

**The University of Texas at Dallas
Naveen Jindal School of Management**

**COURSE SYLLABUS
SUMMER 2016**

COURSE INFORMATION

Number & Section	OB 6301
Title	Organizational Behavior
Term	Summer 2016
Dates	Friday, May 20 th – Saturday, August 6 th

PROFESSOR INFORMATION

Professor	Jeff Hicks
Email address	jeff.hicks@utdallas.edu (email is preferred contact method)
Office Location	JSOM 13.409
Office Hours	By appointment
Office Phone	972-883-5986

COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS

This course has no pre- or co-requisite courses or other restrictions.

COURSE DESCRIPTION

The lifespan of the average S&P 500 company is now less than 20 years. Average worker tenure in the US is now less than 5 years. As these figures demonstrate, organizations are very different today than just a few years ago. Successfully leading organizations increasingly requires leaders to focus on experimentation and innovation—‘exploration’—while nevertheless maintaining efficiency and control—‘exploitation’—all with the dexterity to switch back and forth, as conditions require. Similarly, this course will focus on the application of both traditional (but still relevant), and also new methods of leading and managing in organizational contexts.

We will take a multidisciplinary approach, borrowing from organizational behavior, organizational theory, psychology, sociology, anthropology and behavioral economics. Activities will include individual and team-based work, and classroom discussion. The course is divided into four sections. We begin by setting the context (Section 1), and by re-evaluating some taken-for-granted assumptions about what organizations are, and how they operate. Then we ‘zoom out’ through three levels of focus—the self (Section 2), others, groups and teams (Section 3), and finally the organization (Section 4).

PARTICIPANT OBJECTIVES/OUTCOMES

This course provides an opportunity for participants to identify and develop the kinds of performances that are useful and relevant to leading, managing and succeeding in organizational contexts. To the extent possible, the primary focus will be on what you can do, rather than what you know; on demonstrating relevant performances rather than

possessing static skills; on knowledge co-creation with peers and instructors, rather than knowledge transfer. For each course section, we will seek to achieve these objectives with a three-step process: 1) presentation and readings on key topics; 2) class and group discussions on the topics; then 3) application and demonstration of your (hopefully!) refined and enriched views on the topics, during class, and on two 'Application Papers'—one at mid-term, and one at class completion.

Successful completion of the course means that participants will have successfully demonstrated:

- A thorough and actionable understanding of
 - The history of organizations, and the implications for leaders of today
 - 'The self' and 'what you're doing when you're at your best'—both from your own and from others' perspectives
 - Important differences between executive-level and managerial-level thought and action
 - Models—including your own—for leadership and leading others
 - The importance of organizational culture, and methods for its improvement
 - The changing notion of 'career'—for both leaders and for followers—including the 'three ways of knowing' model for career planning ('how,' 'why,' and 'with whom' we work)
- Synthesis—not just the 'integration'—of diverse perspectives, including diversity among C-suite perspectives, and diversity among team members, among cultures
- The construction and delivery of communications, narratives and presentations that are clear, compelling and generative
- Methods that are useful in rapidly changing, non-deterministic organizational environments, including: sensemaking, problem framing, 'teaming,' swift trust, improvisation and others
- An understanding of power and politics in the work place, and one's own views on the ethical use of power and politics

REQUIRED TEXTBOOKS AND MATERIALS

Required Textbook: *Managing with Power*, by Jeffrey Pfeffer

Required Readings: Required readings will be provided. See schedule below.

Lecture Materials: All PowerPoint slides will be made available on eLearning.

ASSIGNMENTS & ACADEMIC CALENDAR

Session 1	Friday, May 20 th , 2016, AM
Main Ideas for Discussion (Section 1: Context)	<ul style="list-style-type: none"> • 'Organizations' are very different than they were just a few years ago. • The still-prevailing, mainstream notion of 'the organization' as a controllable, predictable entity is increasingly less useful in today's business environment that is increasingly dynamic and diverse. • The early days of organizational studies were not focused on 'organizations' but on 'organizing'—the dynamic and unpredictable activities of working itself. These early lessons are once again relevant and useful for today.
Readings & Materials	1. From Knowing to Doing (provided in advance)

	<ol style="list-style-type: none"> PowerPoint for Session 1 Gary Hamel Video—The Future of Management
Assignments	<p>What's Due:</p> <ul style="list-style-type: none"> Reading: From Knowing to Doing Assignment: Baseline Self-Reflection
Session 2	Friday, May 27th, 2016, AM
Main Ideas for Discussion (Section 1: Context)	<ul style="list-style-type: none"> As organizations change, so too do the competencies required to manage and lead them successfully Three alternative methods that are useful amidst the dynamic and unpredictable environments of 'organizing': 1) Communicating as the co-creating of meaning, 2) Problem framing, and 3) from static skills to dynamic situated performances
Readings & Materials	<ol style="list-style-type: none"> PowerPoint for Session 2 Reading: If You Can't Solve the Problem, Change the Problem You're Solving (Hicks) Reading: Pfeffer Ch. 10
Assignments	<p>What's Due:</p> <ul style="list-style-type: none"> No assignments due for Session 2
Session 3	Friday, June 10th, 2016, PM
Main Ideas for Discussion (Section 2: Self-Understanding)	<ul style="list-style-type: none"> Effective leadership begins with self-understanding Narratives and the use of storytelling are an increasingly important competency for leaders, who need to 'create meaning with,' not just 'transfer knowledge to' increasingly diverse teams and customers One of the most important stories you should develop—which also is central to self-understanding—is your own career story.
Readings & Materials	<ol style="list-style-type: none"> Reading: What's Your Story? (Ibarra & Linebeck) Reading: Discovering Your Authentic Leadership (George et al) Reading: Pfeffer, Ch. 9 Reading: How to Play to Your Strengths (Roberts, et al)
Assignments	<p>What's Due:</p> <ul style="list-style-type: none"> Assignment: Your Career Story Assignment: Big Five (online assessment) Group Assignment: SCQA for Group Project
Session 4	Friday, June 24th, 2016, AM
Main Ideas for Discussion (Section 2: Self-Understanding)	<ul style="list-style-type: none"> Just as the notion of 'the organization' as a static, controllable entity is less useful for today's dynamic and diverse business environment, so too is the traditional notion of a static 'core' self as something to be 'found' only through deep, individual introspection The 'Reflected Best Self,' the 'Narrative Self' and 'Provisional Selves' are three alternative models of the self that are 1) complementary to traditional notions of the self, and 2) well-suited to today's dynamic and diverse business environment Self-identity—an alternative to a 'skills' based approach to leadership development (From 'Doing' to 'Being')

Readings & Materials	<ol style="list-style-type: none"> 1. PowerPoint for Week 3 2. Reading: Provisional Self (Ibarra) 3. Reading: What Makes a Leader? (Goleman) 4. Reading: Identity-Based Leader Development (Ibarra)
Assignments	What's Due: <ul style="list-style-type: none"> • Assignment: RBS (Reflected Best Self)
Session 5	Friday, July 8th, 2016, AM
Main Ideas for Discussion (Section 3: Leading Others)	<ul style="list-style-type: none"> • National and ethnic cultures have real, tangible, and significant impacts on team and organizational performance. Fortunately, we have a few giants of research (e.g. Hofstede) on whose shoulders we can stand, to understand the key facets of cross-cultural leading and managing. • Traditional (but still relevant) theories of team management and motivation
Readings & Materials	<ul style="list-style-type: none"> • PowerPoint for Week 4 • Reading: Managing Multicultural Teams (Brett et al) • Reading: Why Project Networks Best Project Teams (Cummings & Fletcher) • Reading: Dimensionalizing Culture (Hofstede)
Assignments	What's Due: <ul style="list-style-type: none"> • Application Paper—Mid-Term (Due Friday, July 1st)
Session 6	Friday, July 22nd, 2016, AM
Main Ideas for Discussion (Section 3: Leading Others)	<ul style="list-style-type: none"> • Team management and motivation--revisited • Virtual, globally distributed and culturally diverse teams require new competencies, including 'teaming' and 'swift trust' • The contemporary workforce is changing. Contemporary workers: are employer independent, make career decisions based on learning, and bring their own motivations • Motivation is changing—from incentivizing workers to do <u>the company's work</u>, toward providing environments where workers can do what <u>they</u> do best
Readings & Materials	<ul style="list-style-type: none"> • PowerPoint for Week 5 • Reading: Companies & Candidates (Hicks et al) • Case: Managing a Global Team (Neeley)
Assignments	What's Due: <ul style="list-style-type: none"> • Group Presentation: 'Managing a Global Team' Case write up and presentation
Session 7	Saturday, July 23rd, 2016 PM
Main Ideas for Discussion (Section 4: The Leading of Organizations)	<ul style="list-style-type: none"> • Until recently, power and politics were considered 'taboo' topics, inappropriate for a management curriculum. We will discuss the reasons why. • A strong case can be made for the ethical use of power and politics, as opposed to other ways of getting things accomplished: hierarchical authority runs counter to a participative management style; reliance on a shared vision and/or culture is increasingly ineffective, given the increasing diversity of the workforce • Every leader must clarify their own boundaries between an ethical and an unethical use of power; between influence and manipulation.

Readings & Materials	<ol style="list-style-type: none"> 1. PowerPoint for Week 6 2. Chialdini video (to be viewed and discussed in-class) 3. Reading: The City-Shaper (New Yorker article) 4. Reading: Pfeffer, Ch. 1-8; 11-15
Assignments	What's Due: <ul style="list-style-type: none"> • Group Assignment: Storyboard of final Group Presentation
Session 8	Friday, August 5th, 2016, PM
Main Ideas for Discussion (Section 4: The Leading of Organizations)	<ul style="list-style-type: none"> • Organizational culture is one of the most powerful (and most often overlooked) factors affecting organizational performance—positively or negatively; Organizational culture is far more than an <u>influence on</u> formal policies and processes; rather, it is <u>constitutive</u> of them. • Org structure(s), network forms of organizing and implications for leaders
Readings & Materials	<ul style="list-style-type: none"> • PowerPoint for Week 7 • Reading: Can a Culture be Lethal? (Mason) • Reading: Culture Isn't the Culprit (Lorsch & McTague) • Reading: Pfeffer, Ch. 16-18
Assignments	What's Due: <ul style="list-style-type: none"> • No assignment due for Session 8
Session 9	Saturday, August 6th, 2016 AM
Main Ideas for Discussion (Section 4: The Leading of Organizations)	<ul style="list-style-type: none"> • Many methods are available for leading organizational change—which one best fits 1) your style, and 2) your conception of how organizations operate? • Your own learnings and reflections on leading and managing modern networks and organizations
Readings & Materials	<ul style="list-style-type: none"> • PowerPoint for Week 8 • Case: Case on Leading an Organizational Change Effort (TBD)
Assignments	What's Due: <ul style="list-style-type: none"> • Team Assignment: Final team presentation • Assignment: Application Paper—Final (Due Tuesday, August 8th)

Application Papers

We will have two 'Application Papers,' one at mid-term, and one at course completion. The papers are not 'exams,' and are not intended to be tests of memorization, but rather of your level of engagement with, and your innovative treatment and application of, the materials and our discussions. They are an opportunity for you to demonstrate your very best work, and thus the expectations as to the quality of the responses, is high. To further enable your best work, the papers are 'take home.' Additionally, just as in the 'real world,' you may collaborate and draw from any available sources of information. However—and also just as in the 'real world'—ultimately your responses must be your own. This means after any collaboration/consultation is complete, you must then take ownership and formulate your own, individual responses. Experience and research show that the more you are truly engaged with the material, the more *dissimilar* any two people's responses will be—thus any 'copying' is readily apparent, and, of course, unacceptable (see Program Policy below on Sourcing and Plagiarism). The papers are comprised of a small number (usually 4 to 6) of short-answer/essay questions (no multiple choice or True/False). Grades will be 'curved'—your score represents your performance relative to other members of the class—on a 100-point scale.

Team Presentation

Teams (team composition TBD) will work with an actual organization to develop a set of recommendations for an issue, problem or opportunity facing that organization. Teams will be required to make a 7-10 minute presentations during the final class session. No additional written report is required, other than the presentation (usually Powerpoint, but powerpoint is not a requirement (your team might, for example, use poster boards, video, or some combination). This is not intended as a 'research' project, but rather an opportunity to apply concepts and theories of OB in 'the real world'—thus contact with, and presentation to an actual representative of the company, is required. Teams have two options. Option 1: The 'client' presents the issue/problem/opportunity the team will address. Option 2: The team decides on a topic of its choosing, and gains acceptance of their proposal by the client organization. Teams are required to identify and thoroughly incorporate one (1) peer-reviewed research paper in support of their recommendations. Presentations will be 'curved'—your score represents your team's performance relative to other teams of the class—on a 100-point scale. The team presentation assignment has three deliverables: 1) an initial framing of the problem/opportunity using the 'SCQA' framework (due for Session 3); 2) An outline or storyboard of the final presentation (due for Session 7); and 3) the final presentation, due on the last day of class—August 6th. Only the final presentation will be graded—the other two deliverables will be credit/no-credit. This presentation will constitute a total of 40% of the course grade—25% for the presentation plus 15% for project-team peer feedback. Thus, the team presentation is significant—both in percentage terms, and for the learning opportunity it affords, namely: to enter an organization you are not completely familiar with; quickly establish a professional, trusting relationship with a client, and, in short order, develop and deliver client recommendations that are compelling (from that client's perspective) and actionable—please do not under-estimate the challenge, nor the learning opportunity involved. A more detailed evaluation rubric will be made available.

Peer Evaluation

Peer evaluation constitutes 20% of the overall course grade—15% from your group team members, and 5% from other course participants. At the end of the term, you will be asked to provide a numerical evaluation, from "1" to "10" for each of your peers. If, for example, you receive "10"s from all of them, you will receive the full 20% toward your overall course grade. All "5"s will result in 10% toward your overall grade. The evaluations you submit will be kept confidential—only the total score will be reported to each evaluatee. Obviously, 20% is a significant portion of the overall grade, so from the outset, please be aware of the impact this will have on your final grade, and build and manage your team relationships accordingly, throughout the term.

Individual Assignments

Short, credit/no-credit assignments will be given throughout the term. In total, they will constitute 10% of the total grade. Insufficient or missing assignments will reduce the 10% on a proportional basis (e.g. satisfactory, on-time submission of half the assignments results in half the available points, i.e. 5%)

Attendance & Participation

Active participation in the class discussion is mandatory. Research shows that 'psychological safety'—in this case, a comfort level to speak freely and openly—is a significant factor for the success of any team or group. Your views are both valued and required—this includes well-thought out responses, and the occasional 'half-baked' idea or hunch for further discussion.

GRADING POLICIES

Specific components of the overall course grade, and their respective weightings, are listed below. Two of these components—Application Papers and Team Presentations—will be graded on a 'curve'—that is, the grade will represent your performance *relative to* other participants and teams in the course. Thus it is not expected that all participants in the course will receive top marks for these assignments. Similarly, it is not expected that all participants will receive top marks for the course overall. It is in the best interest of participants, faculty, as well as program directors alike, to maintain fair and rigorous grading standards, and such will be the guiding policy for this course.

Grading Components

Individual Components

Two Application Papers (15% each)	30%
Individual assignments (credit/no-credit)	10%
Attendance and Participation (includes attendance, participation in class discussions)	15%

Team & Peer Components

Team presentation—Instructor evaluation	25%
Team presentation—Peer evaluation	15%
Class peer evaluation	5%

Total	100%
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Grading Scale

94% to 100%	A (Defined as “Excellent: Exceeds course objectives/outcomes”)
90% to 93%	A-
87% to 89%	B+
84% to 86%	B (Defined as “Fully Satisfactory: Meets course objective/outcomes”)
80% to 83%	B-
77% to 79%	C+
70% to 76%	C (Defined as “Fair: Barely meets course objectives/outcomes”)
Below 70.0%	F (Defined as “Not acceptable: Does not meet course objectives/outcomes”)

OTHER COURSE POLICIES

Assignment Submission

All assignments should be submitted to the course via eLearning.

Late Assignments

Please ensure all assignment are submitted by the due date. Late or missed assignments are for unexpected and unavoidable circumstances only, and are evaluated for acceptance on a case-by-case basis.

Course Evaluation

The completion of a course evaluation is a strongly recommended. A link will be provided via eLearning for completing the course evaluation.

PROGRAM POLICIES

Program Policy on Sourcing and Plagiarism

Students are expected to write at a professional level. This includes using proper grammar and syntax, having a logical flow, and giving credit to sources of information used in developing reports and papers. Students shall not copy the work of others and represent it as their original work.

All submitted work is subject to checking for the above. Should plagiarism happen and become known to the professor, program director or academic director, there will be formal consequences.

- The professor involved will be asked to consider failure on the paper or in the course, as appropriate.
- There will be a conference with the student and both directors. Formal action or probation may follow.
- Repeated offenses may result in program expulsion.

Program Policy on Attendance

Students are expected to attend all retreat classes and web conferences offered to their particular class. This is necessary given the compressed nature of the program.

If absence is unavoidable, an Executive MBA student should

- Notify the professor involved of the cause of the absence
- Ask if any make-up work is required
- Tell the program director and administrative coordinator that the above steps have been taken.

There is a limit to the number of unavoidable absences that will be excused.

- More than one such absence per course will trigger a reminder from the academic director that class attendance is expected
- Three or more absences (whether excused or not) will lead to a conference between the academic director and professor involved. The aim of the conference will be to determine whether course failure can be expected, whether withdrawal from the course is justified, or a reduction in course grade is more appropriate. This decision will be communicated to the student in writing.

Program Policy on Instructor Expectations

Business professionals have important legal and ethical duties to investors, creditors and to non-investor stakeholders who rely on their comments, analyses, forecasts and representations. Students in this course are expected to act with personal integrity at all times. Academic dishonesty is incompatible with preparation for a career as a responsible business professional. As such, academic dishonesty will not be tolerated in this course. Any offenders will be subject to appropriate sanctions and discipline, a process which begins with a referral to Judicial Affairs. For purposes of this course, the instructor will always seek a score of zero for any exam or assignment in which the student has engaged in academic dishonesty.

UNIVERSITY POLICIES

University Policies

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.