

Peter F. Drucker and Masatoshi Ito Graduate School of Management
Claremont Graduate University

MGT 345
Organizational Behavior
Fall 2007
Wednesdays, 1pm-3:50 pm

First Session Starts September 5!

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Do not hesitate to contact me for an appointment

→→The BEST way to contact me is through EMAIL.←←

Faculty Support: Edie Young, Burkle Building Upper Level west end workstation, ext. 79042
or 909 607-9042, edie.young@cgu.edu

Course Objective:

The purpose of this course is to provide you with a foundation of fundamental skills you will need for understanding/diagnosing and managing organizational behavior. We will also conduct structured exercises geared toward understanding your own strengths and their potential for optimizing your organizational contribution

Course Reading Materials:

Managing for the Future. 3rd ed., 2005 Ancona, Kochan, Scully, Van Maanen, and Westney. South-Western College Publishing: Cincinnati. ISBN 0-324-05575-7.

Strengthsfinder 2.0 (SF2.0) (2007) Tom Rath, Gallup Press ISBN-10: 159562015X

The Online Gallup StrengthsFinder Survey (see book above).

You may wish to refer to the following website for your Ideal Job papers:

<http://cac.psu.edu/~j5j/test/ipipneo1.htm>

NOTE! There is an Assignment for DAY ONE! Please Come to Class Prepared (Don't worry, it's an enjoyable and engaging assignment!)

The Learning Process:

We will use a combination of many techniques to facilitate your learning about organizational behavior. First, we will be reading material from both the assigned textbook, and additional outside resources (e.g., articles). Second, we will engage in dynamic discussions to further facilitate your understanding of the reading material. Third, we will engage in skill-building, experiential learning exercises. Fourth, you will complete two

written assignments and one presentation to help you clarify your understanding of the material.

Throughout the course you will be challenged to compare the material we cover to your personal experiences and **to ask yourself “what would I do as a leader?”**

Your Responsibilities:

Contact the instructor for appointments (email is best! Jeremy.Hunter@cgu.edu) any time you need help.

Read all assigned materials before class.

Contribute to class discussions.

Complete all assignments on time (outside assignments will be due at the beginning of class).

Comply with University Student Academic Integrity Code.

My Responsibilities:

Lead the course in an Engaging and Educational way.

Demand The Best from You and expect that You will also Teach Me.

Provide opportunities for learning Self-Knowledge, Using Theory in Everyday Life and Developing Practical Skills for Effectiveness.

Course Requirements:

Working makes up a great deal of life. While the study of the objective features of Organizational Behavior is an important part of your Management education, another vital aspect is the *subjective* aspect of Organizational Behavior. Namely, what are the qualities of organizational involvement that are suited to your own goals and values? One goal of this class is to help you think about what kind of work is best for you. The written assignments are designed to develop the self-understanding that will help you to make informed choices about your future work. We will begin with exercises that focus on your strengths and interests and then identify and investigate organizations where you might be able to manifest your ideal job. These are all essential skills that you will need as you begin your job search.

Your final course grade will be based on the following criteria:

StrengthsFinder Assessment	20%	
Designing Your Ideal Job Paper	20%	
Organizational Analysis Paper		20%
Presentation	10%	
Class Participation	30%	

Assignment One: StrengthsFinder Assessment + Design Your Ideal Job

This assignment is done in two parts, the StrengthsFinder assessment and a small paper about an ideal job that would emphasize these strengths.

StrengthsFinder Tool

I. Using the Online Tool (See *StrengthsFinder 2.0*) complete the StrengthsFinder survey for the first class session. Write a 1-2 page section on how these strengths manifest

themselves in your life. Think about situations both work and non-work related where they may arise.

Design Your Ideal Job

II. This exercise gives you the opportunity to explore what is meaningful for your work life. Ideally, work should be a passionate love affair; after all you will spend a great deal of your life at work. Shouldn't you enjoy it? What things interest you? What do you enjoy doing? Can these be transformed into work?

The parameters of this project include exploring your own interests as well as the specific qualities of a job that suit you. The latter includes the ideas mentioned by Peter Drucker in his chapter "Managing Oneself". What do you value? How do you learn? Are you a big or small organization person? What are your strengths? Here you may wish to consider the results of the Gallup StrengthsFinder. How do you uniquely manifest these strengths?

Suggestions on how to approach this project:

A successful paper will explore 1.) Your values, goals, and interests, e.g. "I'm very interested in human well-being and learning how people can live excellently." as well as 2.) A description of qualities of the job *experience*, for example, "I'd like to work relatively autonomously in a small organization that gives me a variety of challenges that I can use to exercise and build skills to help others." It **should not** be a description of extrinsic qualities of the job: "I'd like a high-paying position with stock options, a corner office and a sizeable expense account with little responsibility doing an easy, routinized task requiring little thought or effort on my part."

You may wish to start out with big questions to help uncover what is important to you, like "If I had 6 months to live, what would I do?" or "What are the values or issues that I'm really passionate about?" Do you think you have a *life theme*? In other words, are there ideas or topics that you are intensely compelled to do something about?

If a "big picture" approach is not your style, you may wish to use a more focused method: what I call the "Bookstore Test." This involves noting when you go to the bookstore, what are the sections that really attract you? That's a good way of figuring out what you're interested in. Why is it that those sections draw you? Alternatively, what are the topics/issues/ideas/activities that really make you feel excited about doing? Why? The essential point to remember is that when *your interests* (e.g. those things that you feel enjoyment, excitement and interest in doing.) inform your job choice, the greater the chances that you will find a worthwhile job suited to you.

The StrengthsFinder can be useful in helping to figure out how you can make worthwhile contributions to organizational life. It could be that you are a good strategist or support person or entrepreneur (in which case perhaps you should think about starting your own organization!). You can also draw upon your past experiences of work life to understand what aspects of working you think you excel at (for example, selling ideas) and are less good at (e.g., working alone with little supervision). Another means is to ask your current or former employer (or close other, if you've not worked before) about your strengths and weaknesses. (Example question: "What should I do differently? More of? Less of?") With negative feedback, it's important to maintain openness to the fact that you may not be a perfect person.

It goes without saying that honesty is essential for successfully completing this project. It also goes without saying that there is no objectively “correct” answer to any of these questions...this exercise is intended to stimulate your thinking about what is important in your life and how it might be translated into a job. I would suggest going through multiple versions of the paper...perhaps starting with a longer draft and paring down to essentials for the product you will hand in. (I keep an ongoing document that I tinker with.)

In sum, the project could be delivered in two sections: one that explores your interests and one that describes the subjective features of an ideal job. Your creativity is also welcomed. (Maximum 6 pages double spaced, 10 point, Times New Roman font, 1 inch margins, **with no grammar or spelling errors.**)

All papers will be treated as privileged communication to the professor of this course. You may feel free to show your papers to anyone you wish but the professor will abide by the above statement.

Assignment Two: Organizational Analysis Paper

Painting a picture.

The goal of this assignment (maximum 10 pages double spaced, 12 point font, 1 inch margins, with no grammar or spelling errors) is for you to create a portrait of an organization. According to sociologist Sara Lawrence Lightfoot (1983), “the creative and analytic task of portraiture lies in exploring and describing...perspectives, searching for their connections to other phenomena, and selecting the primary pieces of the story line for display (p. 15).” A portrait can capture the essence and spirit of the organization while also giving you insights on yourself--the roles you play, what you attend to and what you are unaware of--in organizational life. For this assignment, the portrait should center on the cultural, strategic and political dynamics of the organization and how the combined human dynamics (styles, personalities, backgrounds, etc.) interact with the elements of the organization (goals, values, design, niche in industry, environmental context, stakeholders, rituals, etc.).

Putting theory to work

In creating the portrait put the theory explored in the course to work. Draw on the five conceptual frameworks (flat, networked, flexible, diverse and global) in your presentation of organizational life. Your analysis should be centered on a metaphor with 3 to 5 sub-metaphors that capture the essence of the organization. Build upon the metaphor to expand your present understanding and analysis of the organization. The sub-metaphors should illuminate the key aspects of the dynamics of the group of people you are analyzing rather than illuminating characteristics of separate individuals. There are two books I strongly recommend to help you in the creation of your metaphor: [Images of Organization](#) by Gareth Morgan; and [Understanding Global Cultures: Metaphorical Journeys Through 17 Countries](#) by Martin Gannon.

The spirit of inquiry

Data gathering provides you with the raw material to paint your picture of the organization. It is both a necessary and critical component of this assignment, because it gives the textures, colors, and strokes with which to work. Gathered data enables you to take your analysis deeper, to discover how others think about the organization and to

integrate conceptual maps with organizational realities. Furthermore, data generation requires you to develop a capacity to use colleagues as resources. There are several ways to gather data for your organizational portrait: (1) observation; (2) interviews; (3) questionnaires; and (4) analysis of organizational records. No one method is recommended over others. However, combining methods produces a far richer and more insightful analysis.

Some odds and ends

The point of focus should be a small division or unit (approximately 10 – 30 employees) and where appropriate, you should make links to the larger organization. Again, the metaphor and sub-metaphors should form the basis of the paper.

Assignment Three: Presentation

The presentations will last 30 minutes including a question and answer period. The topic of the presentation will be your organizational analysis. The presentation will be evaluated on how well organized it is, how clearly you communicate your ideas, and how well you respond during the question and answer period. In business, you will frequently be asked to give brief presentations during departmental meetings, and the like. Thus, the purpose of the presentation is to sharpen your skills at providing concise and clear presentations. This is also a chance to receive feedback on your organizational analysis to improve it before turning in your written report.

Class Participation

Giving straight lectures is as boring as is listening to them. We will have interactive, informed discussions of the material we cover in class. Everyone is expected to contribute. You will be evaluated more on “what” you say than “how much” you say. If you are uncomfortable with talking in class please **see the professor**. We will develop a plan that makes you a valuable contributor to the class. The purpose of class participation is to refine your extemporaneous speaking skills (a very valuable skill in organizations). You are expected to attend every class on time and prepared.

Your Instructor

Jeremy Hunter, Ph.D. is Research Director of the Quality of Life Research Center and Adjunct Professor at the Peter F. Drucker School of Management in Claremont, California. He co-founded the Center, which is dedicated to the study of “the good life,” with Mihaly Csikszentmihalyi in 1999. He holds a Master’s of Public Policy degree from Harvard University’s Kennedy School of Government and a Ph.D. in Human Development from the University of Chicago.

He is interested in the question, “How does someone live a good life?” Hunter has pioneered the introduction of mindfulness practice in organizational settings. His successful Drucker School courses on The Practice of Self Management were the first mindfulness-based classes to be taught in a North American business school.

Hunter has also served as a consultant to NASA, E-Lab Design Consultancy (Later, Sapient), The Meikle Files of Australia, Green Mountain Coffee Roasters, and McKinsey & Co. He has taught mindfulness skills to the top 100 captains and commanders of the Los Angeles Police Department, students at Brown University, and the leadership groups of

The University of Toyota, the First AME Church of South Central Los Angeles and the Child Survivors of the Holocaust.

Tentative Course Outline:

The instructor reserves the right to alter the assignments. He will give the class prior notice, should such a situation arise. On Day One, we will negotiate an alternate schedule to meet class time requirements. Please think about possible times for additional sessions if needed. Also another possibility is to add 'bonus hours' to certain modules for in-depth exploration of certain topics.

Course Session & Date	Topic	Assignment
1. Sept 5	Introduction to the course Understanding your strengths Beginning to understand organizations.	Read SF 2.0 intro and Part I and complete StrengthsFinder Survey and short paper
2. Sept 12	The "new" organization	Ancona, Module 1 Drucker Chapter: "Managing Oneself"
3. Sept 19	Three lenses on organizational analysis	Module 2
4. Sept 26	Three lenses on organizational analysis	Module 2
5. Oct 3	Diverse cognitive styles in teams	Module 4
6. Oct 10	Team processes	Module 5 Ideal Job paper due
7. Oct 17	Teams in organizations	Module 6
8. Oct. 24	Workforce management	Module 7
9. Oct 31	Learning across borders	Module 10
10. Nov 7	Negotiation and conflict resolution	Module 12
11. Nov 14	Issue selling and managing up	Module 13
We will have class Wednesday Nov. 21 during the week of Thanksgiving!		
12. Nov 21	Presentations	---
13. Nov 28	Presentations	---
14. Dec 5	Presentations and feedback Summary of the course	Organizational Analysis Paper Due

Session 1 (Sept 5): Introduction to the course.

Introduction of Professor

Introduction to the course

Introduction of all participants

Teamwork exercise

Session 2 (Sept 12): The organization of the future.

Readings:

“The “new” organization: Taking action in an era of organizational transformation.”

Ancona, et al. 1999.

Overview

Changing organizational models

Excerpts from:

The coming of the new organization. Drucker, 1988

The new managerial work. Kanter, 1989

The American corporation as an employer. Kochan, 1996

The work of new age managers in the emerging competitive landscape. Prahalad, 1997

Beyond the hype: Rediscovering the essence of management.

Eccles, Nohria and Berkley. 1992

Will the organization of the future make the mistakes of the past?

Pfeffer, 1997

Coda to the new organization. Van Maanen, 1997

The search for the organization of tomorrow. Stewart, 1992

Reading the business press. Ancona, et al. 1999.

Exercise:

Mapping your organization questionnaire

Questions for the exercise:

What specific structures or processes in your organization led you to rate it as you did on each of the five features of the new organization?

What skills and knowledge are most important for you in working effectively in this organization?

What skills and knowledge are most important for your direct reports in working effectively in this organization?

What skills and knowledge are most important for your manager in working effectively in this organization?

Case: The strategy that wouldn't travel. Beers, 1996

Questions for the case:

What are the features of the new organizational model that this company is trying to develop?

What did Karen Jiminez and her team do that made the changes at the Wichita plant happen?

What were the features of the organizational context that helped?

What could she do to take more effective action in the context of the second plant?

Session 3 (Sept 19): Multiple perspectives on organizations.

Readings:

“Three lenses on organizational analysis and action.” Ancona, et al. 1999.
Overview
Introduction
The strategic design lens
The organization as strategic design

Case: ABB—through the strategic design lens. Westney, 1999.

Questions for the case:

What are the strategic grouping structures?
What are the principle linking mechanisms?
What are the major alignment challenges and how does ABB address them?
What do you see as the major strengths of ABB’s organization design?
What about its weaknesses?
Would you like to work as an operating company manager in ABB?

Session 4 (Sept 26): Multiple perspectives on organizations (cont.).

NOTE: TURN IN THE COGNITIVE STYLE SELF ASSESSMENT SUMMARY FROM PAGE 15 OF “DIVERSE COGNITIVE STYLES IN TEAMS”

Readings:

“Three lenses on organizational analysis and action.” Ancona, et al. 1999
The political lens
A brief intellectual history of the political perspective
Power failure in management circuits. Rosabeth Moss Kanter, 1979.
The cultural lens
Organizational culture. Schein, 1990.
Applying the lenses

Case: Dynacorp. Nadler, 1999.

Questions for the case:

What are the problems in this organization from the strategic design perspective?
What are the problems in this organization from the political perspective?
What are the problems in this organization from the cultural perspective?
Using your analysis, what plan of action would you suggest for each of the major players in the case?

Session 5 (Oct 3): Individuals and Teams

Readings:

“Diverse cognitive styles in teams.” Ancona, et al. 1999.
Overview

Readings (cont.): READ THESE AFTER THE CLASS SESSION

Reading module (cont.): Diverse cognitive styles in teams. Ancona, et al. 1999.
Diverse cognitive styles in teams
Mapping managerial styles. Margerison and Lewis, 1981.
Give me an E. Give me an S. Golden, 1990.

Session 6 (Oct 10): Diagnosing and Intervening in Team Dynamics

Readings:

“Team processes.” Ancona, et al., 1999.

Overview

Team process observation guide

Team decision making

The trouble with teams

Case: Video case

Questions for the case:

See Appendix A for the questions in the Team Process Observation Guide—sub-groups will be assigned for these questions

Session 7 (Oct 17): Managing Team Boundaries

SPECIAL NOTE: First Assignment is DUE AT THE BEGINNING OF THIS SESSION

Readings:

“Teams in organizations.” Ancona, et al., 1999.

Overview

Outward bound: Linking team to their organization

The tyranny of a team ideology

The discipline of teams

Case: Aston-Blair, Inc.

Questions for the case:

What are the important contextual issues in the case?

What are the critical/crucial problems?

What are the key milestones?

What did or did not happen during each milestone?

Exercise:

Role plays of various characters

Session 8 (Oct 24): Managing the Team Environment

Readings:

“Workforce management: Employment relationships in changing organizations.”

Ancona, et al., 1999.

Overview

Managing a changing workforce in turbulent times

The changing social contract for white-collar workers

A brave new Darwinian workplace

The unfinished agenda

Patterned chaos in human resource management

Burned-out bosses

Case: Case of the part-time partner

Questions for the case:

Without discussing your vote with anyone, vote yes or no for Tim and yes or no for Julie. Write your votes on one note card (which will be provided) and

turn it in at the beginning of the session. During the session we will explore the reasons why people voted yes/no for Tim and Julie.

Exercise:

Teamwork exercise

Session 9 (Oct 31): International organizational behavior.

Readings:

“Learning across borders: Disneyland from California to Paris via Tokyo.” Ancona, et al., 1991.

Overview

Multi-part Case:

Disneyland in the USA. Ancona, et al., 1999.

The smile factory: Work at Disneyland. Van Maanen, 1990.

Disney goes to Tokyo, Ancona, et al., 1999.

Displacing Disney: Some notes on the flow of culture. Van Maanen, 1992.

Disneyland goes to Europe, Ancona, et al., 1999.

France amazed, amused by Disney dress code. Neher, 1995.

Mouse Trap. Gumbel and Turner, 1994.

Questions for the case:

What are the major problems at Disneyland Paris?

Why the overbuilding?

Why Paris?

What about the impact of the travel cost to Orlando?

What is Disney selling?

What do you get from a visit to a US park?

How is Disney’s work culture shaped?

Why do employees work so hard?

How would you describe Disney’s culture?

What are some artifacts?

What are the values?

What explains the success of Disney Tokyo?

What recommendations do you have for Paris?

Session 10 (Nov 7): Negotiation and conflict resolution.

Readings:

“Negotiation and conflict resolution.” Ancona, et al., 1999.

Overview

Introduction

Some wise and mistaken assumptions about conflict and negotiation. Rubin, 1999.

Interests: The measure of negotiation. Lax and Sebenius, 1999.

Case: Alpha and Beta (to be distributed in class)

Session 11 (Nov 14): Managing up and issue selling.

Readings:

“Roads to successful issue selling.” Ancona, et al., 1999.

Overview

Change from within. Ancona, et al., 1999.

Dinosaurs or dynamos? Recognizing middle management’s strategic role.
Floyd and Wooldrige.

Case: The issue with Inex

Questions for the case:

How would you describe Jones’ position in the organization?

What issue is he trying to sell up the hierarchy?

What do you think of the president in all of this? Is this a good developmental experience or an abdication of responsibility? Could the president be more directly helpful to Jones? Should she be?

What do you think about the decision making process in this organization?

What do you think about Chris Davis’ actions?

What drives Janet Brown? Why does she behave the way she does?

Exercise:

Issue-selling exercise

Session 12 (Nov 21): Project Work and Presentations.

The purpose of the presentations is two-fold. First, it is to give you more experience in giving formal presentations. Being able to effectively give formal presentations is critical to your career. As such, you will get feedback from me and all of your classmates regarding how you might be able to improve your presentation. The second purpose of the presentations is to give you feedback that you can use in enhancing your paper. As such, you will get feedback from me and all of your classmates regarding how you might be able to improve your paper. Depending on the size of the class, we should have some in class time to work on your organizational analysis papers.

Session 13 (Nov 28): Presentations.

Session 14 (Dec 5): Summary of the course.

SPECIAL NOTE: ORGANIZATIONAL ANALYSIS PAPER IS DUE AT THE BEGINNING OF THIS SESSION

Suggested Readings to compliment the course

Shared Leadership: Reframing the How's and Why's of Leadership. Pearce & Conger, Sage: Thousand Oaks, CA, forthcoming, 2003.

The New SuperLeadership. Manz & Sims, Berrett Koehler: San Francisco, 2001.

Designing Team-based Organizations. Mohrman, Cohen & Mohrman, Jossey-Bass: San Francisco, 1995.

Business Without Bosses: How Self-Managing Teams are Building High Performing Companies. Manz & Sims, Wiley: New York, 1993.

Hot Groups: Seeding Them, Feeding Them and Using Them to Ignite Your Organization. Lipman-Blumen & Leavitt, Oxford University Press: Oxford, 1999.

Leadership in Organizations (5th edition). Yukl, Prentice Hall, Englewood Cliffs, NJ, 2001.

Management Challenges for the 21st Century. Drucker. HarperCollins: New York, 1999.

Organizational Culture and Leadership. Schein. Jossey-Bass: San Francisco, CA, 1992.

Reframing Organizations: Artistry, Choice and Leadership (2nd ed.), Bolman and Deal, San Francisco, CA: Jossey-Bass, 1991.

Leadership and the Quest for Integrity. Badaracco & Ellsworth, Harvard Business School Press: Boston, 1989.

The Thinking Organization. H. P. Sims & D. A. Gioia (eds.), Jossey-Bass: San Francisco, CA, 1986.

Images of Organization. Morgan. Sage Publications: Newbury Park, CA, 1986.

Organizational Architecture. Nadler, Gerstein, Shaw and Associates. Jossey-Bass: San Francisco, CA, 1992.

Flow. Csikszentmihalyi. Harper and Row: New York, 1990.

Complex Organizations. Perrow. McGraw Hill: New York, 1986.

Organizational Culture and Leadership. Schein. Jossey-Bass: San Francisco, CA, 1992.

Understanding Global Cultures. Gannon and Associates. Sage Publications: Newbury Park, CA. 1994.

Appendix A: Team Process Observation Guide

1. Membership

- Do the team members have the required expertise and authority to carry out the task?
- Are all people who have a stake in the team's output represented?
- What is the racial/ethnic and sex mix in the team? How does this combination affect the team?
- How committed are individual members to the team? In what ways are conflicts over different levels of commitment resolved?
- Which hierarchical level and functional areas are represented in the team? How does this combination affect the team?

2. Organizational Context

- Have the goals and the task of the team been clearly identified?
- Are team members rewarded for individual rather than team performance?
- Has the team been granted enough autonomy to accomplish the task?
- Does the team have access to the information and resources needed to perform its task?

3. Communication Patterns

- Who are the most frequent participators? Why? What is the effect of their participation?
- Who are the least frequent participators? Why? What is the effect of their lack of participation?
- Are their shifts in participation? What causes these?
- Who talks with whom? Who responds to whom? Who triggers whom?
- How are "silent" and "noisy" member handled?

4. Influence Strategies

- Who has the most impact on the team's actions and decisions?
- Whose ideas are ignored? What is the result?
- What tactics do members use to influence each other?
- Does rivalry exist in the team? What impact does it have?
- How does the formal leader exert his/her influence?

5. Decision Making

- Does the team follow the four-step procedure of rational decision making (identify the problem--analyze the problem--propose and evaluate solutions--implement the decision)? With what consequences?
- Does one person make the decision for everyone? With what consequences?
- Does the team strive for consensus? With what consequences?
- Does the team vote on decisions and let majority rule? With what consequences?
- Does the team strive for consensus? With what consequences?
- Does the team encourage minority opinion?

6. Conflict

- How often do members disagree about the work to be done?
- To what extent are there arguments about procedural issues?
- To what extent do individuals take the arguments in the team personally?
- How often do members get angry with one another while working?

7. Atmosphere

- Are people friendly and open or very formal with one another?
- Are people involved and interested?

- Is there an atmosphere of work, an atmosphere of play, an atmosphere of competition?
- Are people in constant conflict or disagreement?
- Is there any attempt to avoid unpleasantness by ignoring tough issues?

8. Emotional Issues

The main emotional issues that individuals will face in teams include the following:

- Identity: Who am I in this team? Where do I fit in? What role should I play?
- Goals and Needs: What do I want from this team? What do I have to offer? Can the team's goals be made consistent with mine?
- Power and Control: Who will control what we do? How much power and influence do I have?
- Intimacy: How close will we get to each other? How much trust exists among us?