

**The Claremont Graduate University**  
**School of Organizational and Behavioral Sciences**

**Human Resource Design Program - Fall 2009**

HRD 301      Organizational Behavior

Fridays                      September 25<sup>th</sup>, October 16<sup>th</sup>, and November 13<sup>th</sup> (6 – 9 pm)

Saturdays                  September 26<sup>th</sup>, October 17<sup>th</sup>, and November 14<sup>th</sup> (9 am – 3:30 pm)

Sundays                     September 27<sup>th</sup>, October 18<sup>th</sup>, and November 15<sup>th</sup> (9 am – 2:30 pm)

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This course is about how people think, feel, and act in groups and organizations ... and about how we use our understanding of people to inform the design of effective human resource practices. As such, one goal of the course is to help you become familiar with the central theories in organizational behavior and organizational theory. Through reading and thinking about what the classical and current management theorists have to say, we will grapple with how our organizations came to relate to their members the way they do today. We will also consider the relevance of these ideas for professionals in HR, an increasingly complex, unpredictable, and personally demanding field. At every point, our focus will be on understanding the ways in which people in organizations are similar to each other and where their thoughts, feelings, and actions are impacted by group or individual differences.

When we're talking about people at work, we're really talking about ourselves. After all, part of the usefulness of any theory is how it stimulates us to think about our own related experiences. What this means is that the course is also about *you* in groups and organizations. Consequently, a second goal of the course is to facilitate your understanding of how you operate at work, how you interact with folks who are like and unlike you. In tandem with examining theories of people in organizations, this course will take an applied approach and encourage you to explore your self-theories about your own organizational behavior. This facet of the course requires that you use the readings and what you hear from the rest of the class to do some significant reflection on your unique perspective on yourself at work and how you came to think and act the way you do.

There are three course activities for evaluation. First, do the assigned readings so that you can take part in the discussions during our weekends together. Second, complete the

quizzes, two written assignments (discussed later in this syllabus) and the course exam. Third, come to class and participate in the sessions.

This course is constructed as a master's level seminar for students entering the HRD program. Taking on the topic of organizational behavior requires that we 1) integrate past and present notions of people at work with an eye toward how organizations will function in the years ahead, 2) use the theories to examine ourselves in organizational contexts so that we can move toward having the work lives we desire in our own futures, and 3) broaden our perspectives as HR managers so that we can effectively use what we know about organizational behavior so that we can develop HR systems and practices which support employee effectiveness and well-being. At the same time, we're pushing our critical thinking to cultivate great discussions and produce thoughtful writing. These goals suggest that our plates will be full in this course and that we have the opportunity for an important learning experience as well.

### **Texts for the course:**

Bolman, L.G., and T.E. Deal. 2008. *Reframing Organizations*. San Francisco: Jossey-Bass.

Natemeier, W.E., and J.T. McMahon (Eds.). 2001. *Classics of Organizational Behavior*. Long Grove, IL: Waveland Press.

## **Schedule of Class Sessions**

September 25<sup>th</sup> - Work and Career Orientations of Individuals

In this class session we will introduce the key issues for effectively understanding and managing people at work. We will uncover the central tensions between the perspectives of clinical and social psychology and their implications for HR practice and managing individuals in organizations. Emphasis will be placed on the behavior-performance model which will provide the framework for the remainder of the course.

Reading:	The Individual and the Organization	Argyris
	The Human Side of Enterprise	McGregor

Quiz #1 on readings and class session.

September 26<sup>th</sup> – Individual Differences and Diversity at Work

Distinctions are made between personality and attitudes and their implications for the behavior of individuals at work. We will also examine the implications of personality theory for people's career choice and development tasks, as well as the role of emotions in guiding work efforts.

Reading:	Groups and Intergroup Relationships	Schein
	How to Choose a Leadership Pattern	Tannenbaum & Schmidt
	Mantraps in How We Operate*	Culbert

Quiz #2 on readings and class session.

September 27<sup>th</sup> – Motivating People to Work

In order for people to work effectively, they need to be both willing and able to do so. Ensuring individuals' willingness to work involves facilitating their motivation. In this class session we will explore both *what* motivates people and *how* people are motivated. We will also examine organizational and managerial elements which enhance and diminish individuals' motivation.

Reading:	A Theory of Human Motivation	Maslow
	Expectancy Theory	Campbell, Dunnette, et. al.
	One More Time...	Herzberg

Quiz #3 on readings and class session.

Note: Interview documentation will be due October 11<sup>th</sup>.

October 16<sup>th</sup> - Social Influence, Personal Power, and Work Effectiveness

The bottom line interest of most organizations, when it comes to the people who inhabit them, is that member behavior is productive and effective. While motivation is an essential contributor to these outcomes, it is insufficient on its own to create them. In this class session we will identify why work effectiveness requires that individuals have sufficient power, and we will examine the forms of power which contribute to work effectiveness.

Reading:	The Bases of Social Power	French & Raven
	Who Gets Power	Salancik & Pfeffer

Quiz #4 on readings and class session.

October 17<sup>th</sup> – Constructing Effective Groups

Teamwork is increasingly being used in organizations as a means of enhancing both organizational climate and performance. In order for a team-oriented strategy to be effective, a number of conditions must be in place, including appropriate team composition and processes. This class session examines team composition and answers the question of how to determine the right membership for a work team.

Reading:	Cosmopolitans and Locals	Gouldner
	Origins of Groups Dynamics	Cartwright & Zander
	The Johari Window	Hall

Quiz #5 on readings and class session.

October 18<sup>th</sup> – Work Processes of Effective Groups

Even when a great group has been assembled, successful teamwork is not yet assured. For that to happen, processes need to be developed which guide the group in navigating its work. In this class session we will discuss the task and relationship processes which enhance team functioning and productivity.

Reading:	Assets and Liabilities in Group Decision Making	Maier
	The Abilene Paradox	Harvey
	Stages of Small Group Development	Tuckman & Jensen

Quiz #6 on readings and class session.

Note: Interview documentation and analysis will be due November 8<sup>th</sup>.

November 13<sup>th</sup> – How Organizations Work: Structural & Cultural Perspectives

For people to be successful at work, they must appropriately navigate the organizations of which they are a part. What actions are “right” and rewarded, and what behaviors are “wrong” and punished, depends on what organization you’re in. This class session examines the makeup and effects of organizational structure and culture on individual and system effectiveness. Particular attention is given to the implications of organization and culture for cultivating and sustaining employee populations of diverse individuals.

Reading:        *Reframing Organizations*        Chapters 3 – 5, 12 – 14

Quiz #7 on readings and class session.

November 14<sup>th</sup> – How Organizations Work: Political and HR Perspectives

When people come to work they are almost always looking to do good things for themselves and for their organizations. Folks who are able to consistently do both tend to experience impact, achievement, and success. Those who are not often become disaffected and look for greener pastures. In this class session we examine what our lessons from OB tell us about constructing HR systems that make our organizations both productive enterprises and employers of choice.

Reading:        *Reframing Organizations*        Chapters 6 – 8; 9 – 11  
                  *Getting Hierarchy to Work*        Culbert & Schroeder\*

Quiz #8 on readings and class session.

November 15<sup>th</sup> – Course Review and Exam

In this class session we will use the behavior-performance model to frame the central works we have covered in this course and the lessons they have provided. We will use this review both to remind us of the important implications of our understanding of OB for our HR and management practice ... and to prepare for the course exam, which will take place this class session.

\* These readings will be distributed in class.

## **Course Assignments**

## Individual Interview - Documentation and Analysis

A critical skill for managers and HR professionals is to be able to understand and work with individuals to enhance their motivation, abilities, and productivity. In this course we will focus on the issue of understanding and give you practice in having the kind of conversations you need to in order to become an even more effective manager... in HR or elsewhere. This assignment asks you to interview someone about their work life and career, using questions provided by the instructor. You can interview any adult who is employed full-time in any occupation. Please make note of their significant demographic information: gender, ethnicity, and age. This interview is likely to take about 45 minutes, though it could very well last for 90 minutes. The more your interview is like a friendly conversation and the less it is like a CSI interrogation the better your experience and information are likely to be. You will document the interview and provide an assessment of the information you gathered for your assignment, using the organizational behavior theories and behavior-performance model used in the course. The interview protocol and paper format will be provided in class. A sample paper will also be provided.

## Quizzes

Toward the end of each class session we will have a short quiz (five multiple choice questions plus a bonus question) covering the readings and in-class material from that session. These quizzes provide you a low risk opportunity to see the degree to which you understand the central concepts of each session. The quizzes will also allow me, your instructor, to see how the class is doing and whether there are key concepts that need to be reviewed or reframed.

## Course Exam

This course is intended to enhance your familiarity with the central concepts of organizational behavior and to engage those concepts critically in ways that will benefit your advanced coursework in the HRD program, your own work satisfaction and performance, and your efforts as a manager. To give you a head start on critical thinking about people at work, we will include this opportunity for you to use what you've learned in the course to make sense of course readings and apply them to organizational situations. The exam will be given the last day of class and may be either written or oral, depending on the choice of the class.

## **Grading**

Your course grade will be based on the following suggested weighting of assignments and activities:

Attendance, evidence of preparation, and participation	25%
Individual interview documentation and analysis	50%
Course exam	25%

Each of us has preferred ways of being evaluated and activities that we enjoy or are more comfortable with than others. Consequently, you will be able to choose your own weighting of assignments for the course during the first evening's class session. The above weightings are suggested and based on the amount of work associated with each activity. You may choose to weight each of the three at a minimum of 10% of your grade and a maximum of 60% of your grade. The three assignments together must represent 100% of your course grade.

## **Instructor Background Information**

Scott Schroeder, Ph.D. is Dean of Academic Affairs and Professor of Management at the Bainbridge Graduate Institute, the country's top-ranked business school for developing socially responsible leaders (*Net Impact* rankings) and one of the country's top business schools for innovation and design (*BusinessWeek* rankings). Scott's career has been lived as a management activist, dedicated to putting into practice management systems and approaches that bring out employees' best work and eradicate employee abuse and exploitation in organizations.

His research focuses on individuals' personal power and social influence at work, with special interest in getting people the power they need to have personal and professional success in their careers. He is most recently co-author with Donald Gibson of "Who ought to be blamed? The Effect of organizational roles on blame and credit attributions" in the *International Journal of Conflict Management*.

He has done extensive clinical work in executive psychotherapy and coaching and consults on issues of executive development and team effectiveness. Formerly a principal of The Laundis Group in Newport Beach, his clients have included individuals and organizations from industries including entertainment, professional sports, health care, advertising, education, government services, the U.S. military, high tech, not-for-profits, and faith communities.

Scott has held administrative, research, faculty, or staff positions at several universities, including Arizona State University, UCLA, and Antioch University, where he was responsible for developing a graduate program in organization development which was consistently ranked among the top ten programs nationally during his tenure. Before going to Bainbridge, Scott was most recently Dean of the School of Business and Professor of Management at Chaminade University of Honolulu.

Scott has been privileged to teach courses on organizational behavior and theory, organization development, and crisis management in the HRD program at Claremont Graduate University since 1996. Scott completed doctoral specializations in management and psychology at UCLA and post-doctoral work in university leadership at Harvard.