



EXECUTIVE MBA

ORGANIZATIONAL BEHAVIOR FOR MANAGEMENT EP 202

Professor Jone L. Pearce

Fall 2009 Room MPAA 130
Every Other Fri & Sat
Fridays: 1:30-4:50PM
Saturdays: 1:00-4:20PM
Office Hours: Before and after class,
and by appointment

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Course Description

Course 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 introduce experienced management students to 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 manager-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.

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 includes 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.

Grading

Class Participation.....	35%
Team Diagnostic Project Report and Presentation.....	30%
Comprehensive Exam.....	35%

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 readings, cases or diagnostic projects 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. Second, there are four brief diagnostic reports that will be prepared in advance and turned in and considered as part of class participation.

The Team Diagnostic Project is expected to be a study-group project. All project proposals (no more than one page) must be approved by October 17.

The Team Diagnostic Project provides an opportunity to use some of 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. The Presentations must be no longer than 13 minutes, including questions, and will be presented on December 11.
- 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 12.

The Comprehensive Exam will be closed book and administered at our last class meeting. It 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 the student-manager presentations.

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

Readings

- Pearce, J. L. 2009 *Organizational Behavior: Real Research for Real Managers (OBRRRM)*, and
- EP202 2009 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.

Course Outline

October 2 Introduction. Hiring.

Pearce, J. L. (2009) Organizational behavior is useful (Chapter 1), Why managers? (Chapter 2), and How to hire (Chapter 3). *OBRRRM*.

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

October 3 Managing Workplace Emotions

In-class Diagnostic: Bring completed *Self Assessment* surveys to class (materials distributed in class October 2)

Pearce, J.L. (2006) Making sense of feelings at work (Chapter 4). *OBRRRM*.

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

October 16 Performance and Incentives Management

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

Pearce, J. L. (2009) Managing performance (Chapter 5), Managing Incentives (Chapter 6), and How to fire (Chapter 7) *OBRRRM*.

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

October 17 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 October 3)

Pearce, J. L. (2009) Navigating the social scene (Chapter 7) Understanding cultures (Chapter 8) *OBRRRM*.

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

October 30 Leadership and Power

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

Goleman, D., Boyatzis, R. & McKee, A. (2003) Primal leadership. In Kouzes, J. M. (Ed.) *Leadership: A Jossey-Bass Reader*. San Francisco: Wiley, 44-59.

Pearce, J. L. (2009) Mastering power (Chapter 9) *OBRRRM*.

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

October 31 Innovation and Managing Teams

In-class Diagnostic: Bring your *Analyzing Team Dynamics and Member Influence* analysis to class (materials distributed on October 17)

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

Terwiesch, C. & Ulrich, K. T. (2009) Administration (Chapter 10) *Innovation Tournaments*. Boston: Harvard Business School Press.

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

November 13 Conflict and Negotiation

In-class Diagnostic: Bring your *Team Assessment* analysis to class (Materials distributed October 31)

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.

November 14 Managing Change (and Exam Review Session)

Case: Leading Change at Simmons (A) Case 9-406-046.

O'Reilly, C. A. & Tushman, M. L. (2004) The ambidextrous organization. *Harvard Business Review*, April, 1-10.

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 11 Project Presentations

December 12 Comprehensive Final Examination

Diagnostic Project Reports due at the beginning of class

Preparing Cases for Classroom Discussion

The cases are intended to gain practice in diagnosing complex organizational behavior problems. The cases present a lot of information that must be sifted for what is relevant to the presenting problem. Each case also is an opportunity to apply the course material from the previous and current week, and so the situation will be analyzed using course material as well. In order to help with these diagnoses, you might find the following helpful.

First, review the reading you received on preparing cases for classroom discussion at the prior residential course.

Second, we will begin each case with an analysis of the situation (the industry, the company and its financial status, and its key external communities).

Third, we will analyze the events that led up to the situation that presents itself in the case, paying particular attention to any assumptions the key parties may have made.

Finally, we will we summarize the situation and suggest any possible recommendations.