

**MGT 5310: MANAGEMENT OF ORGANIZATIONAL BEHAVIOR
SPRING 2015**

Instructor: Dr. Dawn S. Carlson
Office: 243 Graduate Center
E-Mail: dawn_carlson@baylor.edu

Office Hours: M/W 8:30-10:30
and by appointment

Telephone: 710-6201 (office) 717-8897 (cell – for emergency use only)
Website: https://business.baylor.edu/Dawn_Carlson/ob

COURSE MATERIAL

1. Who Moved My Cheese? An A-Mazing Way to Deal with Change in Your Work and In Your Life. By Spencer Johnson. 2002. Putnam, New York, NY.
2. Leading at a Higher Level: Blanchard on Leadership and Creating High Performing Organizations. By Ken Blanchard. 2007. Prentice Hall, Upper Saddle River, NJ.
3. First, Break All the Rules: What the World's Greatest Managers Do Differently. By M. Buckingham & C. Coffman. 1999. Simon & Schuster, New York, NY.
4. Harvard Articles: Available through Harvard Business School online: <https://cb.hbsp.harvard.edu/cbmp/access/32463590>
5. Harvard Cases: Available through Harvard Business School online: <https://cb.hbsp.harvard.edu/cbmp/access/32463235>
6. Integrated Case: Available through Harvard Business School online: TBA

BAYLOR UNIVERSITY HONOR SYSTEM

Ethics are an integral feature of all personal, social, and professional considerations. Competency in thinking ethically and accepting responsibility for one's actions is essential to personal and professional development. Baylor graduates are committed to their intellectual, ethical, professional, and social development throughout life.

Baylor MBA students have affirmed their commitment to ethical and professional conduct specifically agreeing in writing to the following:

- Affirmation of Expectations of Professional and Academic Conduct
- Guidelines for Citations and References
- Constitution of the Baylor University Honor System

CLASS ATTENDANCE

On-time attendance is required for all classes. Students must be in their seats and ready for class at the scheduled start time of the class in which they are officially enrolled. A late arrival to a class will be counted as an absence from the class and, therefore will be subject to the loss of points consistent with the class contribution policy.

PLAGIARISM

Students agree that by taking this course, all required papers, exams, class projects or other assignments submitted for credit may be submitted to turnitin.com or similar third parties to review and evaluate for originality and intellectual integrity. A description of the services, terms and conditions of

use, and privacy policy of turnitin.com is available on its web site: <http://www.turnitin.com>. Students understand all work submitted to turnitin.com will be added to its database of papers. Students further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the Honor Council for investigation and further action.

COURSE DESCRIPTION

Management of Organizational Behavior is designed to familiarize students with behavioral science concepts relevant to the study of organizational and managerial behavior. This course provides an understanding of the components and dynamics of organizational behavior essential to any manager.

These objectives will be achieved through a variety of techniques which require active participation in the learning process, including self-assessments, experiential exercises, simulations, presentations, cases, written assignments, class discussion, and exams. More specifically, this class will focus on developing skills necessary to become a successful people manager. In addition, an experiential approach will be used to teach the skills necessary to become an effective change agent in today's dynamic organization. The format of the class exposes you to theory, helps you learn about yourself, helps you learn how to apply the theory, and learn how you need to develop in the future.

MBA LEARNING GOALS

The learning goals for the MBA program are:

1. To understand and apply theoretical knowledge in integrated fundamental areas of accounting, economics, finance, information systems, marketing, operations management, organization behavior, quantitative business analysis, and strategic management;
2. To think critically, to solve problems effectively, and make decisions strategically across functional areas;
3. To work collaboratively with others in cross-functional teams, and to motivate, lead, and mentor others;
4. To articulate ideas and information effectively and persuasively in every business context.
5. To apply core ethical values of integrity, accountability, and service in all circumstances.

COURSE OBJECTIVES

- a. Analyze the key components of the change management process. Assess how to deal with resistance, diagnosis, problem solving, and implementation.
- b. Given an organizational scenario the student will be able to relate organizational behavior through the model of Organizational Change and Development.
- c. Differentiate individual characteristics in employees and how these individual processes can impact organizational behaviors.
- d. Given an organizational scenario the student will be able to identify and compare leadership theories.
- e. Given an organizational scenario the student will be able to interpret and explain motivation theories.
- f. Develop skills through participation in skill development exercises, case analyses, and organizational analysis.
- g. The student will be able to develop teamwork skills and participate in teams.

COURSE REQUIREMENTS

ORGANIZATIONAL ANALYSIS PROJECT (30%)

The purpose of the project is to provide an organizational analysis using a real world organization. More specifically, you learn about an organization and attempt to analyze its current situation, determine trends, and make suggestions for development and change regarding the people aspects of the organization. The project is designed for you to learn by doing through the process of you and your classmates getting involved in an organization. In class and in your reading, you will learn the theories and it is through this experience that you will hopefully have a vehicle for the application of that theory. See “Guidelines for Organizational Analysis Project” for all deliverables and details of project.

PEER EVALUATIONS (7.5%)

Each student will be required to complete a peer evaluation form that will evaluate team members' contributions to the learning environment. Peer evaluations will be done at the end of the semester. Feedback and evaluation of peer performance must be an honest evaluation and be able to distinguish between differing levels of performance. Failure to participate in the evaluation process (i.e., you don't complete the participation assessment package) will result in a grade of zero for you in class participation.

LEARNING OPPORTUNITIES (7.5%)

Learning opportunities are designed to reward you for learning outside of the classroom and to help you prepare or reflect on the topic being discussed. By doing the assignment you will hopefully put additional thought into the topic being discussed. For each module there is one or more learning opportunity designed to get you to think about the topic or do some preparation for the topic before you walk into class.

You will need to turn the learning opportunity in on the day and time it is due (as assigned by the syllabus). NO late assignments will be accepted. If you miss class you will NOT be allowed to make up the missed opportunity. There will be 13 learning opportunities provided during the semester. They will be graded on a pass/fail basis. You can drop any one you choose and successful completion of 12 assignments will get a 100. If you successfully complete 11 you will get a 92. If you successfully complete 10 you will get an 85. If you successfully complete 9 you will get a 75. If you fail to successfully complete 9 or more you will get a zero.

QUIZZES (10%)

Unannounced quizzes will be given throughout the semester on assigned readings and assigned preparation for skills development. Your lowest quiz grade will be automatically dropped. No make-up quizzes will be allowed.

EXAMS (35%)

Gaining conceptual knowledge of theories is a critical step in the experiential learning cycle. Therefore, two exams will be administered in an effort to provide an assessment of your understanding of the concepts and theories presented in the text and discussed in class. The exams will involve applying theories to case scenarios and analyzing the situations in light of the theory. There will be no make-up exams! If you must miss exams then arrangements have to be made prior to class time in order for an alternative to be arranged. If you neglect to contact me prior to the exam you automatically receive a zero. The mid-term is worth 15% and the final worth 20% of your grade.

CLASS CONTRIBUTION (10%)

In order for the skill building/experiential approach to be successful it is imperative that you are in attendance and prepared to make a value added contribution. Each class you will be given a grade based on your contribution to the class. Being in class in body will only get you a 50% -- you must also contribute, whether in discussion or as part of a simulation. Failure to attend class will result in a zero for class participation.

If you have not read and are not prepared then you will not be able to participate effectively and this will be reflected in your attendance/participation grade as well as in your peer evaluation. You are responsible for reading the assigned materials and doing your assignment before coming to class. Due to the applied nature of this class I will assume you have read and comprehended the material and are ready to apply that knowledge. Second, you will be expected to be prepared with all self-assessments and cases as outlined in the syllabus. Third, you will need to be prepared for the simulations. It is imperative that you are prepared when you walk into class. You will be given a specific role for the simulations and that will be available on the web. You must prepare according to the assigned role. Failure to do this will not only hurt you but your group. Therefore if you know you will be absent please notify me ahead of time so adjustments can be made.

CLASS POLICIES

- If you have a problem with an assignment or a testing period, you must talk with me *prior* to the class or time the assignment is due.
- I will be happy to discuss your grades with you in my office, not in class. You have two weeks to discuss any grade given. After two weeks, I will assume that you agree with the grade and it will no longer be open for discussion.
- Computer/printer problems will not be acceptable excuses for turning papers in late. In addition, blaming the absence of a paper on a team member is not an acceptable excuse. This will require that you plan ahead and not wait until the last minute to complete assignments. Any group assignments that are late will lose 10 points for every day they are late. Individual assignments will not be accepted late.
- It is unacceptable to use your computer for non-class related activities during class. More specifically, no surfing the web, checking e-mail, etc. During skills developments, guest speakers, role plays, and team presentations your computer will not be necessary and thus will need to be put away.
- You must have a laptop computer for taking the exams and for the classroom simulation.
- A very useful way of communicating with the class and disseminating information is through the use of an e-mail list using your Baylor provided e-mail address. It is up to you to check your e-mail. In addition, this is an excellent way to contact me. I check my e-mail much more often than voice mail if you need to contact me outside of my office hours. My e-mail address is Dawn_Carlson@Baylor.edu

GRADING SCALE

A = 93-100
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82

C+ = 77-79
C = 73-76
C- = 70-72
D = 60-69

DAILY CLASS SCHEDULE AND ASSIGNMENTS

Module 1 – Organizational Development and Planned Change

Date	Topic	Assignments
1/12	Introduction	R: Belzer, J. (2014). How the Baylor Bears Engineered one of the Greatest Organizational Turnaround in Sports. <i>Forbes</i> .
1/14	Organizational Development	R: Pfeffer, J. (2005). Producing Sustainable Competitive Advantage Through the Effective Management of People. <i>Academy of Management Executive</i> , 19: 95-108. R: Ton, Z. (2012). Why “Good Jobs” Are Good for Retailers. <i>Harvard Business Review</i> , 3-9. SD: Managerial Skills Assessment and Profile – Complete Part A. LO: Performance Objectives (bring 2 copies to class – one to turn in and one to use in class)
1/19	No Class	MLK Day
1/21	Managing Change/ Resistance	R: Vermeulen, F., Puranam, P., and Gulati, R. (2010). Change for Change’s Sake. <i>Harvard Business Review</i> , 71-76. R: Schaffer, R. (2010). Four Mistakes Leaders Keep Making. <i>Harvard Business Review</i> , 86-91. R: The Key to Managing Change (2013) <i>BusinessWeek</i> . SD: Overcoming Resistance to Change – Be prepared to discuss.
1/26	Who Moved My Cheese?	R: <i>Who Moved My Cheese? An A-Mazing Way to Deal with Change in Your Work and in Your Life</i> LO: The Cheese Experience <i>Feedback Report #1</i>

Module 2 – Leadership and Leading Change

Date	Topic	Assignments
1/28	Leadership Theory	R: Three Differences Between Managers and Leaders (2013) <i>HBR Blog</i> R: Leggett, B. & Neill, C. (2010). The Twin Pillars of Effective Leadership. <i>IESE Insight</i> , 57-64. R: Feser, C., Mayol, F. & Srinivasan, R. (2015). Decoding Leadership: What Really Matters. <i>McKinsey Quarterly</i> R: Barsh, J., & Lavoie, J. (2014). Lead at Your Best. <i>McKinsey Quarterly</i> SD: What Is Your Leadership Style? – Complete self-assessment. SD: Leadership Substitutes – Be prepared to discuss. LO: Leadership Assessment
2/2	Integrated Class with Strategy and Marketing	Corporate Analysis – TBA LO: TBA Meet on 5 th Floor
2/4	Situational Leadership & Leading Change	R: <i>Leading at a Higher Level</i> – Chapter 5 & 7 R: Kotter, J. (2007). Leading Change: Why Transformation Efforts Fail. <i>Harvard Business Review</i> , 96-103. R: Vance & Ricadela (2013) Can Meg Whitman Reverse Hewlett Packard’s Free Fall? <i>Bloomberg BusinessWeek</i> SD: Situational Leadership Style SD: Using Transformational Leadership to Support Organizational Change – Be prepared to discuss.
2/9	Case	SD: Harvard Case – GE...We Bring Good Things to Life. – Be prepared to discuss.

		LO: GE Case Questions Meet in Grad Conference Room.
--	--	--

Module 3 – The Change Management Process

Date	Topic	Assignments
2/11	Diagnosis/ SWOT/ Interventions	R: Wolf, W. (1994). The Parable of Diagnostics. <i>Journal of Organizational Change Management</i> , 6-7. R: MacLennan, A. (2009) Diagnosing Business Problems, <i>HR Network</i> , p. 30-34. R: Change Management Needs to Change (2013) <i>HBR Blog</i> . SD: Energy International – Complete Part A. <i>Feedback Report #2</i>
2/16	Organizational Culture	R: Katzenbach, H., Steffen, I., & Kronley, C. (July-Aug 2012). Cultural Change that Sticks. <i>Harvard Business Review</i> , 2-9. R: Orange is the New Culture (2013) <i>Fast Company</i> . R: Gustafson, M. (2008) Trader Joe’s Remarkable Journey. <i>Retailer Extra</i> . SD: What Culture Fit’s You Best? – Complete self-assessment. SD: Transforming Organizational Cultures – Be prepared to discuss. LO: Assessment of Organizational Culture
2/18	Power and Influence	Star Power Game – no preparation. LO: Assignment regarding Star Power Game (due next class period)
2/23	Changing Culture	R: Breen, B. (2001). How EDS Got Its Groove Back. <i>Fast Company</i> , 51: 10p. R: Nayar, V. (2010). A Maverick CEO Explains How He Persuaded His Team to Leap into the Future. <i>Harvard Business Review</i> , 110-113. R: Hsieh, T. (2010). Zappos’s CEO on Going to Extremes for Customers. <i>Harvard Business Review</i> , 41-45. SD: Downsizing – Complete Part A.

Date	Topic	Assignments
2/25		Mid-Term Exam

Module 4 – Human Processes

Date	Topic	Assignments
3/2	Personality, Values, & Attitude	R: Erickson, T. J., & Gratton, L. (2007). What it Means to Work Here. <i>Harvard Business Review</i> , 104-112. R: <i>First, Break All The Rules</i> – Chapters 1, 2, & 3 (start reading these chapters due Wednesday) SD: Personality Dimensions – Complete the self-assessment. SD: Conflicting Values – Complete Part A.
3/4	Perceptions & Emotional Intelligence	R: <i>First, Break All The Rules</i> – Chapters 1, 2, & 3 R: Why Talent is Overrated (2008) <i>Fortune</i> R: The Two Minute Game that Reveals How People Perceive You (2013) <i>HBR Blog</i> SD: Who Is At The Door? – Complete Part A of your assigned version. LO: Organizational Behavior Practices

Date	Topic	Assignments
3/9	No Class	Spring Break
3/11	No Class	Spring Break

Date	Topic	Assignments
3/16	No Class	Organization Analysis Project Day
3/18	No Class	ACHE Congress on Healthcare Leadership

Module 4 – Human Processes (Continued)

Date	Topic	Assignments
3/23	Case	SD: Harvard Case - Morgan Stanley – Be prepared to discuss. LO: Morgan Stanley Case Questions <i>Feedback Report #3</i> Meet in Grad Conference Room.

Module 5 – Motivation

Date	Topic	Assignments
3/25	Need Theories	R: Nohria, N., Groysberg, B., & Lee, L. (2008). Employee Motivation: A Powerful New Model. <i>Harvard Business Review</i> , 78-84. R: Amabile, T., & Kramer, S. (2011). The Power of Small Wins. <i>Harvard Business Review</i> , 70-80. SD: Herzberg's Motivators or Hygienes – Complete the self-assessment.
3/30	Integrated Class with Strategy and Marketing	SD: Case – TBA LO: Case Questions Meet on 5 th Floor
4/1	Process Theories Job Design	R: Kerr, S. (1995). On the Folly of Rewarding A While Hoping for B, <i>Academy of Management Executive</i> , 7-14. R: The Problem with Financial Incentives –and What to Do About It. (2011). <i>Knowledge @ Wharton</i> R: Ted Talk by Daniel Pink – The Puzzle of Motivation SD: Motivation Theory Application – Be prepared to discuss. <i>Feedback Report #4</i>
4/6	No Class	Easter Break
4/8	Implementation	R: <i>First, Break All The Rules</i> – Chapter 4 & 5 R: Finkelstein, S. (2014). Why averages miss the point. <i>BBC Capital Blog</i> R: Retaining Key Employees (2010) <i>McKinsey Quarterly</i> SD: Organizational Goal Setting – Complete Part A. LO: What Can We Learn from Ted?

Module 6 – Retention & Utilization through Development

Date	Topic	Assignments
4/13	Guest Speaker	TBA
4/15	Team Development	R: <i>First, Break All The Rules</i> – Chapter 6 & 7 R: Coutu, D. (2009). Why Teams Don't Work. <i>Harvard Business Review</i> , 99-105. R: How to Reward Your Stellar Team (2013) <i>HBR Blog</i> SD: Complete Talent assessment (e-mail with link received earlier in semester) LO: Talent/Strengths
4/20	Team and Leadership Skills	Harvard Online Simulation – Expedition Everest LO: Assignment to be provided after simulation (due next class period)
4/22	Career Development & Empowerment	R: Heathfield, S. (2014). Top Ten Ways to Make Employee Empowerment Fail. <i>About Money</i> . R: Stahl, G, et al. (2012). Six Principles of Effective Global Talent Management. <i>MIT Sloan Management Review</i> , 24-32. SD: Career Orientations – Complete the self-assessment. SD: Empowering Employees – Be prepared to discuss.

Date	Topic	Assignments
4/27	Presentations	PPT and Written Reports for Organizational Analysis Project Due Today for <u>ALL TEAMS</u> Presentations
4/29	Presentations & Wrap Up	Presentations (if needed) Participation Assessment Packet Due Turn in Printed Copy of Teacher Evaluation Verification for Extra Credit
5/6	9:00-11:00	Final Exam

Key:

- R: Required Reading
- OR: Optional Reading
- SD: Skills Development
- LO: Learning Opportunity

**HEALTHCARE ADDENDUM
MANAGEMENT OF ORGANIZATIONAL BEHAVIOR - MGT 5310**

This addendum to the syllabus maps the course objectives and course assignments to the competencies in the MBA Healthcare Administration Specialization.

COURSE OBJECTIVES

Specific course objectives include:

- a. Learn the key components of the change management process. Determine how to deal with resistance, diagnosis, problem solving, and implementation. (D6.2)
- b. Given an organizational scenario the student will be able to apply organizational behavior through the model of Organizational Change and Development.(D6.2)
- c. Recognize individual differences in employees and how these individual processes can impact organizational behaviors. (D6.1, D6.3, D6.4)
- d. Given an organizational scenario the student will be able to identify and apply leadership theories. (D6.1, D6.2, D6.4)
- e. Given an organizational scenario the student will be able to interpret and apply motivation theories. (D6.1, D6.3)
- f. Develop skills through participation in skill development exercises, case analyses, and organizational analysis. (D5.1, D5.2, D5.3)
- g. The student will be able to develop teamwork skills and participate in teams. (D5.1, D5.2, D5.3)

COURSE ASSIGNMENTS

Organizational Analysis Project (D5.2; D6.1; D6.2; D6.3; D6.4)

Peer Evaluation (D5.1; D5.3)

Learning Opportunities (D5.1; D6.4)

Quizzes (D5.2; D6.1; D6.2)

Exams (D5.2; D6.1; D6.2)

Class Contribution (D5.2; D5.3; D6.4)

MBA Healthcare Administration Specialization—Competency Model

DOMAIN 5 – Communication
1. Accountability: The ability to hold people accountable to standards of performance or ensure compliance using the power of one’s position or force of personality appropriately and effectively, with the long-term good of the organization in mind.
2. Communication Skills: The ability to facilitate a group; speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations.
3. Interpersonal Communication: The ability to understand other people including hearing and understanding the unspoken or partly expressed thoughts, feelings, and concerns of others as well as the ability to communicate one’s position with others.
DOMAIN 6 - Leadership
1. Personal Leadership: Demonstrates strong leadership characteristics including speaking, acting and living as an ethical leader.
2. Change Leadership: The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.
3. Collaboration: The ability to work cooperatively with others, to be a part of a team, to work together, as opposed to working separately or competitively.
4. Self-Confidence: A belief in one’s own capability to accomplish a task and select an effective approach to a task or problem. This includes confidence in one’s ability as expressed in increasingly challenging circumstances and confidence in one’s decisions or opinions.