2016 Fall Syllabus

BRMB 5215: Organization Behavior

Instructor: Robert Spencer, MUS

Class & Hours: Pigott, Room 103, Thursdays 1:30 to 4:10 pm

Office & Hours: Pigott, 509, Thursdays, 4:30 to 5:45 pm, or by appointment

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Course Description

This course is an introduction to the study of human behavior and the structures and functions that shape it in organizations. This course takes a practical approach to understanding why people behave the way they do and the organization performance and culture that result. Throughout the course we will focus on the implications of this for communicating, motivating, teaming, structuring, managing and leading others. An important objective of this course in the first term of the Bridge MBA program is to help you develop communication and teaming skills in support of the rest of your coursework.

The course will begin with a self-assessment of participant management and leadership capabilities and traits. The class will then study a variety of topics: how effective managers lead others; how and when to apply different communication styles and persuasion techniques; how different organization designs shape behavior; behavioral tendencies in both formal and informal organizations; the importance of transparency and implications of social media in managing the behavior others; the importance of intrinsic and extrinsic motivation; and how to unmask complexity and leverage simplicity to improve performance and your personal effectiveness in organizational relationships with others.

The class will be highly interactive and use a variety of tools, including development of a leadership lifeline, assessment of communication styles, weekly quizzes and discussions, a case analysis, experiential exercises, and lectures, sometimes with guest speakers. The professor has more than 35 years of consulting and management experience he will draw upon but expects a dialogue as the class explores the behavioral dimension of different organization challenges, and the techniques effective managers use to achieve and sustain success.

Course Objectives

1. Clarify and expand our thinking about how people behave in organizations.
2. Deepen our self-awareness in ways that might enhance our personal effectiveness.
3. Develop an understanding of, and gain experience practicing, techniques required to manage and contribute to high performing organizations.
4. Collaborate in our mutual development by sharing insights and examples that will enrich our learning experiences and personal management capabilities.

Required Material

This course will examine the principles of organization behavior through the lens of managing others. Various organization phenomena and the related management implications are explored in various articles in the *HBR 10 Must Reads On Managing People*. The book, *Leading Outside the Lines*, then offers a number of observations about behavior and how to manage formal and informal aspects of organizations. These texts are intended to supplement the lectures and drive a deeper, more critical discussion of various topics relevant to organization behavior and managing others.

- *HBR 10 Must Reads On Managing People* (ISBN 978-1-4221-5801-2)
- *Leading Outside the Lines* by Jon R. Katzenbach and Zia Khan (ISBN 978-0-470-58902-1)
- *I SPEAK YOUR LANGUAGE* communication styles questionnaire

Team Project – Examining Behavior Tendencies of Organizations

The purpose of this project is to provide a real-world context for the organization behavior topics we will be studying. Student teams will be formed to prepare a report and presentation how behavioral characteristics have likely been shaped at one of several successful local companies: Nordstrom, Microsoft, Starbucks, Amazon, and Gravity Payments.

The project teams will be formed the first session. The first task for the teams then will be to get to know one another and determine how they will work together, given schedule and other constraints. Teams are expected to come to Session #3 prepared to explain what they hope to learn from their projects and the work plan they will use to prepare their presentation and report.

Each team member is expected to take a turn at leading the team for the week ending with Sessions 4, 5, 7, 8, and 9. In each of these the designated leader will report on the team's progress, including recent discoveries in the past week.

The following is the suggested focus for the teams, between the weeks:

Week 2 & 3 – Develop a work plan and identify roles, assignments

Week 3 & 4 – Research the team's organization basic characteristics

Week 4 & 5 – Research organization's teaming and decision-making style

Week 5 & 6 – Research motivation and performance management approach

Week 6 & 7 – Research management/leadership style

Week 7 & 8 – Research organization structure

Week 8 & 9 – Research public communications style and prepare presentation

Week 9 & 10 – Research your organization's culture and prepare report

Week 10 & 11 – Finalize report and presentation

Team Project – Presentation Guidelines

The presentation and report are in lieu of a final exam and are expected to be comprehensive for the term. This means that relevant elements of all discussions, lectures and readings should be cited in the context of describing the way your project organization approaches organization behavior and could maybe improve.

1. Each group will have **30 minutes** for their presentation: 25 minutes for the team presenters and then 5 minutes for Q&A. Teams will be evaluated on quality of their presentation materials, the organization of their work, insights and time management.
2. All members must speak. You are expected to come professionally attired, as if you were presenting to an executive steering committee. (Please do not come in jeans and a t-shirt regardless of your organization!)
3. The class is expected to engage with the teams by asking the kinds of probing questions an executive steering committee might ask.

Reading/Case Quizzes & Discussions

Whenever reading has been assigned for a session, the class will begin with a quiz on the assigned materials. Quizzes will be scored in class and used for discussion. The intent of this activity is to make sure students grasp salient points about the topics and what they have to say about principles of organization behavior. All quizzes will have multiple-choice questions.

Midterm Exam

In week 6 there will be a midterm exam covering all of the course content covered to date, including readings, lecture and discussion material. Expect questions requiring you fill in a blank or provide a short description.

Personal Reflections

This activity requires you to share how your understanding of others and possible approach as a manager have evolved during the term. We will start with leadership lifelines describing our development to date so the question you will be asked to answer is what development has occurred over the term? In preparing your observations, you are encouraged to seek out opinions and feedback from other participants in the class. As with many meaningful aspects of our lives, however, this presentation will not require a report or be graded.

Grading

Component	**Points Each**	**Total**
Team Project – Presentation	15	15
Team Project – Report	15	15
Team Project – Peer Scores	5	5
Midterm Exam	15	15
Weekly Quizzes (8)	5	40
Weekly Discussion (10)	1-2	10 max
TOTAL:		**100**

Note. You are guaranteed to be awarded an A grade if you get 94 points or higher, a B if over 82 to 93 points, and a C if 70 to 79 points. Adjustments and +/- will be made based on overall contribution to the development of others (e.g., quality of insights, coaching of teammates, etc.).

Course Schedule

Note. The schedule is subject to change.

Wk	Date	Lecture	Reading
1	Sep 22	Self-Reflection & Organization Behavior Review Syllabus, Construct a Leadership Lifeline, and Discuss Importance of Self-Reflection	None
		Lecture Bibliography ❑ Thomas, *The Crucibles of Leadership* ❑ Heifetz, et. al., *The Practice of Adaptive Leadership*	
1-2		Teams discuss how they will meet, communicate, etc. to complete tasks	
2	Sep 29	***I SPEAK YOUR LANGUAGE* Questionnaire Completed**	
		Communication Basics Basics of Communications and Transactional Analysis	*"What Great Managers Do"* & *"The Set-Up-to-Fail Syndrome"*
		Lecture Bibliography ❑ Lombardo, et. al., *For Your Improvement* ❑ Harris, *I'm OK – You're OK*	
2-3		Teams develop a work plan and identify roles for instructor approval	
3	Oct 6	**Team Work Plan Due for Approval**	
		Creating Meaning & Being Persuasive in Organizations Role of Vision, Mission, Values, Goals & Persuasion Techniques, and the Role of Learning in High Performance	*"Fair Process: Managing in the Knowledge Economy"* & *Teaching Smart People How to Learn"*
		Lecture Bibliography ❑ Erickson & Gratton, "What it Means to Work Here" ❑ Bloch, *The Empowered Manager* ❑ *12 O'Clock High* ❑ Conger, "The Necessary Art of Persuasion"	
3-4		Teams research the organization they have selected for strategy, structure and performance information	
4	Oct 13	Decision Making & Managing Teams How Managers Shape Characteristics of Effective Teams	*"The Discipline of Teams"* & *"How (Un)ethical Are You?"*
		Lecture Bibliography ❑ Wellins, et. al., *Empowered Teams* ❑ Lencioni, *The Five Dysfunctions of a Team*	
4-5		Teams analyze the teaming and decision-making attributes of their project organizations	
5	Oct 20	Motivation & Performance Management Managing Intrinsic and Extrinsic Motivators	*"Leadership That Gets Results"* & *"One More Time: How Do You Motivate Employees?"*
		Lecture Bibliography ❑ Pink, *Drive*	
5-6		Teams analyze how motivation and performance are managed in their project organization	
6	Oct 27	**Midterm Exam**	
		Popular Management Models Examine a Range of Leadership Styles – What They Mean	None
		Lecture Bibliography ❑ Conger, "Effective Change Begins at the Top" and Bennis, "Leadership of Change" in Micheal Beer & Nitin Nohria, *Breaking the Code of Change* ❑ Tichy, *The Cycle of Leadership* ❑ Heifetz, et. al., *The Practice of Adaptive Leadership* ❑ Hagberg, "Demystifying Leadership"	
6-7		Teams analyze the leadership and management style attributes of their project organizations	
7	Nov 3	Organization Models How Structure Shapes Management Behavior and Decisions	*Leading Outside the Lines*, Chapters 1 & 2

		Lecture Bibliography ❑ Handy, *Understanding Organizations* ❑ Lawler, et. al., *Built to Change*	
7-8		Teams analyze the structure attributes of their project organizations	
8	Nov 10	Effective Managers or Effective Leaders? Attributes of Effective Leaders	*Leading Outside the Lines,* Chapters 3 & 4
		Lecture Bibliography ❑ Kaplan, "What to Ask the Person in the Mirror" ❑ Unpublished Best Leaders research	
8-9		Teams analyze public communications attributes of their organizations and develop project presentations	
9	Nov 17	Organization Culture & Behavior How Leaders Shape Culture & Get What They Deserve	*Leading Outside the Lines*, Chapters 5 & 6
		Lecture Bibliography ❑ Judith Bardwick, *Danger in the Comfort Zone*	
9-10		Teams analyze cultural attributes of their organizations and prepare their project reports	
10	Dec1	Change, Communications & Social Justice Importance of Transparency & Ethical Views of Managers	*Leading Outside the Lines*, Chapters 7 to 9
		Lecture Bibliography ❑ Bennis, et. al., *Transparency* ❑ Sandel, *Justice* ❑ Bridges, *Managing Transitions*	
		Personal Reflections on the Course & Leadership Lifelines	
10-11		Teams finalize their presentations and reports	
11	Dec 8	**Team *Project Reports & Presentations* Due**	
		Team Presentations	*None*
		Team *Peer Evaluations* Submitted	

Course Policies

These policies are intended to create a classroom environment that is respectful of all participants and speakers, and that makes the best use of adult learning principles.

- **No late submissions, no make-ups, and no late work will be accepted**. The term will go by quite quickly and this will help everyone to stay in phase with one another.
- Students are encouraged to participate actively in discussion in class. Your insights and interpretations are a critical part of shaping your managerial work and development. As for class attendance, you are expected to attend all the sessions and come to class before it starts. Most classes will start with a quiz on the assigned reading - do not come late to class as missing a quiz will lower your final grade.
- The instructor is available before class or by phone to discuss questions or issues to help students get the most out of their learning experience. Please call at least 24 hours prior to any requested discussion – unscheduled meetings will be done on an 'as available' basis.
- The ability to manage others starts with the ability to manage our selves and our capacity for self-reflection. The exercises designed to support this will be done on an honor basis but are important to help you shape your learning experience.

- The use of computers during the class hours is only limited to course materials. If a student misuses a computer (such as web browsing, chatting, doing homework for other classes), it will lower his/her final grade (20 points off for each incident from your class discussion points).
- Cell Phones and PDAs: Cellular phones and PDAs must be turned off before entering the classroom. If your phone emits any sound during a class session or you answer your phone, you will be asked to leave (20 points off for each incident from your class discussion points).
- Academic Honesty Policy: This course includes a team project and encourages cooperative learning. Still, students using work authored or created by others anywhere (including the Web), are expected to provide appropriate reference and credit. Failure to do so will be treated as academic dishonesty resulting in dismissal from the course.
- If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.