



INTRODUCTION TO ORGANIZATIONAL BEHAVIOR

Cohort MBA OB 6301

Fall 2006

Class Meeting Mon/Wed: 1:00 – 2:15 PM SOM 2.117 Final Exam (take home): Due Dec. 1, 2005 Office Hours: Mon/Wed 3:00–4:30 PM or by appt.	Dr. Joseph C. Picken School of Management 4.212 Email: jpicken@utdallas.edu Phone (UTD office): (972) 883-4986 Phone: (McKinney office): (972) 562-5401
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INTRODUCTION

The discipline of organizational behavior seeks to understand human behavior in organizations. The scope is broad: one definition describes an organization as “a system of two or more persons, engaged in cooperative action, trying to reach some purpose”; another describes organizations as “bounded systems of social interaction featuring authority relations, communications systems and the use of incentives”. Thus organizations might include families, businesses, churches, hospitals, etc.

This course will explore human behavior at the individual, group and organizational levels. The course begins with a brief overview of the field and then addresses, in turn, organizational context, perception and attitudes, motivation, group behavior, and the role of teams in organizations. The second half of the course focuses on issues of leadership and management, including conflict, communications, decision-making, power and political behavior, stress and organizational change.

The objective of the course is to provide you with a common vocabulary and a set of concepts and theoretical frameworks that can be used to better understand and interpret things that happen in organizations. It is useful to think of these as tools in your managerial tool kit. It is as important to choose the right tool for the situation as it is to apply it correctly. In order to prepare you to use these tools, we will use the text and readings to introduce the concepts, and case discussion and in-class exercises to demonstrate their use and application.

LEARNING OBJECTIVES

Upon successful completion of this course, students will:

- Have a basic understanding of human behavior in organizations at the individual, group and organizational levels.
- Understand a common vocabulary and a set of concepts and theoretical frameworks that can be used to better understand and interpret things that happen in organizations
- Demonstrate the ability to apply the concepts, tools and frameworks presented in the readings and lectures to the analysis, interpretation and prioritization of organizational issues presented in case studies.
- Demonstrate the ability to develop and communicate appropriate recommendations for action with respect to organizational problems presented in case studies.

TEXT, READINGS & CASES

The course will be structured around the Champoux text, supplemented by readings chosen either to provide additional depth or present contrasting points of view. Case analyses and discussions will be used to illustrate the application of the concepts. All of the materials listed below are required.

- **Text:** Champoux: Organizational Behavior: Integrating Individuals, Groups and Organizations (3/e), South-Western College Publishing 2006. ISBN 0-324-31403-5 (Paperback)
- **Readings:** Natemeyer & McMahon: Classics of Organizational Behavior, Waveland Press, Inc. 2001. ISBN 1-57766-172-9 (Paperback)
- **Electronic Readings:** Download **eJournals** as required from the UTD McDermott Library Website (see ASSIGNMENTS below)
- **Cases:** Course pack available at book store.

The text, readings book and cases are available at the UTD Bookstore or at Off Campus Books on Campbell Road. The electronic readings (Harvard Business School articles) are available for download at no charge on the UTD McDermott Library website (<http://www.utdallas.edu/library/collections/journals.htm>)

SELF INTRODUCTION

Each student should post a Self-Introduction in the Discussion area of WebCT prior to the first class. Guidelines are provided on the WebCT Discussion page. This will help us all to get to know each other better.

LECTURE NOTES

The MS Powerpoint slides used in lectures and case discussions and other course-related materials will be posted on WebCT (<http://webct.utdallas.edu>) under course ID BPS 6301.MBC. You should be able to access WebCT with your UTD Unix ID and password. Call computer services at (972) 883-2911 if you need assistance.

GRADING

Grading will be based on both individual and group assignments as detailed below. Individual assignments and class participation will comprise 35% of the course grade; group case analysis assignments will comprise the remaining 65%. The class participation grade will be based on three brief individual assignments and attendance and participation in class discussions.

ASSIGNMENT	DESCRIPTION	GROUP/ INDIVIDUAL	DUE DATE	WEIGHT
1	Case: <i>The Strategy that Wouldn't Travel</i>	Individual	8/23/06	Participation
2	Cognitive Style Self Assessment	Individual	9/13/06	Participation
3	Case: <i>Southwest Airlines</i>	Group	9/13/06	10%
4	Case: <i>Karen Leary (A)</i>	Group	9/20/06	10%
5	Personal experiences with motivational techniques	Individual	9/25/06	Participation
6	Case: <i>Aston-Blair, Inc.</i>	Group	10/16/06	15%
7	Case: <i>It Wasn't About Race. Or Was It?</i>	Individual	10/23/06	5%
8	Case: <i>Erik Peterson</i>	Group	11/6/06	15%
9	Case: <i>General Electric: Jack Welch's Second Wave</i>	Group	11/20/06	15%
10	Peer Evaluation Form	Individual	11/22/06	0%
11	Final Exam Case: <i>Corning Glass Works: Electronic Products Division</i>	Individual	11/30/06	15%
Class Participation	Attendance; Class Participation; Assignments 1, 2, 5	Individual		15%
TOTAL				100%

Grading criteria for individual and written assignments will include the following factors:

- ☐ Fully addressed the requirements of the assignment (case questions)
- ☐ Quality of observations and insights
- ☐ Effective application of course concepts and frameworks
- ☐ Logical conclusions and recommendations
- ☐ Effective communications

I will provide you with a written grade sheet and critique of each graded assignment. I will be looking for evidence that you understand the models, frameworks and concepts provided in the readings and lectures and are able to apply them effectively in your analysis of the problems or case situations. The discussion questions provided for each case are designed to help you focus on the important issues. I expect you to fully address each of the discussion questions in your response. Page limits and format guidelines will be monitored; abuse will be noted in your communications grade.

PEER EVALUATION

A peer evaluation process will be utilized to adjust individual grades on all group assignments (maximum range of +/- 20% of the group grade). The peer evaluation form (page 9) will be completed individually and turned in as WA#10 on [November 22nd](#).

GUIDELINES FOR WRITTEN ASSIGNMENTS

Due Dates. Written assignments will be due at the beginning of class on the date assigned (and can be emailed to me if you are unable to attend the class). Late papers turned in at or before the next class session following the due date will be graded, but 10 points will be deducted from the grade. Late papers turned in at or before the second class session following the due date will be graded, but 15 points will be deducted from the grade. Late papers not received by the beginning of the second class session following the due date will receive a zero. Consideration may be given for extenuating circumstances with prior notification.

Format. Your name (or the group identification and names of all group members) the course number and the date should appear in a header at the beginning of each page of the document. The body of each written assignment should comply with the page length guidelines specified for the assignment. The use of charts and exhibits is encouraged, to the extent that they help you make your points. Charts and exhibits should be numbered and appropriately referenced in the document. A list of references should be attached as required. Cover pages, charts or exhibits, and lists of references are not included in the page count. The manuscript should use 11-12 point type, double-spaced, with 1" margins all around. Appropriate titles and section headings should be used. Number the pages and staple in the upper left corner. Binders and report covers are neither necessary or desired.

Outline Form Response. Most of the assignments specify an outline form response. I will expect a statement of the question followed by a bulleted or numbered list of the key items in your response.

Essay Form Response. Other assignments specify an essay form response. I will expect a well organized paper that addresses the case questions and uses section headings, bulleted lists, charts and exhibits as appropriate to clearly communicate your message.

Electronic Submissions. If you submit a paper by email, the file name should identify the course, assignment number and your name or group ID. For example, "OB 6301_2_JSmith.doc" would identify John Smith's written assignment 2.

Effective written and oral communications are critically important in the business world. It is equally important that students "put their best foot forward" in classroom presentations and written assignments. Poor organization, convoluted sentence structures, mangled grammar and misspelled words have no place in effective communications, and will be considered in the evaluation of your work and ideas.

FINAL EXAM

The final exam will be a written case analysis. The exam will be a take-home exam and will be cumulative, covering the entire course.

CLASS DISCUSSION

It is expected that you will come to class on time and fully prepared to participate in an active and spirited discussion of the scheduled readings and cases. One of the strengths of an MBA class is that each of you brings different perspectives from your personal background, education and work experiences, and the sharing of those experiences as they bear on the material enriches us all. Class participation is an important factor in the evaluation of your performance, and attendance and participation will be noted.

CASE ANALYSIS GUIDELINES

Written assignments and exams will often require the analysis of case situations. In addition, preparation for class discussions will frequently require the analysis of a case situation. Case analysis assignments are designed to evaluate and develop your skills in:

- identifying key organizational issues (decisions or actions required in a given situation).
- analyzing the situation (identifying problems; understanding the underlying causal factors; and identifying and evaluating options)
- recommending specific actions (what should be done, by whom, when and in what sequence) to address the key issues.

I have provided specific questions for each case to focus your analysis. In general, there are no "right" or "wrong" answers for a specific case – different approaches and insights are possible, depending on your individual perspective and approach. Regardless of your approach and conclusions, I expect you to make recommendations that: (1) address the identified issues; (2) follow logically from your analysis and conclusions; and (3) make sense (are feasible) in the context of the case situation.

OFFICE HOURS AND CONSULTATIONS

Office hours will be scheduled in SOM 4.212 from 3:00 – 4:30 PM on Mondays and Wednesdays. I will be available at other times by appointment. Consultation and mentoring are part of my job and I encourage you to meet with me individually for any reason. I look forward to working with you.

UNAVOIDABLE ABSENCE

From time to time, it may be necessary to miss a class due to illness or travel. Within reason, I will be flexible in accommodating your needs, but would appreciate prior notice by email. Required written assignments must be turned in prior to the missed class (email is acceptable).

UNIVERSITY POLICIES

Off-campus Instruction and Course Activities. Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline. The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity. The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use. The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class. The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot

drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures. Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy. As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services. The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days. The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the

legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

ASSIGNMENTS

SESSION	DATE	ASSIGNMENT
1	Mon 8/21/06	Introduction to Organizational Behavior Champoux: Chapter 1
2	Wed 8/23/06	Introduction to Organizational Behavior Goleman: <i>What Makes a Leader</i> (HBR 98606 Nov-Dec 1998) (eJournal) Case: <i>The Strategy that Wouldn't Travel</i> (HBR 96602 Nov-Dec 1996) (eJournal) Case Preparation: Following the case analysis guidelines (page 2 of the syllabus), address the following questions: 1. What are the key issues facing Karen Jiminez at the end of the case? 2. What are the root causes of her dilemma? 3. What actions would you recommend?
WA#1	Wed 8/23/06	WRITTEN ASSIGNMENT #1 (Individual Assignment) <i>The Strategy that Wouldn't Travel</i> . Address the case preparation questions in a 2-3 page outline form response. Turn in at the beginning of class (class participation credit)
3	Mon 8/28/06	Organizational Behavior: Historical Antecedents Champoux Chapter 2 Briefly read over the following articles to get a flavor of the original writings and research in the field: □ Taylor: <i>Principles of Scientific Management</i> (Natemeyer: 3-18) □ Weber: <i>Bureaucracy</i> (Natemeyer 351-357) □ Argyris: <i>The Individual and the Organization</i> (Natemeyer 358-374)
4	Wed 8/30/06	Ethics & Behavior in Organizations Champoux: Chapters 2-3 Badaracco: <i>Business Ethics: Four Spheres of Executive Responsibility</i> (CMR 036 California Management Review 34(3) Spring 1992) (eJournal) Donaldson: <i>Values in Tension: Ethics Away from Home</i> (HBR 96502 Sep-Oct 1996) (eJournal) Class Discussion: Be prepared to discuss ethical dilemmas you have encountered in your workplace.
5	Wed 9/6/06	Ethics & Behavior in Organizations Case: <i>Exxon Corporation: Trouble at Valdez</i> (HBS 9-390-024) Case Preparation: The oil spill at Valdez was an unprecedented disaster, with long term ramifications for the environment, the local economy, and the oil industry. 1. Based on the information contained in the case, analyze the sequence of events to determine: (a) who was responsible for the initial spill?; and (b) who was responsible for the failure to respond effectively to the situation? 2. Who are the interested parties and what are their interests? Are there inherent conflicts in interest? How would you prioritize them? 3. Is this a legal or a moral (ethical) dilemma for Exxon? Is it both? Can the legal and moral dimensions of the situation be separated? Examine the issue using Badaracco's framework. 4. Have the Exxon and Alyeska management teams behaved ethically in this situation? Provide examples of ethical and unethical behavior. 5. Exxon and others are taking positions (and posturing) in anticipation of the legal action and the assignment of financial responsibility. Are these positions ethical or not? Why? 6. Are the issues and behaviors portrayed in the case typical of "big business" in the US?
6	Mon 9/11/06	Organizational Culture/Organizational Socialization Champoux: Chapters 4, 6

SESSION	DATE	ASSIGNMENT
7	Wed 9/13/06	Organizational Culture/Organizational Socialization Case: <i>Southwest Airlines: Using Human Resources for Competitive Advantage (A)</i> (HBS HR-1A) Case Preparation: <ol style="list-style-type: none"> 1. Analyze the culture of Southwest Airlines, in terms of its artifacts, values and assumptions. 2. What is the business strategy of Southwest Airlines? 3. How and why is SW successful with this business strategy? 4. How important are culture and socialization to the implementation of this strategy? 5. What challenges does SW face in the decade ahead? How would you address them?
WA#2	Wed 9/13/06	WRITTEN ASSIGNMENT #2: (Individual Assignment) Complete the Cognitive Style Self-Assessment and submit data from the last page (only) to instructor. Turn in at the beginning of class (class participation credit).
WA#3	Wed 9/13/06	WRITTEN ASSIGNMENT #3: (Group Assignment) Analyze the culture of Southwest Airlines, in terms of its artifacts, values and assumptions, in a 2-3 page outline form response. Turn in at the beginning of class (graded assignment).
8	Mon 9/18/06	Perception, Attitudes & Personality Champoux: Chapter 5 Hall: <i>The Johari Window</i> (Natemeyer: 208-223) Class Discussion: Be prepared to discuss your observations and insights regarding the Cognitive Style Self-Assessment.
9	Wed 9/20/06	Perception, Attitudes & Personality Case: <i>Karen Leary (A)</i> (HBS 9-487-020) Case Preparation: <ol style="list-style-type: none"> 1. Describe Karen Leary's agenda, style and effectiveness as general manager of the Elmvale Branch. 2. Describe Ted Chung's agenda, style and effectiveness in his position. 3. Why are Karen Leary and Ted Chung having a problem? (consider differences in personal agenda, personality and style, communications, organizational culture and socialization processes). 4. What decisions should Karen Leary make about Ted Chung's office request? Why?
WA #4	Wed 9/20/06	WRITTEN ASSIGNMENT #4 (Group Assignment) <i>Karen Leary (A)</i> . Address the case preparation questions in a 3-4 page outline form response. Turn in at the beginning of class (graded assignment)
10	Mon 9/25/06	Motivation, Rewards & Job Design Champoux: Chapters 7-9 Herzberg: <i>One More Time: How Do You Motivate Employees?</i> (Natemeyer: 81-95) Kerr: <i>On the Folly of Rewarding A while Hoping for B</i> (Natemeyer 113-128)
WA#5	Mon 9/25/06	WRITTEN ASSIGNMENT # 5 (Individual Assignment) Prepare brief written summaries (essay form) of two of your experiences with motivational techniques and turn them in at the beginning of class. Select one example of the successful application of motivational techniques and one example where the motivational approach was unsuccessful (class participation credit).
11	Wed 9/27/06	Motivation, Rewards & Job Design Case: <i>Starbucks</i> (Fortune: December 9, 1996) (handout) Case Preparation: <ol style="list-style-type: none"> 1. Apply the job characteristics model to Starbucks. What does the model reveal? 2. Based on your own experiences, or what you have observed as a customer, apply the job characteristics model to McDonald's (or Burger King, or Wendy's etc.) What does the model reveal? 3. What differences do you find in comparing Starbucks to the typical fast food restaurant? Why is Starbucks trying to be different?

SESSION	DATE	ASSIGNMENT
		4. What other insights have you gained about Starbucks from this article? Class Discussion: Experiences with Motivational Techniques
12	Mon 10/2/06	Groups & Intergroup Processes Champoux: Chapter 10 Tuckman & Jensen: <i>Stages of Small Group Development</i> (Natemeyer 241-251) Course Pack Reading: <i>Model of Team Effectiveness; Team Process Observation Guide</i> (included in your orientation course pack)
13	Wed 10/4/06	Groups & Intergroup Processes (NOTE: CLASS WILL LAST UNTIL 2:40) Film: <i>Twelve Angry Men</i> (1 st half) Case Preparation: Discussion assignments based on the readings and handouts will be made prior to viewing the film
14	Mon 10/9/06	Groups & Intergroup Processes (NOTE: CLASS WILL LAST UNTIL 2:40) Film: <i>Twelve Angry Men</i> (2 nd half)
15	Wed 10/11/06	Teams in Organizations Schein: <i>Groups and Intergroup Relationships</i> (Natemeyer 189-196) Katzenbach & Smith: <i>The Discipline of Teams</i> (HBR 4428 Mar-Apr 1993) (eJournal)
16	Mon 10/16/06	Teams in Organizations Case: <i>Aston-Blair, Inc.</i> (HBS 9-494-015) Case Preparation: 1. What are the problems facing Bacon at the end of the case? 2. What are the underlying causes and how did the problems evolve as a result? 3. What actions would you recommend to Bacon and his sponsors at the end of the case? Why?
WA #6	Mon 10/16/06	WRITTEN ASSIGNMENT #6 (Group Assignment) <i>Aston-Blair, Inc.:</i> Address the case preparation questions in a 5-7 page outline form response. Turn in at the beginning of class (graded assignment).
17	Wed 10/18/06	Conflict & Conflict Resolution Champoux: Chapter 11 Class Discussion: Come to class prepared to discuss one or two examples of conflict that you have observed either in the workplace or in the graduate school environment.
18	Mon 10/23/06	Conflict & Conflict Resolution Case: <i>It Wasn't about Race. Or was it?</i> (HBR R00502 Sep-Oct 2000) (eJournal) Case Preparation: 1. What are the issues here? Does Hope have a legitimate issue? Does Dillon? 2. Why did it become a company-wide issue? What are the underlying problems? 3. How should Jack resolve the issues – outline both a short term and long term strategy. 4. What can this case tell us about attitudes and perceptions?
WA#7	Mon 10/23/06	WRITTEN ASSIGNMENT #7: (Individual Assignment) Using the model of conflict episodes, prepare a 1-2 page outline form response, tracing the evolution of the conflict from latent through felt/perceived and manifest conflict, as separately perceived by Hope and Dillon. Turn in at the beginning of class (graded assignment).
19	Wed 10/25/06	Communications & Decision-Making Champoux: Chapters 13-14 Brousseau, Driver, Hourihan & Larsson: <i>The Seasoned Executive's Decision-Making Style</i> (HBR R0602F, Feb. 2006) (eJournal) Vroom & Jago: <i>Decision-Making as a Social Process</i> (Natemeyer 280-282)

SESSION	DATE	ASSIGNMENT
20	Mon 10/30/06	Communications & Decision-Making Case: <i>Decision Making at the Top: The All Star Sports Catalog Division</i> (HBS 9-398-061) Case Preparation: <ol style="list-style-type: none"> 1. Analyze ASC's decision process: is it "broken" or does it function effectively? 2. Using the frameworks provided by Brousseau <i>et al</i> and Vroom & Jago, analyze and interpret the decision-making styles of Don Barrett and his management team. 3. What conclusions should ASC's management team draw from each of the survey instruments (Exhibits 4, 5, and 7) and the communications data (Exhibit 8). Could differences in decision-making styles (see Brousseau <i>et al</i>) among the managers help explain the results? 4. What recommendations would you make to improve decision-making at ASC?
21	Wed 11/1/06	Power & Political Behavior in Organizations Champoux: Chapter 15 French & Raven: <i>The Bases of Social Power</i> (Natemeyer: 253-265) Salancik & Pfeffer: <i>Who Gets Power – and How They Hold On to It</i> (Natemeyer 303-320)
22	Mon 11/6/06	Power & Political Behavior in Organizations Case: <i>Erik Peterson (A)</i> (HBS 9-494-005) Case Preparation: <ol style="list-style-type: none"> 1. Erik Peterson is the general manager of GMCT. How much power does he really have within GMCT? Within the broader organization? What are the sources of his power (following Pfeffer and French & Raven)? How effectively has he used his power? 2. Who has political power in this organization? Who are Erik's allies and supporters? How are they helping him? Who are his challengers? How are they hurting him? 3. The environment is rife with conflict. Identify and prioritize Erik's top five business and organizational challenges. Analyze the relationships and organizational dependencies associated with each and identify the sources of conflict. 4. What kinds of short term political strategies would you recommend to Erik? What should his objectives be? With whom should he try to build alliances? What actions should be taken? 5. What recommendations would you make to Erik for building his power base over the longer term?
WA #8	Mon 11/6/06	WRITTEN ASSIGNMENT #8 (Group Assignment) <i>Erik Peterson (A):</i> Address the case preparation questions in a brief (5-7 pp) outline form response. Turn in at the beginning of class (graded assignment).
23	Wed 11/8/06	Leadership & Management Champoux: Chapter 12 Kotter: <i>What Leaders Really Do</i> (HBR 90309 May-Jun 1990) (eJournal) Kotter: <i>Leading Change: Why Transformation Efforts Fail</i> (HBR 95204 Mar-Apr 1995) (eJournal)
24	Mon 11/13/06	Leadership & Management Case: <i>Changing the Culture at British Airways</i> (HBS 9-491-009) Case Preparation: <ol style="list-style-type: none"> 1. Analyze the culture of BA in 1980 (see Champoux, Fig. 4.1). What are the external artifacts; what values and basic assumptions underly the company's culture? 2. What were the pivotal events in the transformation of BA during the 1980's? Internal? External? How successful was the transformation? 3. Analyze King's and Marshall's leadership using Kotter's model of transformational leadership. What was done well? What was not? 4. The issues in the 1990's are different. How well do you think BA's culture will serve the company in meeting these challenges?

SESSION	DATE	ASSIGNMENT
25	Wed 11/15/06	Leadership: Current Perspectives Goffee & Jones: <i>Why Should Anyone Be Led by You?</i> (HBR R00506 Sep-Oct 2000) (eJournal) Goleman: <i>Leadership that Gets Results</i> (HBR R00204 Mar-Apr 2000) (eJournal) Heifetz & Laurie: <i>The Work of Leadership</i> (HBR R0111K Dec 2001) (eJournal)
26	Mon 11/20/06	Leadership: Current Perspectives Case: <i>General Electric: Jack Welch's Second Wave (A)</i> (HBS 9-391-248) Case Preparation: <ol style="list-style-type: none"> 1. Jack Welch is a prototypical big-company CEO, who has been placed on a pedestal and revered as a management guru for two decades. In hindsight, however, Welch faced a number of challenges along the way. What were the most significant challenges he faced (top 3 or 4)? 2. Analyze the evolution of Welch's management style (using Goleman's typology) and priorities from the time he assumed the position of CEO in 1981 until the end of the case in 1991. Was the style consistent, or did Welch adapt to a changing situation? Relate to the most significant challenges. Support your analysis with specific examples. 3. Evaluate Welch's performance as a transformational leader, using Kotter's framework. Could his performance been improved? How (be specific)? FINAL EXAM GUIDELINES Case: <i>Corning Glass Works: The Electronics Products Division (A)</i> (HBS 9-477-024)
WA #9	Mon 11/20/06	WRITTEN ASSIGNMENT #9 (Group Assignment) <i>General Electric: Jack Welch's Second Wave (A) & (B)</i> : Address the case preparation questions in a brief (5-7 pp) outline form response.
27	Wed 11/22/06	Organization Design, Change & Development Champoux: Chapters 17-19
WA#10	Mon 11/22/06	PEER EVALUATIONS DUE Bring to Class
28	Mon 11/27/06	Creativity, Innovation and Organizational Learning Sutton: <i>The Weird Rules of Creativity</i> (HBR R0108F Sep 2001) (eJournal) Quinn: <i>Managing Innovation: Controlled Chaos</i> (HBR 85312 May-Jun 1985) (eJournal)
WA#11	Thu 11/30/06	FINAL EXAMINATION DUE (see separate instructions) Case: <i>Corning Glass Works: The Electronics Products Division (A)</i> (HBS 9-477-024). Hand in at Dr. Picken's office (SOM 4.212) or email no later than 5:00 PM on Thursday 11/30/06

PEER EVALUATION FORM**INSTRUCTIONS**

The peer evaluation process is intended to provide group members with an opportunity to evaluate the performance of your team members on group activities. On the form below, you may rate the performance and contributions of your team members (including yourself) in the preparation of the group assignments. Instructions follow:

1. Enter the names of your group members (alphabetically by last name). Include yourself.
2. Evaluate each assignment separately. Each team member will begin with 100 points on each assignment.
3. You may reallocate the total number of points among team members within a range of 80 to 120 points for each individual, based on their contributions to the group effort on that assignment.
4. The total number of points allocated on any single assignment must equal 100 times the number of members of the team. If you have four members on the team, the total for each column should be equal to 400.
5. I will calculate an overall assessment as a weighted average of the individual ratings, using the percentage weights indicated below.

Please sign the evaluation at the bottom of the page, place it in a sealed envelope and turn it in as **WA-10** on [11/22/06](#)

PEER EVALUATION

	WA-3 9/13/06 20%	WA-4 9/20/06 20%	WA-6 10/16/06 20%	WA-8 11/6/06 20%	WA-9 11/20/06 20%
Group Member (list alphabetically)					
1					
2					
3					
4					
5					
Total					

COMMENTS

Group Member	Comments (please support and justify any assessment below 90% or above 110%) Continue on reverse if necessary.
1	
2	
3	
4	
5	

Prepared by: _____

Print Name: _____