



## EXECUTIVE MBA ORGANIZATIONAL BEHAVIOR FOR EXECUTIVES EP 202

**Professor Jone L. Pearce**

Fall 2011 Room MPAA 130  
Every Other Fri & Sat  
8:30-11:50AM  
Office Hours: After class, and  
by appointment

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### Course Syllabus

#### E202 Objectives

The word *manager* tells us that a fundamental responsibility of the job is to successfully manage people. People are selected, rewarded and if incapable fired, for their skills as managers in every industry and sector of society. Yet, despite this importance, surprisingly few people are accomplished managers, and career derailment because of management failure happens at every level – from first-line supervisors to CEOs. This course is intended to assist experienced executives with some of the challenges of managing others, and to help them build their understanding and skills so they can become more successful managers of people. The objective is to improve executive-students' abilities to diagnose, analyze and take effective action in their organizational work. The course differs from the many leadership-advice books because it seeks to draw directly from what systematic research in the field of organizational behavior can tell managers about how to be more effective. However, we also will build on the extensive practical experience available to us in the class, by drawing on it in our discussions of the readings, cases, and exercises.

#### E202 Format

Each class session usually begins with a case, diagnostic report, or exercise lasting until the mid-session break. After the break we will begin with a discussion of the readings, and then the session usually ends with a mini-lecture. Laptops may only be open during the mini-lectures.

Each reading should be read critically. This means you must analyze the assumptions, arguments, conclusions, and management implications for each reading. A quality critique is based on a clear understanding of what the authors said, taking care to neither dismiss all of the argument just because you disagree with any one piece of it, nor swallow all of it uncritically.

## E 202 Readings

- Pearce, J. L. 2009 *Organizational Behavior: Real Research for Real Managers*. Irvine, CA: Melvin & Leigh (*OBRRRM*); and the draft chapter, Leading others, distributed in first class.
- *EP202 2011 Reader*. This is a notebook with the syllabus, additional readings, and cases. Materials for In-class Diagnostic Projects and Exercises will be distributed in class and posted in EEE.

## E 202 Grading

Class Participation.....	36%
Team Diagnostic Project Report (19) and Presentation (12).....	31%
Mid-term Exam I .....	16%
Mid-term Exam II .....	16%
Anonymous completion of instructor evaluation <b>by 1PM 12/9</b> ....	1%

Class participation will be evaluated in two ways. First, by the quality of participants' preparation for class. Preparation for class is judged on the quality of discussion of the cases or diagnostic projects and readings for that day's class. Quality is both insight and the contribution each student makes to others' learning, not the amount of air time. Individuals will be randomly called. Students will receive four participation points per class session for active participation, two for attendance but no active participation, one for partial attendance or participation that undermines' others' learning, and zero for absence. Those who miss a class may contact the instructor for a make-up assignment. Finally, there are four brief diagnostic reports (marked with \*) that will be prepared in advance and turned in after discussion, and considered as part of class participation for that day.

The Team Diagnostic Project is expected to be a study-group project. All project proposals (no more than one page) must be approved by lunch on October 15.

The Team Diagnostic Project provides an opportunity to use the knowledge gained from this course to practice diagnosis by analyzing a facet of organizational behavior from an ongoing organization in depth. Group Diagnostic Project Guidelines will be discussed in the first class session. Team Diagnostic Project Presentations are intended to expose all class members to additional "live cases" and to provide practice in succinct presentations; these will be presented on December 9. The Report should be no longer than 20 pages (including references, executive summary, tables, etc.). The Reports are due at the beginning of class, December 10.

There will be two closed-book Mid-term Examinations. Each will consist of four questions, covering the first four class sessions and the remaining class sessions, respectively. The exams will consist of short answer questions on the readings and lectures; you will not be responsible for the details of the cases, diagnostic exercises or fellow executives' presentations.

Past Diagnostic Project Reports and Exams from this course are available on the course page in EEE.

## **E202 Outline**

### **September 30 Introduction. Hiring.**

*OBRRRM*. Organizational behavior is useful (Chapter 1), Why managers? (Chapter 2), and How to hire (Chapter 3).

Groysberg, B., Nanda, A. & Nohira, N. (2004) The risky business of hiring stars. *Harvard Business Review*, May, 1-10.

### **October 1 Managing Workplace Feelings**

**In-class Diagnostic:** Bring completed *Self Assessment* surveys to class (materials distributed in class September 30)\*

*OBRRRM*. Making sense of feelings at work (Chapter 4) and How to fire (Chapter 10).

Buckingham, M. (2005) What great managers do. *Harvard Business Review*, March, 1-10.

### **October 14 Performance and Incentives Management**

**Case:** The Cat Is Out of the Bag: KANA and the Layoff Gone Awry (A) 9-403-117.

*OBRRRM*. Managing performance (Chapter 5) and Managing Incentives (Chapter 6).

Beer, M. (1997) *Conducting a Performance Appraisal Interview*. Harvard Business School Press.

### **October 15 Cultures, High-Performance and Otherwise (and Exam Review Session) Project Proposals Approved**

**In-class Diagnostic:** Bring your *More Effective Use of Your Performance Management System* analysis to class (materials distributed in class October 1)\*

*OBRRRM*. Navigating the social scene (Chapter 7) and Understanding cultures (Chapter 8).

Pfeffer, J. (1998) Seven practices of successful organizations. *California Management Review*, 40(2), 96-124.

## **October 28 First Mid-term Examination and Conflict and Negotiation**

### **First Mid-term Examination**

Eisenhardt, K. M., Kahwajy J. L. & Bourgeois, L. J. (1997) How management teams can have a good fight. *Harvard Business Review*, July-August, 77-85.

Ury, W. L., Brett, J. M. & Goldberg, S. B. (1988) Three approaches to resolving disputes: Interests, rights, and power. *Getting disputes resolved*. San Francisco: Jossey-Bass, 3-19.

Rackham, N. (2003) The behavior of successful negotiators. Lewicki, R. J., Saunders, D. M., Minton, J. W. & Barry, B. (Eds.) *Negotiation*. New York: McGraw-Hill Irwin, 169-181.

## **October 29 Leadership and Power**

### **Go Over First Mid-term Examination Results**

*OBRRRM*. Mastering power (Chapter 9) draft new OBRRRM chapter, Leading others.

Cialdini, B. (2001) Harnessing the science of persuasion. *Harvard Business Review*, October, 72-79.

## **November 18 Managing Teams**

**In-class Diagnostic:** Bring your *Analyzing Team Dynamics and Member Influence* analysis to class (materials distributed on October 29)\*

Lencioni, P. (2005) Overcoming the five dysfunctions of a team: pp. 606-630. In *Management skills: A Jossey-Bass reader*. San Francisco: Jossey-Bass.

Farkas, M. T. (2001) *A note on team process*. Harvard Business School Reading. 9-402-032.

## **November 19 Innovation and Change**

**In-class Diagnostic:** Bring your *Team Assessment* analysis to class (Materials distributed November 18)\*

Thompson, J. (1965) How to prevent innovation. *Trans-action*, Jan-Feb (Special Supplement on The Innovating Organization), 30.

*Creativity and Creative Groups: Two Keys to Innovation* (2006) Excerpt from Managing creativity and innovation. Boston: Harvard Business School Press.

Kanter, R. M. (2003) *Leadership for Change: Enduring skills for change*. Boston: Harvard Business School Press.

Jick, T. D. (1996) *Note on the recipients of change*. Boston: Harvard Business School Press.

## **December 9**

**Case:** Southwestern Airlines (A) Case HR-1A.

### **Project Presentations**

## **December 10**

**Diagnostic Project Reports due at the beginning of class**

**Project Presentations (As needed)**

**Second Mid-term Examination**