



## ORGANIZATIONAL BEHAVIOR FOR EXECUTIVES EP 202

Professor Jone L. Pearce

Fall 2017 Room SB1 2200  
Designated Fridays 1:30-4:20  
Designated Saturdays 8:40-11:30  
and online (See syllabus for details)  
Office Hours: Class day lunchtimes, 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 your own extensive practical experiences, by drawing on it in our discussions of your own experiences readings, cases, and exercises.

#### E202 Format

This is a hybrid course. The University of California requires ten three-hour course sessions for graduate degree credit, and in this course nine of those thirty hours will be delivered online. To gain the maximum benefit from others' experiences and diagnostic feedback on your own challenges, the course has been designed to move administrative matters and midterm exams online, with only one subject-matter session (Disputes and Negotiation) delivered largely online.

Each in-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, and your understandings of what the authors said, taking care to neither dismiss all the arguments just because you disagree with any one piece of it, nor swallow all of it uncritically.

## E 202 Readings

- Pearce, J. L. 2017. (4<sup>th</sup> ed.) *Organizational Behavior: Real Research for Real Managers*. Melvin & Leigh. Because the instructor would receive about \$4 after-tax royalty for each book, she will return this money to the students in the first class.
- *EP202 2017 Reader*. This is a notebook with the syllabus, readings, and two of the three cases. The final case and newspaper readings (marked ++) can be downloaded from Canvas. Materials for In-class Diagnostic Projects and Exercises will be distributed in class and posted in the course Canvas page.

## E 202 Grading

Class Participation.....	34%
Team Diagnostic Project Report (20) and Presentation (13).....	33%
Mid-term Exam I .....	16%
Mid-term Exam II .....	16%
Anonymous completion of instructor evaluation <b>by 5PM 12/4</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 may be randomly called. Students will receive four participation points per in-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 (halved for 9-29 class). 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 14.

The Team Diagnostic Project provides an opportunity to use the knowledge gained from this course to practice your diagnoses by analyzing a facet of organizational behavior from an ongoing organization in depth. In addition, the presentations are intended to expose all class members to additional "live cases" and to provide practice in succinct presentations; these will be presented in-class on December 2. Group Diagnostic Project Guidelines will be provided and described in the second posted online video session. The Report should be no longer than 20 pages (including references, executive summary, tables, etc.). Several previous reports have been posted on the class Canvas page. The Diagnostic Reports are due at the beginning of class, December 2.

There will be two closed-book Mid-term Examinations, **administered online at 7PM on October 17 and December 5 (Tuesdays)** to allow for electronic proctoring. Each will consist of four questions, covering the class sessions before October 17 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. Previous exams are posted on the class Canvas page, and a video going over answers to two of those previous exams is posted there.

Although project and exam requirements are described in the online videos, the instructor available to meet in person to discuss any questions you might have. She will attend all lunches (including those Fridays when you will be here but she is not teaching), and is available to meet at a time of our mutual convenience, in person or via video conference. She pledges to answer all emails within 24 hours, except on Sundays.

## E202 Outline

**++ Online Prior to September 29: Introduction Videos on Canvas**

**++ Course Administration Video**

**++ Diagnostic Report and Presentation Guidelines**

**++ Why Organizational Behavior?**

*OBRRRM*. Why Organizational Behavior (Chapter 1) and Why Managers (Chapter 2)

### **September 29 Hiring in the Digital Age**

Come to class with any questions from online materials

*OBRRRM*. How to hire (Chapter 3).

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

++Walker, R. The nosy prospective employer. *The Workologist*, *New York Times*. April, 16, 2017.

### **September 30 Managing Feelings at Work**

**In-class Diagnostic:** Bring completed *Self-Assessment* surveys to class (materials distributed in class September 29 and posted to Canvas)\*

*OBRRRM*. Making Sense of Feelings at Work (Chapter 4) and Final Dilemmas: How to Fire, Retain, and Give Honest References (Chapter 12)

**++ Online Prior to October 13: Exam Review Video on Canvas**

### **October 13 Performance, Incentives Management, and Platforms**

Come to class with any exam questions

**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).

++Scheiber, N. How Uber uses psychological tricks to push its drivers' buttons. *New York Times*. February 4, 2017.

**October 14      Cultures, High-Performance and Otherwise**  
*Project Proposals Approved*

**In-class Diagnostic:** Bring your *More Effective Use of Your Performance Management System* analysis to class (materials distributed in class September 30)\*

*OBRRRM.* Understanding the Social Environment (Chapter 7) and Understanding Cultures (Chapter 9).

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

**++ October 17 at 7PM: First Midterm Examination Online**

Instructions distributed October 14

**++ Online before October 27: Disputes and Negotiation on Canvas**

- ++ Types of Disputes and the Best Approaches to Them**
- ++ Cleary's Skills, Techniques and Strategies for Effective Negotiators**
- ++ The Behaviors of Successful Negotiators**

Ury, W. L., Brett, J. M. & Goldberg, S. B. 1988. Chapter 1 (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.

++ Irwin, N. Art of the bluff. *New York Times*. April 27, 2017.

Results and video discussion of Second Midterm Examination posted before October 28

## **October 28      Teams and Innovation in a Digitally Driven World**

**In-class Diagnostic:** Bring your *Team Assessment* analysis to class (Materials distributed October 14)\*

OBRRRM: Creating and Managing Effective Teams (Chapter 8)

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.

## **November 17      Leadership and Power**

**In-class Diagnostic:** Bring your *Analyzing Power Dynamics and Member Influence* analysis to class (materials distributed on October 14)\*

OBRRRM. Mastering Power (Chapter 10) and Leading Others (Chapter 11).

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

## **November 18      Pulling It All Together**

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

++ Manjoo, F. How technology has failed to improve your airline experience. *New York Times*, April 12, 2017.

Boudreau, K. R. & Karim, R. L. 2013. Using the crowd as an innovation partner. *Harvard Business Review*. Article R1304C.

**Case:** ++ Hyperloop Transportation Technologies.

**December 2**

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

**Diagnostic Project Presentations**

**++ December 5 at 7PM: Second Midterm Examination Online**

Results and video discussion of Second Midterm Examination posted before December 12.