COURSE DESCRIPTION

This course is an introduction to organizational behavior theories and applications. It is designed to improve your understanding of human behavior in organizations and to help you develop strategies for managing behavior in a way that serves both employee and organizational goals. Research shows that the most difficult part of transitioning to the role of leader is the switch from having to motivate only yourself --to having to motivate others. As a leader, your performance is measured by the quality of the work of your employees. Thus, as you move into leadership positions, your need to understand why people behave in certain ways (for example, motivated or unmotivated) becomes essential.

We will cover many important topics in a short period of time, including: emotional intelligence, feedback, motivation, conflict, power, leading teams, leading in the global environment, ethical leadership and more... The course will involve a lot of reading (and writing). Because our class sessions place a heavy emphasis on class participation, it is important that you read all assignments on schedule. Your thorough preparation for class and active involvement in our class discussions are essential for maximizing your learning in this course. Listening to the interpretations and opinions of others and articulating your own interpretations and opinions about course readings and concepts is an excellent way to learn and retain knowledge. (A key difference between an undergraduate degree and a graduate degree in is that you are not tested on everything you are assigned to read in graduate school. Self-motivation and organization are critical to preparing for our class and for getting the most out of your MBA program.) Participation in project/study teams will allow you to apply what you learning from our class readings and discussions. It will also allow you to practice actively leading and following others -- both are essential skills for work in the 21st Century.
REQUIRED TEXTS AND MATERIALS


4. **Packet of Harvard Business School Cases** – The HBS case numbers are listed below in this syllabus. Here is the link for purchasing cases from the Harvard website: [http://cb.hbsp.harvard.edu/cbmp/access/65798749](http://cb.hbsp.harvard.edu/cbmp/access/65798749)

5. **ESCI-U – Emotional and Social Competence Inventory**. A 360-degree assessment tool. This will be paid for by the MBA Program Office.

COURSE OBJECTIVES

By the end of the course, you will have:

- Increased understanding of human behavior and increased ability to predict behavior in specific situations.
- Increased self-awareness of:
  - your strengths and weaknesses as a leader.
  - your strengths and weaknesses as a team member.
  - your biases and preferences around decision making styles and approaches to conflict.
- Increased awareness that behavior is influenced by one’s environment and also by one’s personality and values.
- Knowledge of leadership actions that improve individual and team motivation and performance.
- Knowledge about what motivates the highest levels of work performance.
- Knowledge of how to design highly engaging jobs.
- Knowledge about how to leverage the benefits of member diversity within a team.
- Increased ability to be influential in your writing and in your verbal communication (i.e., class presentations).
- Increased knowledge about how to plan and manage change in organizations.

DETAILS ABOUT THE COURSE

1. **Participation, Influence and Contribution**

   Learning, both individual and collective, will increase significantly through active involvement in the course. Expressing questions, thoughts, assumptions and suggestions to others are crucial leadership skills. Our classroom (and the MBA program, as it unfolds) provides an opportunity to practice these skills. In class discussions, we need not agree. **Our objective is to explore as fully as possible our different ideas, reactions to the readings, perspectives on human behavior, experiences with human behavior and our assumptions about the workplace.**
My goal is for everyone to participate in every class session. If you tend to speak a lot in groups, please monitor yourself to keep from talking out of habit, but don’t hold back when your view adds new information or neglected dimensions of the subject. If you tend not to speak, be aware that you are equally responsible, along with the frequent speakers, for the ongoing work of the class. Don’t let others take over the direction of class discussions. The best way for you to do this is to come to our classes prepared to talk about what most grabbed your attention or peaked your curiosity in our readings and assignments. Not everyone is comfortable speaking up, some suggestions are:

- Recognize that everyone has something to offer based on different work and personal experiences, and also different assumptions, values, questions, and experiences.
- Be certain to think through and record your questions and insights about the readings and cases prior to class.
- Ask about something that confused you (someone else will also be confused).
- Offer examples of your experiences.
- Talk about any learning connections you’ve made – between lectures and readings, between current topics in the news and our readings– or between any of the readings we do.

Some characteristics of effective participation are as follows:

- Your comments show evidence of a thorough reading and analysis of the materials.
- Your points are relevant to enhancing others’ understanding of the issue.
- Your comments take into consideration the ideas offered by others earlier in the class, reflecting good listening and interpretive skills.
- You are willing to test new ideas—not just stay with “safe” assertions.
- You are willing to ask hard questions and challenge your own and others’ assumptions and conclusions—while continuing to listen to others.

2. **Study Groups/Teams**
   You will be placed in work teams of 3-4 members. Please sit with your team members in class. You will do much of the work for the course in these teams.

3. **Assessment and Grades**
   - Class participation (including completion of class surveys and exercises)… 25%
   - Team Case Facilitation and Write-Up …………………………………. 25%
   - Personal Application Essay #1 (PAE1) ………………………………… 10%
   - Personal Application Essay #2 (PAE2) ………………………………… 15%
   - Team Exam………………………………………………………………………….. 25%

These percentages are guidelines, not absolutes. In assigning a final course grade, I consider the mix of individual and group grades. If there is a discrepancy -- individual grades are the stronger influence. For a course grade of A- or A: you should have clearly demonstrated that you have achieved the course objectives at an advanced level of mastery, received A’s or A-’s on your individual work, and be an excellent contributor in class discussions and in your study group.
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>94% or higher</td>
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<tr>
<td>A-</td>
<td>91% or higher</td>
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<td>C</td>
<td>74% or higher</td>
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<tr>
<td>C-</td>
<td>71% or higher</td>
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4. **Class Attendance**

*I expect your attendance in each class.* Because of the experiential nature of this course absence from class and project/study groups has a major impact on your learning and also influences the performance of your team members. If you have to miss a class, please notify me in advance. Communicate with your team to minimize the effect of your absence.

5. **Communication**

Timely communication is crucial because our course is short and intensive. Let me know if you are having difficulty with the course requirements or if you want to pursue a topic further. You are very welcome to make an appointment before or after class, to email me, or leave a voice mail at my office (603-862-0871). I am accessible and available. FYI – if you are too busy to meet face-to-face, I have found that phone conferences work really well.

6. **Using the Case Method in Organizational Behavior**

Cases are used in Organizational Behavior (OB) because they allow us to bring the complexities of the work world (for example, the pressures, unknowns, and decisions that managers confront everyday) into the classroom. Although we believe that nothing replaces learning from experience (thus, we also use experiential exercises in OB), cases are a useful way to simulate real life in our classroom.

In OB, cases help us improve our problem solving ability by giving us practice at applying theory and experience to real situations. The cases will focus on individual, interpersonal, group, and leadership effectiveness within the context of specific organizations. A manager never has enough information to clearly understand employees and their behavior, thus it is necessary to “read between the lines” of the information given and to make assumptions about the causes of people’s behavior – causes from within the people in the case and from within the situation. In OB cases, as in real life, it is important to remember that all behavior is caused, motivated, and goal-directed. Often the key to solving a problem in a case is in figuring out how the context or situation is stimulating seemingly irrational behavior. Course theory and your experience are tools for creating hypotheses (i.e., educated assumptions) about what causes behavior.

There is rarely one correct way to manage people or solve “people problems.” There are always several valid but different interpretations about a case depending on your assumptions, perceptions, theory applied, and previous experience. Learning from case studies requires thorough preparation before class and active participation in class to test your own ideas and assumptions against the assumptions made by others. Our goal is to search for possible causes of the behavior in the case and possible solutions to the
problem presented in the case. Everyone in the class will and should have her or his own unique interpretation of a case.

It is valuable to learn from the great variety of opinions and insights among us in our classroom. You will learn just as much from listening to your classmates’ insights and ideas as you will by discussing and testing your own ideas. This is an opportunity for you to learn how to avoid judgment – and turn on your own curiosity. During our discussions, ask yourself the following: What might be the source of their perspective?? What are they paying attention to that I might be missing?? Is there a way to integrate our perspectives?? Is there more than one truth??

Five steps go into an OB Case Problem Analysis – (I recommend that you prepare for case discussions by answering these 5 issues prior to class discussions): (1) Briefly outline the relevant facts in the case, (2) define the problem that needs to be solved (in one or two sentences), (3) identify the causes of the problem (use course concepts and theory to help you identify the causes), (4) identify alternative solutions (make sure they address the causes), (5) identify one best solution and mention the costs and benefits of this decision.

7. Policy on Technology & Phones in the Classroom
This is a discussion intensive course. The quality of our discussion and your own and your class members’ learning rely on every person’s preparation, attention, participation, and willingness to actively advocate for your own point of view and inquire (ask questions) about others’ ideas and points of view. Anything that surprises or intrigues you will do the same for others – so bring this up in class discussions. Smartphones, tablets, and laptops are a distraction to you and, very importantly, to everyone around you. You may bring technology to our classroom as long as you can handle it responsibly and respectfully by not allowing it to distract your own learning or that of your classmates. Please save your texting for break-time. If you have an emergency and need to keep your eye open for an important call or text – let me know ahead of time. I can tell you that in these tiered classrooms, your professors and classmates notice every time you text or look at your phone.

8. Miscellaneous

Citing sources in your writing and reference pages. If you are using material from a textbook or other printed sources, or from the Internet, I expect the material to be cited in your written or presented work. All of your written work in this course (except your take-home final exam) will require a reference page (which will not count towards page counts) While it is perfectly acceptable, to paraphrase what is written in a source, you must distinguish your own voice as author from the paraphrased or quoted material from your sources. Please let me know if you have questions about this – or do not understand what I mean. You may choose any format for citing sources (e.g., APA, ALA).

Plagiarism. I strongly recommend that each of you go to the following plagiarism tutorial and make sure you fully understand the definition of plagiarism.
http://cola.unh.edu/plagiarism-tutorial

Peer evaluations. In team assignments and exams, I assume that everyone has contributed in important but different ways to the team’s success. At the end of the semester, each team member will complete a peer evaluation form that asks for an
assessment of how much each member contributed to the team’s work. Your final grade will be adjusted if your teammates do not feel you contributed an equal amount to the team’s work. I recommend that you take some time in your team to talk about whether each member is meeting expectations. Every semester some members of the class are surprised to find out that they were not meeting the needs of their team members.

**Deadlines.** Deadlines are firm, *unless* negotiated in advance. I will allow flexibility for individuals and teams if I can do so without compromising others, the class, or myself.

**ASSIGNMENTS**

1. **Team-led Case Discussion & Written Case Analysis**

   **A. Leading the Case Discussion**

   Each team will have 60 minutes to lead us in a case discussion. In our first class, your team will be handing in a list of its top three choices for the cases you would like to present.

   **Requirements for facilitating the class case discussion:** Your team’s task is to deepen our understanding of issues and lessons from the case by engaging us in a discussion of class member’s different ideas and viewpoints on the case. This task requires that you are ready to ask good questions that stimulate thinking and inspire discussion. All members of your team must participate in this case facilitation/presentation. As such, your task is more about discussion facilitation than about making a presentation. You will have to know the case and the readings well enough to be able to “think on your feet” as you lead the discussion. Here are some other ideas:

   - Look and behave professionally.
   - Do something to “warm up” the group so that they are ready to talk.
   - Remember that we are not interested in hearing a presentation of your “expert” views of the case – we want to learn from an active discussion of the case.
   - Thought-provoking discussion emerge from thought-provoking questions and an engaging process for getting us thinking and talking.
   - Assume we have read the case and the readings for the day – questions that focus on the relationships between the theories/readings and the case can be particularly thought provoking.
   - Don’t teach us theory from articles we have already read.
   - Tip for increasing the depth of the class discussion: When someone answers one of your questions, ask a follow-up question to force this person to think even more deeply. Then, ask the class if anyone agrees or disagrees with this person.
   - You do not have to call on everyone with a hand raised.
   - Examining or debating different points of view can be particularly enlightening (not everyone views a case in the same way and it is good for class members to hear about different interpretations of the so-called “facts” in the case.
   - At the end of your hour, ask the class to help you identify the key lessons from the case. You should be prepared to chime in if they don’t think of everything – never-the-less, asking them for the lessons will help solidify everyone’s learning. It will also be useful for you as you write up your case.

   Be creative. Exercises and activities related to the lessons in the case are a great way to “warm up” the group before discussion, but remember that your major task is to get us into a *productive, thought-provoking discussion* about the case.
B. Writing up your Team Case Analysis (Turn in one paper per team)
Your team will turn in a written-case analysis (one copy submitted for the team). This is
due approximately one week after your team-led case discussion (you may negotiate a
different due date if preferred). Given that you are working in teams, I have very high
expectations for these written case analyses. I would be happy to read and comment on
a draft of your paper before you hand in your final written case analysis.

The most important thing you need to know about writing up your case analysis is that
this assignment is an exercise in theory-driven critical thinking and persuasive writing.
Think of it this way – I’m not giving you a test on the theory. Instead, I’m asking you to
write about the theory in this paper. Specifically, I want you to use the theory to identify
the root causes of the problem and to identify solutions to the problem in this case. Your
written work needs to demonstrate your thorough understanding of the theory.

This means the following:
1. **Persuasive writing:** You will need to persuade me that you fully understand
   the problem(s) in the case, the causes of the problem (including the theory you
   use to identify the causes), and that you have an excellent set of solutions that
   address the causes of the problem. You must support your causes and solutions
   with persuasive evidence from course theory and from the case.

2. **Critical thinking:** Use theory and course concepts to increase the depth of
   your thinking and analysis as you think through the causes of the problem and
   the potential solutions. Define that theory (beyond the obvious) and be clear
   about how the fine-grained details and nuances in the theory provide important
   insights. What are your assumptions? Did you consider alternative
   perspectives? Convince me you identified the true causes of the problem. Why
   did you choose these solutions – and what are the pros and cons of these
   solutions.

3. **In summary:** Your job is to carefully think through and discuss the issues in
   the case and then to support your ideas with in-depth critical analysis and
   persuasive evidence. The most frequent feedback I write on these papers
   includes: “What other fine-grained details in the theory can inform your thinking,”
   and 2) “Use examples from the case to convince me this theory fits the case.”

Paper Format
There is no page limit, but experience shows that your paper will end up around 10
pages. Please use 12-point font, double-spaced lines, and number your pages. I
strongly recommend the use of section headings. This makes organizing the paper
easier for you and reading the paper easier for me.

1. **Introduction and Key Issues:** A brief introduction and a brief summary of
   the key issues in the case. This should not be longer than one page.

2. **Problem Statement:** Define the problem in the case. Now you must go on to
   identify the causes of that problem (section three) and solutions that address the
   causes of the problem (section 4). In this section, make sure you have identified
   the key problems and not the cause of the problem. The problem is not
necessarily the question at the end of the case. By the end of the paper you will provide several good solutions to this problem.

3. **Causes of the Problem:** What are the three-five most important causes of the problem? This is where you need to get persuasive. You will need to convince me that you have identified the MOST IMPORTANT causes of the problem by applying and citing theory from the course (i.e., any content from our books or articles you have read explained in your own words – not through quotes from the authors) and quotes from the case that convince me you have identified an important cause. This is your chance to show me that you fully understand the details in the theory and that you know how to apply the theory to the case to uncover a cause of the problem.

4. **Proposed solutions:** Discuss two highly specific possible solutions to the problem – which you derive from the theory and concepts you use to identify the causes of the problem. To repeat myself...your solutions must be aimed at addressing the causes of the problem that you discussed in the previous section. Discuss how these solutions addresses the problems discussed in section #3.

5. **Conclusion and best solution:** Choose a BEST solution (This may be a combination of the solutions discussed). Discuss, why you selected this solution, the pros and cons of this solution, what will be required to implement it, and your hopes for the outcome. Make sure your solution is as specific as possible.

2. **Personal Application Essays (PAE)**

A Personal Application Essay (PAE) is an analytical paper that requires applying course concepts to an experience (past or on-going). The purpose of the paper is to show you how OB theory and concepts can be helpful to your leadership practice. Another purpose is to advance the quality of your critical thinking skills AND your ability to look at problems from multiple perspectives.

In the paper you will demonstrate your ability to apply course theory and concepts to an experience you have had in order to: (1) learn more fully from the experience, and (2) create a strategy for what you should do to increase or replicate your effectiveness in similar situations in the future.

One way to think about the analysis process is to assume you are “taking yourself around” the points of Kolb’s Experiential Learning Cycle, which we will discuss in our first or second class (e.g. concrete experience, reflection, applying concepts from theory and research to better understand the experience exploring the experience in relation to research and theory and devising new actions for similar experiences in the future.) Another way to think about it is that you are examining a situation to more fully understand it (and yourself) and to identify ways to change your thinking and behavior for greater effectiveness in similar future situations. Writing enables you to consciously assess behaviors, strategies and skills. It is a useful tool to for learning.

**Ways to Get Started**

Select a recent experience (or series of experiences) about which you are motivated to learn more by applying concepts we have read about or discussed in class. There
should be something about this experience that you do not totally understand, that intrigues you, that makes you realize you lack certain skills, that is problematic or very significant for you or that was successful without your knowing why.

Some people find it easiest to identify an experience and then “go hunting” in the readings for applicable concepts. Others select interesting concepts and readings and then “hunt” for experiences to analyze. Both methods work! You are welcome to utilize any course readings, already read or not yet assigned. You will have plenty of material to discuss using required course readings.

Analysis and Paper Format
Address these questions as you reflect on the experience. Note: Address these questions before you attempt to write the paper. To write a good paper, it will take more than one draft before your “new thinking” emerges.

1. **Concrete Experience (approximately ½ a page).** Objectively describe the experience or interaction. That is, describe “who,” “what,” “when,” “where,” and “how.” Describe your perception of what happened and other thoughts or feelings that occurred during (not after) the experience. Provide enough detail that I can interpret the experience independently – but do your best to keep it only ½ a page, because you will need space for the next three sections.

2. **Reflective Observation (approximately ½ a page).** Look at the experience from the different points of view (perceptions, feelings, thoughts) of the key actors — including you. Take the perspective of each of the key parties. Ask yourself, why did I have those feelings or reactions? Why do I think that others had their feelings or reactions? Were my own reactions new to me or similar to past experiences? What are the important factors in this experience? Some students have found it difficult to describe the feelings and thoughts of the other actors in the situation. Do your best. Accuracy is not required. What is required is for you to stand in their shoes and empathize with their situation and take a guess at what they were thinking and feeling. Your willingness and ability to do this is an important part of your grade for this paper.

3. **Abstract Conceptualization (approximately 1 ½ or 2 pages).** This is the theory description and theory application section of your paper. It is the most important section of the paper (see grading criteria for this section below). Interpret the experience through the lens of theories (or concepts attached to theories) we have read or discussed in class. How can the theories and concepts help you identify the CAUSES of the problem (or the success) in a new way? Explain enough of the theory in your own words that I am convinced that you fully understand it (i.e., devote 2-3 sentences to a description of the theory you are using). Make sure that you show me that you have read more than one paragraph of the article – describe nuances or details in the theory to convince me that you understand the theory. Apply that detail to better understand the causes of the problem (or the success). Be detailed within the 4-page length constraint of this paper. You may find yourself choosing between breadth and depth. I strongly recommend depth. Do not rely on using quotes from the readings. State things in your own words. Convince me that you understand the theory and how it can be applied to the situation. Use detail and examples from the experience to convince me that the theory you have chosen applies to your situation.
Sometime this involves providing quotes from people involved (as best you can remember them) or descriptions of parts of the situation not explained in section one. That is fine. I suggest choosing two or three theories at the most. Based on your analysis of the theory and explanation of this situation, you should have a new and fuller understanding of what occurred.

4. Active Experimentation (approximately 1 page). What did you learn from your reflection in section 2 and from the theory you applied (in section 3) that can help you identify specific actions to take next time you are in a similar situation? What did you learn about yourself as an actor in situations like this? What specific ways of thinking and acting are suggested by the course concepts you found relevant? Identify several concrete and specific actions you will take in the future when you are in similar situations.

Additional Information and Suggestions
Your paper should be a maximum of 4 pages, typed (12-point font, double-spaced, and 1 inch margins).

- The key to writing an "A" level PAE is to select two theories for your AC section and look for non-obvious (novel) applications of the theory to your experience. This requires that you read the theory carefully and fully understand how its nuances apply to your situation. For example, if you are going to apply "active listening" theory, don't just mention active listening. Discuss which aspects of active listening will be most useful in THIS situation and why-- be specific. Then, in your AE section, say exactly what you plan to do to apply those aspects of active listening and the difficulties you might have in applying them and why.

- DON'T WRITE THIS ALL AT ONE TIME. This is not an easy paper to write. Give yourself time to “work up” a draft analysis, then put the paper aside and let your unconscious work for you. In my experience writing an “A” level papers seem to require more than one draft. The first draft gets down the ideas and the basics of the theory. In the second draft, you go back, re-read the theory and put in the details that convince the reader that the theory fits well to the situation and provides relevant insights that could not have been identifies prior to taking this course. Ultimately, you have to make it a deep and "thoughtful" analysis that uses the theory to look below the surface of the situation.

- It’s best, to write the paper in 4 clear parts. Please use section headings or a numbering system that helps me follow the flow of your analysis. Charts are sometimes useful to condense information for comparisons and examples (subtract the space for charts from your page count).
  - Number your pages so I can refer to specific pages in my comments at the end of the paper.
  - Include citations in your paper and a reference list at the end of your paper (a 5th page).
  - Include a cover sheet with your name and other identifying information.
3. Team Take-Home Final Exam (Turn in one per team)

In our last class, your team will be given a case to analyze for your final exam. I will give you time in class to read the exam and ask questions and get organized. This will be a completely open-book and open-note exam. The exam will be due to me (e-mailed) by Friday, October 5th (unless your team has negotiated another deadline with me).

You will turn in the following:

1. The full team's integrated response to the exam questions.
2. Each team member's individual answers to the exam questions.

It is OK for this part of the exam to be in a rough/notes format. I will not grade these answers – I will skim them to make sure that each team member contributed unique ideas to the team's integrated exam. The purpose is to make sure that each individual comes prepared to fully contribute to writing the final team answers. Team members who do not put effort in to their individual answers (and therefore to the team's final) will be deducted points at my discretion.

That was then…this is now…I want you to be able to apply your readings, your assessments and your readings to the real world so…here’s the challenge for all of you…I will permit each team to determine how they will meet this requirement…I will give you three weeks…therefore by September 11 (really 4 weeks) I would expect a proposal by your team.

*Please note that because of the length of the course (8 weeks) we will probably discuss an alternative to this final exam.*
Overall Grading Designations for All Written Assignments

A (95-100) Outstanding. Very clear mastery of course concepts and readings and process of “active inquiry.” Demonstrates use of course concepts to think critically. High quality thinking and high quality ideas.

A- (92-94) Excellent job. Insightful, original approach. You demonstrate the ability to think critically and apply course concepts well – but don’t quite reach the depth of analysis required for the “A”.

B+ (89-91) Expected MBA quality. Good work! Clear understanding of course concepts and readings. Specific applications and examples. Well-written and presented. Sometimes there’s need for improvement on one aspect of the assessment criteria or steps in the experiential learning cycle.

B (85-88) OK – but take your analysis further. Your answer shows less than the expected level of mastery. You are accurate, but not sufficiently thorough in your approach, usually your use of course readings.

B- (81-84) Ok as far as you go, but you need more comprehensive discussion and integration of focus across the parts of the paper. Your use of the course readings and inquiry process is too general.

C+ (80 and below) Insufficient to demonstrate adequate understanding. There are potential inaccuracies in your understanding and application of some concepts.

This syllabus has been created with input from my faculty colleagues Vanessa Drusket, Carole Barnett, Paul Harvey, and Tuck Pescosolido. Although there are differences in our courses attributable to our varied enthusiasms, this course in organizational behavior is comparable across the Paul College MBA programs.
**Summary of Cases & Dates**

*Link for purchasing Harvard Cases:*

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<td>Monday Sept 17</td>
<td>Managing in a Diverse and Global Environment <em>Karen Leary</em></td>
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<td>Class 1</td>
<td><strong>Introduction to Organizational Behavior</strong></td>
<td>Reading (after class):</td>
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<tr>
<td>Monday</td>
<td>- Introduction to the Course and Organizational Behavior as a field of study</td>
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<tr>
<td>August 13th</td>
<td>- Learning Style Inventory</td>
<td>- OB Reader – p. 57, <em>Employee Engagement: Beyond the fad and into the executive suite</em>. Welbourne, T. M.</td>
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<td><strong>Emotional Intelligence</strong></td>
<td>For Class Discussion:</td>
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<td>- Introduction to Emotional Intelligence</td>
<td>How can we build an engaged and constructive environment for learning in our classroom? What are the optimal conditions for your own learning? What are you willing to compromise in order to facilitate the learning of others?</td>
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<tr>
<td><strong>Motivation:</strong> Maslow’s hierarchy of needs, Herzberg’s intrinsic &amp; extrinsic factors; McClelland’s needs theory; social processes of reinforcement, expectancy, and equity, working definitions of motivation, misconceptions, the self-fulfilling prophecy.</td>
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<tr>
<td>Discussion of Motivating/De-motivating Situations and Stories</td>
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<tr>
<td>Myers-Briggs Personality Indicator/Individual personality and work style differences in work groups and management roles. If you have taken this before – try to bring in your previous scores or remember your previous “Type”</td>
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<tr>
<td>Bring in your completed “Myers-Briggs,” Personality Assessment</td>
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**TEAM CASE DISCUSSION**

**Wolfgang Keller at Konigsbrau – TAK (A)**

Note: as you read for this week, reflect on your experiences with “being motivated” and motivating others. Find a story to tell that illustrates (or contradicts) the readings. You might also make a short list of highly motivating jobs or situations contrasted with highly de-motivating situations for you, personally.

**Readings to be done before class:**

- **Case:** Wolfgang Keller at Konigsbrau – TAK (A)
- **Resonant Leader** (including exercises): Chapter 3
- **OB Reader** – p.159 “Understanding the Subtext of Business Performance.” Amabile & Kramer.

**Case Questions:**

1. What is your analysis of the situation facing Keller as he returns to Kiev?
2. What is your assessment of Brodsky’s performance? Please be specific?
3. How effective has Keller been as a coach to Brodsky? Why? Could you have done better? Why? How?
4. What are the underlying causes of his performance problems? What actions should Keller take upon returning to Kiev? Be specific.
5. What are the implications for Keller’s development as a leader?

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<tr>
<th>Saturday August 25th</th>
<th>BROWNE CENTER 9:00 – 3:30</th>
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<tr>
<td>Community and Team Building.</td>
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### Class 4
**Monday August 27th**

#### Leadership

**Leading Teams**
Work group and team design and leadership: types of groups and teams; misconceptions, teambuilding; design of tasks, people and relationships; manager/leader roles and common mistakes, internal dynamics: group socialization and cohesion, norms and roles, external success conditions: rewards and integration into larger organization.

**PAE #1 IS DUE TODAY**
Team Survival Exercise done in class

#### TEAM CASE DISCUSSION

*TerraCog Global Positioning Systems: Conflict and Communication on Project Aerial*

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#### Team Charters Due

**Readings to be done before class:**
Leaders Eat Last

**Readings to be done before class:**
- *Case: TerraCog Global Positioning Systems: Conflict and Communication on Project Aerial*
- Resonant Leader (including exercises): Chapter 4
- Crucial Conversations: Chapters 3 and 4
- OB Reader—p. 326, “*Putting your company’s whole brain to work,*” Leonard & Straus.
- OB Reader—p. 358, “*Improving the Creativity of Organizational Work Groups,*” Thompson.
- Posted on Blackboard—“*Building the Emotional Intelligence of Teams*” Druskat & Wolff

**Case Questions:**

1. How have departmental and individual objectives led to the current situation?
2. What is the current decision-making process?
3. What are the strategic and organizational implications for each of the company’s options?
4. What should Emma Richardson do?
### Class 5
#### Monday
#### Sept. 10th

**Leadership**

Receipt of ESCI feedback

**TEAM CASE DISCUSSION**

*A Letter from the Birmingham Jail*

<table>
<thead>
<tr>
<th>Readings to be done before class:</th>
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<tr>
<td>Case: Martin Luther King: Letter from the Birmingham Jail</td>
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<tr>
<td>➢ Resonant Leader (including exercises): Chapter 5</td>
</tr>
<tr>
<td>➢ <em>Crucial Conversations</em>: Chapters 5, 6, and 7</td>
</tr>
<tr>
<td>➢ <em>OB Reader</em> – p. 140 <em>Building the Civilized Workplace</em>, Sutton.</td>
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**Case Questions:**

1. Why did members of the Southern Clergy challenge the leadership of MLK?

2. Why does King, in effect, threaten his readers regarding the possible psychological effects of racial segregation?

3. What examples does King use to justify his tactics – why does he use these?

4. How is this letter (and how is it not) an example of effective communication between a leader and followers?

5. What aspects of MLK’s leadership style and organizational change strategies can we use in our role as leaders today?
### Managing in A Diverse and Global Environment

**Welcoming Diversity**

**Welcoming the Global Economy**

**Interpersonal competence:** awareness of perception and attribution, awareness of implicit assumptions, stereotyping, mindful communication, awareness of one’s personal affect on diverse others.

### TEAM CASE DISCUSSION

**Karen Leary**

### Readings to be done before class:

- **Case:** Karen Leary
- **OB Reader** – p.35, *Cultivating intercultural competence: The intercultural positioning system*, Bennett
- **OB Reader** – p.431, *Beyond sophisticated stereotyping: Cultural sense-making in context*, Osland & Bird
- **OB Reader** – p.288, *Communicating Across Cultures*, Adler

### Case Questions

1. How has Leary taken charge of the Elmville branch office?
2. What is your evaluation of Chung’s performance?
3. If you were Leary, how would you respond to Chung’s request for a private office? What factors would you consider? What specific actions would you take to improve Chung’s performance, as well as your working relationship with him?
4. If you were Leary’s regional director (her immediate supervisor), how would you evaluate her performance?
5. What are the particular challenges and dilemmas in managing subordinates who have different cultural backgrounds and working styles from yours?
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<th>Class 7 Monday Sept. 24th</th>
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**Conflict and Power**

Group and organizational conflict: "good" and "bad" conflict, conflict handling modes and their appropriate uses, "good fight" strategies in teams, conflict between groups and remedies, team dilemmas and negotiations, conflict and dissent in relation to group and organizational learning.

Are you persuasive? Why or why not? What forms of power do you own? Do you give your power away?


**AGGRESSIVE CORPORATION SIMULATION**

**TEAM CASE DISCUSSION**

*MediSys Corp: The IntensCare Product Development Team*

**Readings to be done before class:**

- Case: *MediSys Corp: The IntensCare Product Development Team*
- *Crucial Conversations:* Chapters 8, 9, and 10
- Posted on Canvas – *Too Hot to Handle. How to Manage Relationship Conflict.* Edmondson & McLain Smith.

**Case Question:**

1. How well is this team performing, and why?
2. What is its history and where is it now?
3. What forces are affecting the IntensCare team’s behavior, culture, and outcome?
4. What is at stake here for the company? How would you assess the situation at MediSys?
   - Are people doing all that they can to work together? Why not?
   - How is information exchanged and received?
   - How do team members from different functions coordinate their efforts?
   - How are team members evaluated?
5. What should Merz do?
   - Develop a detailed action plan for Merz to follow as she undertakes the approach you recommend; be sure to evaluate the costs and benefits of this plan.
Class 8  
Monday  
October 1st

**Leading Change**

“It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.”  
-- Charles Darwin

**Models and concepts of leadership:** differences between leadership and management, evolution of leadership theories, leadership styles, emerging models and roles: emotional intelligence as a master set of competencies, leadership for building learning organizations, leadership for complex, adaptive systems, systems thinking and systems change, transformational leadership.

**PAE #2 IS DUE TODAY**

**TEAM CASE DISCUSSION**

Campbell and Bailyn’s Boston Office: Managing The Reorganization

**Readings to be done before class:**

- **PAE PAPER IS DUE TODAY**
- **Case:** Campbell and Bailyn’s Boston Office: Managing the Reorganization.
- **Crucial Conversations:** Chapters 11 and Afterward

**Case Questions:**

1. Does the specialization represented by the KAT to the sales people in the Boston office represent an incentive to try harder, work harder? Or the reverse? Or is it neutral?

2. How are people evaluated prior to the introduction of the new evaluation system? How are they compensated?

3. What incentives are created under the new performance management system that were not present earlier?

4. How is Winston’s job different after the changes explained in the case are implemented?

5. How much involvement did Winston’s staff have in the creation of the KAT? Based on what we know about Winston, how effective has he been in selling the changes to his staff?