I. COURSE OVERVIEW

Instructor
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Readings
The books for the course are:

Additional readings may be assigned as required reading.

Course Description & Main Themes
It has become commonplace for employers to state that their most important assets are their people who enable organizational excellence. Yet recent examples of organizational actions from Enron to Worldcom to the Challenger tragedy suggest that organizations do not always act as if employees are the most valued assets nor achieve organizational excellence. This course is designed to develop your conceptual and practical understanding of the structure and function of individual, group, intergroup and organizational behavior in various contexts, and how this knowledge can be practically applied to make people and organizations more effective. This class will introduce basic concepts in organizational behavior and frameworks for understanding organizations, since as a manager and professional you will need to understand how organizations work, how to influence them, and reflect on your behavior and beliefs in various organizational situations and contexts.

You will learn how to diagnose behavioral (individual, group) influences that affect productivity, organizational effectiveness and efficiency, and organizational (e.g., cultural, political, strategic) influences that relate to power dynamics, cultural differences, and structural problems. You will be asked to self-reflect on your own beliefs toward effective organizational behavior, how these may differ from others, and learn how to take multiple perspectives, and develop multiple hypotheses (alternative explanations and theories) and levels of analysis (individual, group, intergroup, organizational) for understanding organizations, since you will probably upon
graduation need to work with co-workers in various business functions (e.g., manufacturing, engineering, marketing, finance, etc.) where individuals will probably not share your background, skills, or world-view. As organizations continue to expand internationally and local workforces become more diverse, cultural differences will become increasingly critical to manage.

There are several overarching themes to this class.

- A central theme of this course that is emphasized in the Ancona et al. book is that organizations can be understood by multiple lenses (e.g., strategic, political, and cultural), and that different perspectives, multiple hypotheses, and frameworks may lead to different management approaches and solutions.

- Another related theme discussed in the Leroy Wells Group as a Whole Perspective handout is that organization processes can be understood at multiple levels of analysis, yet typically many managers initially emphasize the individual level in their perceptions. An over-emphasis on one lens or one level is likely to provide an incomplete diagnosis of organizational processes and may minimize the effectiveness of concomitant management actions.

- Another theme emphasized in the Stroh et al. book is uncertainty, conflict, and complexity is a fact of life of groups and organizations. Knowing how to diagnose and manage these organizational processes will enable you to lead in your firms.

- Your participation and diagnosis of your team processes and organizations you are familiar with may provide insight into how to manage these issues and also effective involvement as manager, leader, and group member.

- A final theme that we will emphasize is the importance of self-reflection and active learning. We need to be open to diagnosing and understanding others’ views, and using multiple levels of analysis and multiple alternative hypotheses to understand organizational issues. A multiple hypotheses and levels approach is emphasized since the perspective we take often delineates the problems we see (making us sometimes blind to other problems and other individual’s and group’s perspectives), and often lead to the solutions we chose and see as optimal (when they may not be). This final theme is grounded in the belief that developing a greater awareness of our own and others’ predispositions’, and being able to process multiple lenses of analysis and substantive perspectives allows one to develop a deeper understanding of and appreciation for the complexity of human relationships in organizations and the development of appropriate interventions and managerial and organizational actions.

**Instructional Objectives**

By the end of this class you should be able to:

1. Define and explain basic core concepts in Organizational Behavior.
2. Identify organizational elements (e.g. culture, leadership, strategy, participation, conflict, power etc.) and be able to develop multiple hypotheses, levels of analyses, and lenses for understanding organizations.
3. Understand concepts and practice related to effective individual leadership, and group dynamics.
4. Examine your own theories and beliefs about organizational behavior, engage in increased self-awareness, and contrast them with others.
5. Learn how to apply course concepts and practice behavioral skills that will help you develop to identify, analyze and communicate critical management issues, increase your ability to influence organizations, and enhance your career.

II. COURSE POLICIES

Attendance & Participation

Because you are adults, the course design is based on the assumption that each of you is a resource person as well as a learner, and that each of us has a responsibility to contribute to the group’s learning as well as our own. Practically this means that if you miss a class or do not prepare for class everyone misses your contribution, especially those you work with during group work. Individual preclass preparation is vital for the class success. Everyone is expected to attend classes and honor other students’ educational rights by arriving on time. You cannot earn full attendance credit if you arrive late and/or leave early. This is a sliding scale (more credit lost with each absence) that allows one absence. After that one point per absence will be deducted from the participation grade regardless of the circumstances. Each week there will be an assignment for class. It’s an experiential and discussion-based course, so class attendance and active preparation will be used as a final indicator for adjusting final grades. Some of these where noted in the syllabus should be polished written assignments that will be handed in for formal evaluation. In other cases, you will be asked to simply complete the assignment for class and always be sure to bring your notes with you to class. A major aim of this course is to provide some training and experience in being an engaged, prepared and knowledgeable group and class contributor and discussant, both vitally important career enhancing skills. We will evaluate your participation based on instructor judgment regarding attendance, class preparation, and contribution. Each week there will be an attendance sheet to sign with your own signature, and if it is helpful to class processes occasionally there may be random pass fail pop quizzes on the assignment for class. Outstanding preparation shows thorough very high quality analytical written notes for preparation that goes beyond simply summarizing the text. In the event that you must miss a class, it is your responsibility to make arrangements with another classmate to review the session. Follow up questions may be directed to me. Any one missing more than two classes will be asked to withdraw from this course. Assignments MUST be turned in on time in class (Grade goes down one letter grade for each day late).

Format

The class format will vary depending on the specific learning objectives being addressed. There rarely will be occasional lectures that last the entire class. More often, however, the emphasis will be on discussion and active learning experiences (simulations, cases, presentations, videos and guest speakers.) You are expected to participate and get involved in the learning during class and in your group work. Please bring your textbook and assigned readings and notes on written class preparation assigned to each class. In order to use class time effectively, it is critical that you complete readings prior to the date listed on the schedule of assignments.

I don't accept late papers or late in class assignments or reschedule finals except under truly extraordinary and documented circumstances. Also in the interests of fairness: All work is due by the assigned date and to be submitted to me in class. I will not receive class assignment via email.
**Guidelines for Grading Written Work**
Did you fully address the assignment and questions?
Did you incorporate the readings in writing the assignment?
Do you have citations for your work?
Did you formulate your response in an organized fashion?

**Note on Special Accommodations for Disability**
If there is any student in this course who, because of a documented disability, may have a need for special accommodations, please discuss this with me.

**Academic Honesty**
Unless otherwise indicated, all assignments are to be completed on an individual basis. Academic honesty is the cornerstone of the development of knowledge. If a student allows her or his name to stand on work where in fact there was essentially no contribution made, then that student is guilty of academic misconduct.

**Evaluation of Learning Opportunities**
Course grades will be based on the following components, all of which are explained in the sections below:

<table>
<thead>
<tr>
<th>Learning Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Individual Written Assignments (10 points each)</td>
<td>40</td>
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<tr>
<td>Group Project 1 &amp; 2 (Field project- 10 points Research Task - 5 points)</td>
<td>15</td>
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<tr>
<td>Final Exam</td>
<td>35</td>
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<tr>
<td>Class Participation</td>
<td>10</td>
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**Grading Standards**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>4.0</td>
<td>90-100 points</td>
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<tr>
<td>3.5</td>
<td>80-89 points</td>
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<tr>
<td>3.0</td>
<td>70-79 points</td>
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Lower grades will be given for lower points.

**Final Exam**
If possible, the final exam will be taken virtually. A list of study topics will be given before the exam to help with preparation.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/15</td>
<td>1 Course Introduction and Overview/ Theoretical Framework</td>
<td>Stroh: Ch.1 3</td>
<td>Stroh: Manager’s Memo at end of Ch. 1 (in class together)</td>
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<tr>
<td>1/22</td>
<td>2 Foundations: The New Organization: Multiple Views</td>
<td>Ancona: M-1 pp.1-30, M4 5-15</td>
<td>Complete questionnaire on p. 29-30 of M-1 for any organization you are familiar with. Be sure to discuss in your log the specific observable features of the organization and rationale that leads you to assign your ratings. Prepare discussion question: What are the features of the new organization the org. in the case on 23-26 is trying to develop? What should the leader in this case do to solve the organization’s problems? Complete p.15 of M-4 to turn in with name on it.</td>
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<tr>
<td>1/29</td>
<td>3 Individual Differences in the Composition of Teams, Perceptions, &amp; Team Formation</td>
<td>Ancona: M-4 pp.1-4; 16-36; M3 pp. 13-33 Stroh: Ch. 2</td>
<td>Prepare managers memo at end of Stroh Ch 2. Team building to form groups for first group project</td>
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<td>2/5</td>
<td>4 Managing Diversity and Social Identity</td>
<td>Ancona S-11 in M-11 SKH: Ch. 16; Read Manager’s Memo</td>
<td>Individual Written Assignment 1 Due: Managing Diversity &amp; Social Identity Prepare Stroh Management Memo 16</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment</td>
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| 2/12 | 5 Strategic Lens on Organizations | Ancona: M-2 (1-39)  
Stroh: Ch. 13, 14 | Prepare Managers’ Memo at end of Stroh Ch. 14  
Prepare discussion questions 1. & 2 for class for ABB case in M2 (p 11)  
**Due: Team building contract.** |
| 2/19 | 6 Power & Political Lens on Organizations | Ancona: M-2 (pp. 40-63)  
Stroh: Ch. 7 | Prepare Managers’ Memo for Stroh Chapter 7 |
| 2/26 | 7 Cultural Lens on Organizations | Stroh Ch.10  
Ancona M-2 (pp. 64-102) | Complete the Alien Invasion assignment in Stroh p. 304 for an organization in which you are familiar through previous experience of self or a close informant. Bring a cultural artifact from this organization to class to share as well as some highlights of your alien invasion 2. Reflect on the SLIR culture, and be prepared to discuss and/or show examples of SLIR artifacts.  
**Individual Written Assignment 2 Due: Simulations Analysis** |
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<tr>
<th>Date</th>
<th>Task Description</th>
<th>Reading Material</th>
<th>Notes</th>
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<tr>
<td>3/4</td>
<td>8 Group Field Project Day</td>
<td>Stroh pp. 475-476</td>
<td>No formal class meeting</td>
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<td></td>
<td></td>
<td>Ancona M-2A (pp. 24-34)</td>
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<tr>
<td>3/11</td>
<td>SPRING BREAK</td>
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<td>3/18</td>
<td>9 Presentations Managing Stress &amp; Work Life Integration</td>
<td>Ancona: M7 (pp. 8-23, &amp;</td>
<td>Group Field Observation Paper &amp; Presentation Due in Class;. Be ready to report out 5 minutes of key learnings or highlights of visit next class.</td>
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<td></td>
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<td>63-72)</td>
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<td>3/25</td>
<td>10 Integrating Multiple Lenses on Organizations</td>
<td>Ancona M-2 (pp. 94-103)</td>
<td>Prepare Dynacorp Case Take the perspective of the CEO. Analyze the key issues you see in the Dynacorp Case. What are the problems in this case as seen from each of the three lenses. Using your analysis, suggest an action plan for each of the major players in the case (Carl Greystone, Ben Walker, Martha Pauley, members of the sales team). Be sure to incorporate all three lenses and in addition, be sure to make recommendations at the not only the individual level but also the organizational and intergroup levels of analysis.)</td>
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<td>4/01</td>
<td>11 Integrating Lenses Globally</td>
<td>M-10 (pp. 1-50)</td>
<td>Individual written Assignment 3 Due: Integrating across Lenses</td>
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<td>4/08</td>
<td>12 Participation and Individual and Group Decision-Making</td>
<td>Stroh Ch. 4 and 8 HO:</td>
<td>Complete all the cases in the situational leadership problem set before class. Prepare</td>
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<td>Articles on Participative Management (Locke and Saskhin) &amp; Situational</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Reading/Handouts</td>
<td>Instructions</td>
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<td>4/15</td>
<td>13 Groups and Teams</td>
<td>Ancona: M3- (pp. 4-11, 35); M5: 6-14, M6, pp. 6-23 Stroh Ch. 11, 6</td>
<td>Complete team assessment Ancona on p. M-3 p. 35 prior to class; Reflect on the strengths and weaknesses of your group process. What was a key learning from the Ashton Blair case?</td>
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<tr>
<td>4/22</td>
<td>14 Team Task Assignment: Integrative Application to Research and Theory</td>
<td>Research project handout</td>
<td>Individual Written Assignment 4 Due at beginning of class</td>
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<tr>
<td>4/29</td>
<td>15 Managing Across Cultures: An Organizational Theory and Environment Perspective</td>
<td>Handout: on website: Huntington article on the Clash of Cultures Ancona: Module M9- 1-37</td>
<td>Group Report Out Of Team Task Assignment Prepare Electrolux case for class: Map Zanussi’s environment using each of the three models: -Strategic design model (organization set); Political Model (external stakeholders) and Cultural model (organizational field.) If</td>
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the acquisition is to achieve its goals, Electrolux must take steps to integrate its organization with that of Zanussi. The goal and nature of integration processes differs depending on the lens used. What is the integration goal from each viewpoint: strategic design? political? cultural viewpoint? Why are Zanussi’s middle managers unhappy? Give at least 3 recommendations on how to build organizational capability in cross-border management?

Class evaluation

Tips for Preparing Cases and Management Memos for Class Assignments:

Some weeks you will read a management memo or a Harvard Business School case for analysis. These assignments provide you with an opportunity to apply concepts from class to real-world situations. Your class preparation of these cases and memos should include at least 1-2 pages of notes of preparation. For any cases or memos you should be sure to address the following issues. Assume you are the main person in the case or memo facing the problem.

Key Issues: What are the major problems or issues raised in the memo or case? Your preparation should not restate the facts of the initial memo but it should identify the major issues.

Analysis: What are the causes of the situation or problems described. What theories or concepts in class or the assigned readings apply to this situation? What cause and effect relationships do you see? Are there concepts in the class readings that relate to the case or memo? What course of action do you suggest be taken? What level of analyses are involved and are there multiple plausible explanations for the problems?

Management Action: Are there key issues in implementing your solution? This solution should be a natural result of the key issues you present and the analysis of the key issues you provide. Be sure to link your recommendations for action to your prior analysis and diagnosis.
Individual Written Assignments
To assist you in preparing for class discussion and/or reflecting and integrating class experiences and readings, you will be asked to turn in short written assignments throughout the class. Specific assignments and due dates are provided in the syllabus below. Papers written at the highest level demonstrate superior high quality analytical preparation that go beyond simply summarizing the texts. They show an ability that is above the norm to clearly and thoroughly apply and integrate theory and class readings with practice (e.g., cases or organizational experiences) using concepts from the readings and relevant data from simulations or cases and experience. These papers do more than mention concepts but apply them and explain with examples and discussion. Using citations to show you were able to integrate the readings, and defining new terms when you first use them are also important. Be sure to use references for ideas that are not your own. You are expected to reference ideas that are not your own. Plagiarism will not be tolerated. To clarify, plagiarism means presenting as your own the work, words or views of someone else. You commit plagiarism if you do not fully reference any ideas that you paraphrase or copy from a source such as a book, magazine, web site, paper.

Very good papers show proficient graduate student work. These papers demonstrate the ability to effectively meet class requirements. They show good proficiency in completing the class assignments.

Below average papers may have some strengths, but were not proficient or complete in analysis for all or part of the assignments. While it is good to cite the text and show the ability to integrate the text, please do not repeat the text unless you are applying a specific concept from the reading. It is better to use as much of the paper as possible for your own analysis. The suggested maximum length for each assignment is 7-10 pages double spaced.

Assignment 1: Diversity and Social Identity: Understanding and Managing Your Own Identity Groups

Purpose: To reflect on how your culture influences your relationships with others.

1) Identify a cultural group (e.g., gender, race, nationality, religion, profession, education, etc.) with which you strongly identify (e.g., a group that you know you are a member of and see this group as important to your identity).

2) Describe how your membership in this group influences how you see, think, and interact with others. Describe how it influences others see and interact with you (e.g., assumptions and behaviors). Do you have to "manage" this group membership on the job in any way? If so, how (e.g., in what settings, with whom, and how does it make you feel)? If not, why not?

3) Identify a cultural group membership that you take for granted (e.g., you usually don't have to think about how this group memberships affects your life). Describe how your membership in this group influences how you see, think, and interact with others. Describe how it influences how others see and interact with you (e.g., assumptions and behaviors). Do you have to "manage" this group membership on the job in any way? If so, how (e.g., in what settings, with whom, and how does it make you feel)? If not, why not?

4) What are the implications of how you manage your identities for your graduate student experience and your professional career?
Assignment 2: Simulations Analysis

Reflect on your role, data, and observations from the words of wisdom simulation (class 2) and the power simulation (class 5). In your paper, analyze what you have observed in the simulation about structure and power in an organization.

1) Use data, concepts from the readings (a) pay special attention to Wells levels of analysis article and 2) have multiple hypotheses with data for each key theme. Be sure to give at least example of phenomenon at all 4 levels of analysis, individual, group, intergroup, and organizational, and have specific data and multiple hypotheses for each

2) Self reflect on your and others roles. Did others see you in your role the same way as you did?

3) Are there any applications to organizations with which you are familiar (where you have worked and on in the press)?

Assignment 3: Integrating Across the Lenses

1) Taking the role of a management consultant advising Disney, write a memo to the CEO. Describe what the Disney HR practices are and tell the CEO why they do or do not work globally.

2) Conduct this analysis using the 3 lenses (strategic, cultural, political) to compare and contrast Disneyland U.S., Europe and Tokyo. Be sure to integrate data from the case with concepts from the readings.

3) Make at least three recommendations for action over the next 1-3 years with a minimum of 2 refereed citations for each. These citations should provide expert evidence to back up your action plan.

Assignment 4: Team Analysis

Analyze your team process using the following guide questions. You may organize your paper however you wish, but be sure to discuss each of the following questions.

1) What has been your role on your team? Reflect on your strengths and weaknesses as a team member and leader. How consistent are your perceptions with other members of your team? Be sure to provide data (examples), multiple hypotheses, and levels of analyses to support your discussion.

2) Describe the Team Characteristics. Describe the purpose of your LIR 823 team. Is there an explicit and implicit or unconscious purpose as well? What is the team’s composition. Describe the different members? knowledge, skills, demographic backgrounds (e.g., gender, race, ethnicity, etc.) and organizational background if relevant (e.g., function, level in hierarchy). Discuss the impact of the team's composition on their performance. Provide data to support this analysis.

3) Describe the team's processes including the following: (Be sure to provide data and multiple hypotheses to support this analysis.) a) Roles: Describe the task and relationship enhancing roles that different members play in the group. Describe the roles, if any that are missing that would benefit the group. Describe any dysfunctional roles being played in the group and the consequences on the team's performance. b) Norms: Describe any explicit or implicit team norms and their consequences on performance (e.g., time management, meeting styles, problem solving processes, delegation of work, accountability measures, etc.). c) Leadership Processes: Describe how leadership is handled in the team and the impact on team performance. Who acts as leader? What role(s) does the leader(s) play in the group and what kinds of interventions does he/she make? d) Group Dynamics across Levels of Analysis: Discuss whether any intergroup
subgroups or group as a whole processes (e.g. scapegoating, groupthink) have affected your group dynamics at a larger level than individual.  c) Performance. Describe how the team judges their performance? How would you judge their performance based on the following effectiveness criteria from class: quality product that meets customer needs; enhance the development and well-being of all team members; enhance the team’s ability to grow as a unit over time? Describe whether or not the team takes time to practice or reflect on their process in order to learn from their experience as a team. Rating, On a scale of 1-10 with 1 being a team nightmare and 10 being a great team, how effective would you say this team is? If you had 100 points to allocate to members reflecting quantity and quality of work for the first project, how would you allocate points to each member by name including yourself? For as 5 person team in which all members worked equally, you might allocate 20 points per member for example.

4) Recommendations: If you were a consultant to this team, what interventions would you make to improve the team’s performance? What are the team’s top three strengths and problems? Support your recommendations by drawing on the previous analysis and concepts from Ancona or Stroh. Given these strengths and weaknesses, what interventions to improve the performance on work in the future? Would you ever want to work with this team again- why or why not?

**Group Project Work**
A group field project will assess your ability to apply class material to the work place. You will be asked to work in groups of 4-5 people. You will be responsible for organizing your own group, and will be asked to post your team contract and members on the web site later in the term. For this project your group will observe two organizations in the same industry and compare their organizational behavior through field observation. Please let the instructor know which organizations you choose no later than week 4. Your group should plan to meet prior to your visit and will need to work on this project outside of class. While it is not necessary to interview anyone at the organizations, if your team can gain entry to organizations were you can do so, this will be beneficial. You should also do some library research on the firm’s business, and its financial and business strategy. Your written paper should be handed in during class on the day of your presentation. Outstanding papers will be required to include application of theory and outside references for their observations with a minimum of two academic references (from referred journals) per recommendation. Your group should also prepare a short presentation should pick one key learning from the field observation and should be no longer than 5-7 minutes maximum. In the appendix of your paper, please include a copy of 1) your powerpoint visuals for your oral presentation, and 2) a copy of a one page handout summarizing your project for each member of the class that should be handed out as part of your presentation. Soft copies of your papers may be posted on the website. More information on the written requirements for this project will be given later this term. There will also be a team project research assignment on later in the term. More information on the second assignment will be distributed. There will be time to work on this assignment in class 14.