

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

MGT 345 Organizational Behavior & Theory
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Course Description

The aim of this course is to provide students of management with a conceptual and practical understanding of human dynamics in organizations. Students will learn how to diagnose, analyze, and manage individual and group behavior in organizations. We will also devote time to self-analysis, allowing students to uncover and explore aspects of their own personalities and experiences that may influence what they bring to organizations as managers.

Required Materials

The required textbook for this course is a **customized copy** of “**Managing for the Future**” by Ancona, Kochan, Scully, Van Maanen, etc. This book and the coursepack for the class are available at Huntley Bookstore.

Course Objectives

- Read about, critically analyze, and gain a thorough understanding of the main concepts and topical areas of organizational behavior.
- Develop an understanding of multiple perspectives through which organizations can be analyzed and understood.
- Get opportunities to apply these perspectives to real organizational and managerial problems.
- Participate in on-going work teams in which students will learn about teamwork and team processes.
- Allow students to examine their own behavior and beliefs about organizations.
- Develop an understanding of your role as a leader in organizations, as well as your strengths and limitations.

Course Requirements

Class Participation (35%)

Each student should come to class ready to contribute thoughtfully to class discussion. You will be evaluated more on “what” you say than on “how much” you say. Being a good contributor requires preparation (reading and thinking about the material before class) and listening attentively. We will all

learn from *each other* in this class, and I will be running the class with a very interactive style. You should be prepared to engage in a critical analysis of the ideas put forth in the readings.

Obviously, your effective participation in class also depends on your presence. Please be on time, as late arrivals keep you out of discussion and also disrupt the flow of the class.

In addition to participating in class, you may contribute by sharing informational resources or articles you find interesting (either in class or on Sakai) and by extending class discussions through bulletin postings on Sakai.

Guidelines for Evaluating Class Participation

- A and A- Comes to class exceptionally well prepared. Makes thoughtful contributions that advance the conversation. Shows interest in and respect for others' points of view. Participates actively in small groups. Ideas and challenges offered are always substantive, provide meaningful insights, are well substantiated and persuasively presented

- B+ Comes to class prepared and makes thoughtful comments when called upon. Contributes occasionally without prompting. Shows interest in and respect for others' points of views. Participates actively in small groups. Ideas and challenges offered are usually substantive, provide good insights, are well substantiated and often persuasive.

- B Comes to class prepared but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Ideas offered are only sometimes substantive, are sometimes fairly well substantiated and are sometimes persuasive. However, does show interest in the discussion, listens attentively and takes notes.

- B- This person says little or nothing in class. Hence, there is not an adequate basis for evaluation.

- C+ – F Seems on the margin in class and may have a negative impact on the participation of others. Often does not participate because he or she has not read the material in advance. May be disruptive or radiate negative energy via hostile or bored body language. Ideas offered are seldom substantive, and provide few if any insights and never a constructive direction for the class. Class contributions are at best “cherry-picking” efforts making isolated, obvious or confusing points.

Self-Analysis Paper (30%)

Your task in this paper is to be self-analytic. Throughout the course you will have received a number of different kinds of information of potential relevance to you as a person. Some of this will come in the form of your behavior during class periods. Other information will come from your experiences

outside class, like where you have worked or been involved in community groups. Still other pieces will come from self-assessment exercises we do. This paper should attempt to present a coherent picture of the writer using whatever concepts are helpful with special attention given to the data used to arrive at the “picture.” The central question for this paper is “**what do I bring to the role of leader that might influence the way I act in that role?**” In this paper you should identify your 2-3 most important personal characteristics, provide ample evidence for each characteristic, and speculate on how each characteristic is likely to affect you in the role of a leader (maximum 5 pages). The format of the text should include an introduction that briefly describes the main content of the paper. Then you should provide separate sub-sections for each of the personal characteristics you have identified as being your most important characteristics as relates to your abilities in leadership positions—within each of these sub-sections you should provide multiple types of evidence to support the existence of the characteristics and then you should speculate on how each characteristics might help and hinder you in the role of a leader. The final section of the main text should be a conclusion.

Your written assignment will be evaluated on the following criteria:

1. Your diagnostic ability: the extent to which you can identify and organize concrete and significant data about phenomena that you are trying to analyze.
2. Your analytic and conceptual skills: the extent to which you are able to integrate your own personal experience and the various theories and concepts from the course for reaching an insightful understanding of the phenomena under examination.
3. Your communication skills: the extent to which you are able to communicate your understanding of human behavior in a clear, non-judgmental and concise manner.

Organizational Analysis Paper (25%)

The goal of this assignment (maximum 10 pages double-spaced) is for you to create a metaphor that captures the key cultural aspects of the organization you study. The metaphor should consist of 3-5 sub-metaphors (each of which represents a key cultural attribute of the organization under study). You should introduce the metaphor, then provide separate sub-sections for each of the sub-metaphors you have identified as being most representative of the key cultural attributes of the organization under study—within each of these sub-sections you should provide multiple types of evidence to support the existence of the sub-metaphor and the cultural attribute it represents.

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 analysis: (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

1. The point of focus should be a small division or unit (approximately 10 – 30 employees).
2. The sub-metaphors should illuminate the key *cultural values* of the group of people you are analyzing rather than illuminating characteristics of individuals or sub-groups.
3. There is one book I **strongly** recommend to help you in the creation of your metaphor: Images of Organization by Gareth Morgan.

Organizational Analysis Presentation (10%)

The presentations will last approximately 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.

Evaluation and Grading

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

Class Participation (individual)	35%
Self-Analysis Paper (individual)	30%
Organizational Analysis Paper (group)	25%
Presentation (group)	10%

Grading Scheme

Explanation

A+	Truly exceptional performance, rarely given.
A	Performance significantly above expected levels.
A-	Performance moderately above expected levels.
B+	Expected level of performance.
B	Performance moderately below the expected level.
B-	Performance significantly below the expected level.
C+	Passing but marginally acceptable performance.
C	Unacceptably poor performance.
C-	Very poor performance.

Academic Honesty

You should be familiar with the University policy regarding academic honesty. The policy can be found at <http://www.cgu.edu/handbook/Academic%20Honesty.doc>. You should also consult the Writing Center's guidelines as to what constitutes plagiarism

(<http://writecenter.cgu.edu/students/plagiarism.html>).

I **do not** tolerate academic dishonesty and will actively monitor students' work to ensure dishonesty does not occur. A student who violates the University policy on academic honesty will get a minimum of zero for the piece of assessment for which dishonesty is established and I will ask the MBA Director to put a note on that student's file.

It is very important that you correctly reference everything you use. I generally use APA referencing and have provided this link as one of many examples of APA referencing

(<http://www.lib.usm.edu/~instruct/guides/apa.html>). You might prefer to use the Harvard style of referencing (see: <http://www.shef.ac.uk/library/libdocs/hsl-dvc1.html> as an example of a style guide). I do not mind which style you use as long as your referencing style is consistent.

Late Assignments and Extensions

MBA students are generally very busy people and often juggle multiple commitments along with a rigorous MBA schedule. Therefore, I do not like giving extensions simply because the majority of students work very hard to meet deadlines and, given extra time, many could have improved their output. Therefore, extensions can be unfair to those who have turned work in on time. Having said that, I accept that there are exceptional and unforeseen circumstances that warrant extensions.

The following outlines the policy for this course. Do not ask for an extension unless you genuinely believe you can claim exceptional and unforeseen circumstances. If you are requesting an extension:

- You need to do this as early as you possibly can.
- We need to agree on an acceptable alternative hand-in date.

Adjustments to the Syllabus

As the semester progresses, you should expect some changes, additions, or deletions to this syllabus. Typically, these are not large adjustments and may often involve identifying which portions of a chapter or a reading can be skipped or skimmed quickly. Any added course material will be distributed in class or placed on Sakai.

Course Outline

Class	Topic	Assignment
	Studying Organizations	
1	Introduction and The “New” Organization	HBS Case - Slade Company
2	Three lenses on organizational analysis	Module 2
3	Three lenses on organizational analysis	Module 2
4	Leadership	Module 14
	Understanding Individuals	
5	Diverse cognitive styles in teams	Module 4
6	Employment relationships and motivation	Module 7
	Managing Interpersonal Relationships	
7	Building effective working relationships	HBS Case – Jensen Shoes
8	Negotiation and conflict resolution	Module 12
	Understanding Teams and Work Groups	
9	Team processes	Module 5 – Self Analysis
10	Managing teams in organizations	HBS Case – Taran Swan
11	Project Work – Outlines – Feedback	
	Organizations and the Environment	
12	Managing change in organizations	Module 8
13	Organizational action in complex	Module 9
14	Course Wrap-up and Presentations	Organizational Analysis

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