevant, into your paper. (10 points)
- Application: You demonstrate an ability to articulate a thoughtful and systematic action plan for personal change. You provide specific action steps for implementing the change you want to make. (10 points)
- Professional presentation: You present a professionally written paper. Your paper should be well-organized, well-written (e.g., spelling, grammar), and consistent with page limits and formatting described above. (5 points)

Criteria for Evaluation of Ross-MO Podcast Learning Extension and Application Assignment (25 points)

Team assignment: Working as a team, you will apply knowledge from the class to a real-world example to share with others. You will submit your final product in the form of a 3 to 4 minute creative audio podcast (.mp3 file) that includes two or more team members speaking in the Podcast.

The purpose of this assignment is to give you an opportunity to (1) apply course materials to real-world applications; and (2) provide a useful example to your class colleagues in a format that is widely accessible. Each student will be assigned to a weekly Podcast team related to a specific class topic. Each team will be responsible for identifying a business example from the popular business press that illustrates and extends the main learning points from a specific class to get approval. If you have a non-public example (e.g., personal example) that your team would like to focus on, email your professor in advance for permission. Your team will submit a 3 to 4 minute .mp3 file to the Professor and TA to have posted on our course iTunesU site for distribution across all sections of MO503. The format of the Podcast is up to you; however, one option is an interview format similar to an interview National Public Radio-Marketplace segment (see <http://marketplace.publicradio.org/RSS/>). This assignment will be evaluated based the following criteria:

- Timely completion of assignment: You submit the assignment on time. *Out of fairness to all students, the penalty for late assignments will be determined based on how late the assignment is turned in, beginning with 5 points.* If there are special circumstances that you would like your professor to consider, please email the professor and teaching assistant before the due date.
- Conceptual links to course: You demonstrate a thoughtful integration of relevant course concepts. (5 points)
- Productively proactive: You challenge and/or extend the main learning points from class in ways that advance our understanding of the concepts. (5 points)
- Professional presentation: Your podcast reflects a high level of professionalism and business acumen that shows you can get your message across to others in an engaging, professional, and practical way. Keep in mind that your Podcast presentation will be available for broad distribution and subscription via the University of Michigan's iTunesU site. This provides your team's output with high visibility and the opportunity to reference your quality work to others. (10 points)
- Peer evaluation: You submit a peer evaluation to the CTools Assignment page on the same day you submit your completed Ross MO Podcast. These peer evaluations will be considered in the grading for each person on the team. (5 points)

Criteria for On-Going Self Reflection and Class Assignments (20 points)

You will receive several homework assignments (self-assessments and other class preparation) throughout the class. You will post your completed assignment to CTools before class by 9:00 pm on the day before the assignments are due because (1) it is important for you to be prepared for each class to make the most of the class and (2) these assignments will become the data for your leadership portfolio.

Criteria for Evaluation of Class Participation (20 points)

Your Teaching Assistant (TA) will distribute a seating chart at the first class. Please write your name in the appropriate seat and sit in the same seat throughout the semester. Please use your nameplate at all class sessions because without a name plate the professor and Teaching Assistant cannot learn your name quickly enough to properly give you credit for your keen insights.

Obviously, you must attend class to participate. If you cannot attend a class due to an emergency, please notify your TA in advance as soon as possible by email. If you anticipate any religious conflicts that will prevent you from attending any class during the semester, please let the teaching assistant and professor know before the first day of class by email. If you anticipate or experience any problems with your participation in class, please contact your TA and professor by email as soon as you are aware of potential problems. Also, please let the professor and TA know prior to class if you are unable to prepare for a particular class session so that the professor doesn't call on you for issues specifically related to the class readings for that day because our goal is to facilitate leadership development and class learning, not embarrassment.

Discussions in this class are typically quite lively, with individuals advancing and holding strong views. Developing a professional style of giving and receiving criticism will contribute to your success in this course and in your future leadership roles. We encourage you to listen carefully to your classmates with an open mind to learn different points of view and to view disagreements as an opportunity for learning. By probing, challenging, and extending points of view, we may find that one individual has weighed certain factors more heavily, made different assumptions, or interpreted facts from a different perspective. Identifying sources of conflict can lead to a clearer understanding of the situation and the benefits of considering alternative courses of action.

Your class participation is evaluated based on the following criteria:

1. Being present (physically and mentally) in each class for the full class session
2. Being prepared (you may be called on to discuss a case, reading, or opinion)
3. Not doing any of the following: Repeating what others have already said, interrupting without being called on, side-tracking discussions, monopolizing class time, or asking questions more appropriately addressed outside of class (these are all signs that you are not actively listening to and building on the class discussion).
4. Being engaged with and making quality contributions to class learning. For quality of contributions, we will consider the extent to which your comments:
 - Provide a thorough and well-thought-out analysis of the questions posed for each class based on your understanding of the case, readings, assessments and other activities
 - Rely on facts, evidence, and logic (not just opinion)
 - Provide new insights and draw on relevant personal experiences
 - Contribute to an environment of open dialogue, informed debate, and collective learning by showing respect for your classmates. This means: listening carefully to others to learn from different perspectives and experiences; building on and debating ideas as appropriate; viewing disagreements and conflicts as opportunities to broaden the class perspective, gain a better understanding of the situation, and increase options for alternative courses of action

You may ask for feedback on your class participation at any time.

Grading

Final grades will approximate the distribution below in accordance with the Ross School's established grading norms for core classes. This is the maximum allowable for each category. Excellent 25%; Good 35%; Pass 35%; Low Pass 0-5%; Fail 0-5%

5. Cell Phone, Blackberry, iPhone, Laptop, Pager, IM, WiFi, etc. Policy

To ensure high quality class participation, our policy is that you turn off and stow all portable electronic devices for the duration of the class to minimize distractions to your classmates.

6. Special Considerations

If you need an accommodation for a disability, please let your instructor know by email at your earliest convenience, so that your instructor can set up a time to discuss this with you. Some aspects of the course, the assignments, and the in-class activities may be modified to facilitate your participation and progress. As soon as you make your instructor aware of your needs, we can work with the Office of Services for Students with Disabilities to determine appropriate accommodations. Your information will be treated as private and confidential.

7. Academic Honor Code

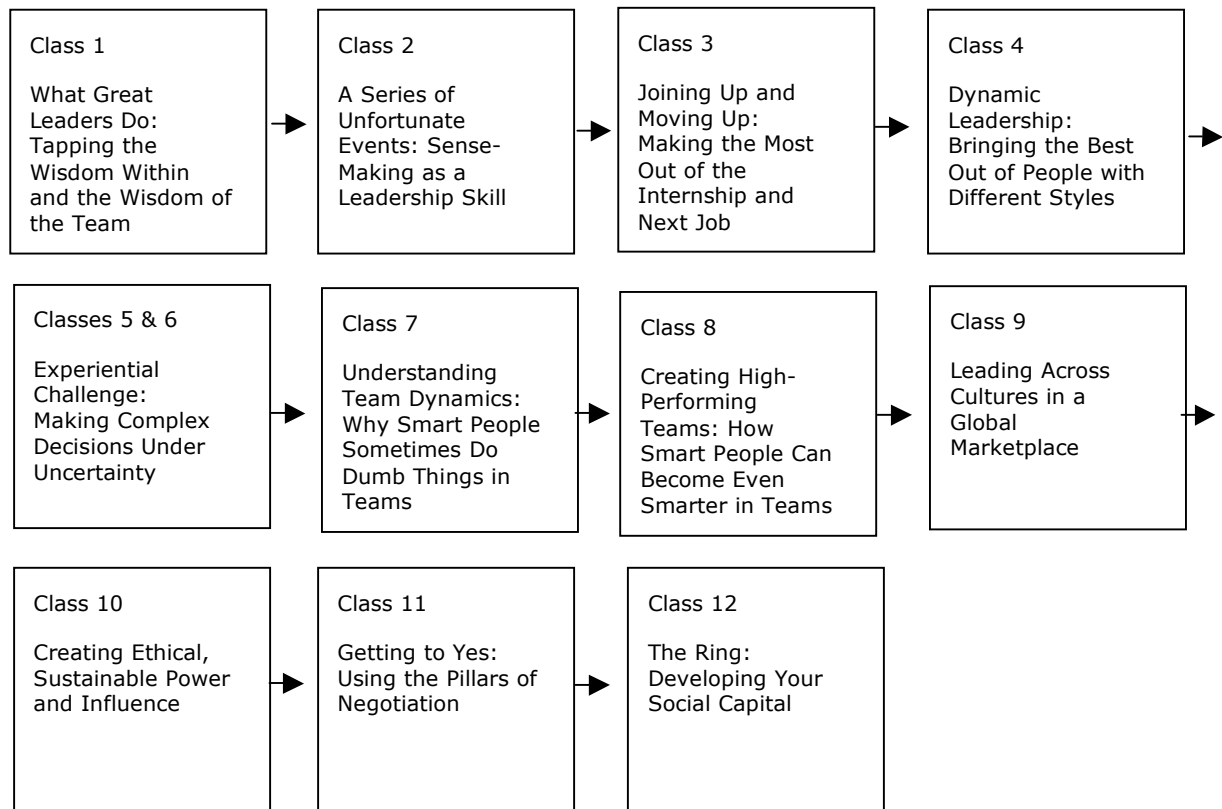
Personal integrity and professionalism are fundamental values of the Ross Business School community. This course will be conducted in strict conformity with the Academic Honor Code. The Code and related procedures can be found at:

www.bus.umich.edu/Academics/Resources/communityvalues.htm.

The site also contains comprehensive information on how to be sure that you have not plagiarized the work of others. Claimed ignorance of the Code and related information appearing on the site will be viewed as irrelevant should a violation take place. Non-Ross Business School students taking the course should also familiarize themselves with the Code as they will be subject to the Code as well while in this course.

COURSE PATH

This class is built on the assumption that great leaders – those who exceed expectations – are experts at understanding how people *really* think and feel, and how organizations *really* work. They recognize that people, though smart, aren't always rational; that every problem generates multiple legitimate interpretations and solutions; and the most successful leaders depend on the input and support of multiple constituents who have different perspectives, agendas, values, and work styles to achieve their goals. Therefore, this class begins with a focus on understanding how great leaders think, moves through how they use this knowledge to bring out the best in individuals and teams, and ends with a focus on how to gain the support of others.



COURSE DATES, TOPICS, ASSIGNMENTS

Class 1: Tuesday, November 4

What Great Leaders Do: Tapping the Wisdom Within and the Wisdom of the Group

Case: Kim Cunningham (on CTools)

Case Question: Write your answer in the space below and be ready to discuss your answer in class:

- Write down, in one sentence, what you believe is the most important issue in this case. Who in the case would agree the most with you?

Readings:

- How Successful Leaders Think, Roger Martin (in Course Pack)
- Evidence-Based Management, Jeffrey Pfeffer and Robert Sutton (in Course Pack)

Optional Reading:

- In Search of Growth Leaders (on CTools)

Reading Question: Write your answer in the space below and be ready to discuss your answer in class:

- What the most important/useful lesson you took from the readings and why?

Class 2: Thursday, November 6

A Series of Unfortunate Events: Sense-Making as a Leadership Skill

Case: Erik Peterson (A) (in Course Pack)

Case Questions: Write your answers in the space below and be prepared to discuss your answers in class:

1. Erik Peterson, as a new leader, is facing a lot of problems. (a) In your opinion, what is Peterson's single most important problem (and why)? (b) To what extent did he contribute to the problem?

2. Imagine you are Erik Peterson: What would you do to prepare for your upcoming meeting with Chip Knight?

3. If you were Erik Peterson's professional career coach, what would you have advised him to do during his first 90 days of his job?

Reading:

- A Fast Start on Your New Job: Interview with Michael Watkins (on CTools)

Reading Questions: Write your answers in the space below and be prepared to discuss your answer in class:

1. What is the most important lesson you took from the "Fast Start" reading?

2. How will this lesson help you be more effective in your leadership roles, especially at the early stages of your jobs?

Class 11: Thursday, December 4
Getting to Yes: Negotiating Effectively

Readings:

- Book Summary of Getting to Yes: Negotiating Agreement without Giving In (on CTools)
- Nice Girls Don't Ask, Linda Babcock, Sara Laschever, Michelle Gelfand, Deborah Small (in Course Pack)

Reading Question: Write your answer in the space below and be prepared to discuss your answer in class:

- What are some of the most effective negotiation strategies others have used to gain your support? Describe the situation(s) and how they used these strategies.

REMINDER: Individual Leadership Portfolio Due on December 8 by 5:00 PM on CTools

Class 12: Tuesday, December 9
The Ring: Developing Collective Social Capital

Reading: What Is Social Capital and Why Should You Care About It? Wayne Baker (on CTools)

