

THE HELLER SCHOOL AT BRANDEIS UNIVERSITY
2.53 Leadership and Organizational Behavior

Instructor: Jon Chilingirian, Ph.D.
Fall Semester: 2008
Class time: Tuesday 1:30PM -5:30 PM.
Office Hours: Monday 10-12; Tuesday 9:00-12:00 PM
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I. COURSE DESCRIPTION:

OVERVIEW: This course has a dual focus: (1) leadership; and (2) managing organizations. The purpose is to increase your understanding of behavior within organizations and to improve your effectiveness in analyzing, diagnosing, and leading organizations. As a course in applied behavioral science or organizational theory, you will be building upon your understanding of how managers in organizations can improve performance and how leaders can become the instrument of fair process and justice. The course can become an opportunity for you to develop your leadership skills through group work and reflection. [For more details see the notes in the back]

COURSE GOALS: Over time successful managers develop an ensemble of skills: technical, conceptual, and interpersonal. Though organizations depend, in part, on technical skills to survive, they will not be emphasized here. The course will place more emphasis on the conceptual and interpersonal skills. Conceptual skills imply an ability to identify the system of important behavioral and contextual variables that explain the success and failure of individuals, groups, and organizations. Theory comes in very handy in identifying critical variables. Students will be exposed to a variety of perspectives about managing organizations to increase their understanding of the principles of organizational behavior.

During social interactions, interpersonal skills are required to take actions consistent with one's goals, the task at hand, the organizational culture, and all the individuals and groups involved. A skillful manager must accept the fact that other people's assumptions, beliefs, perceptions, and goals are going to be different from her/his own. Yet, every manager must learn to work effectively as a group member and to build cooperation with the individuals, groups and/or organizations that she or he leads. In short, social interaction requires the development of interpersonal skills for teams and group situations--i.e., language and presentation skills, process observation and listening skills, introspection skills, political skills, leadership skills, skills of understanding the behavior and motives of participants, and an ability to take action after information has been acquired and processed.

Core Competencies for OB:

- Learn and/or review some of the leading ideas, concepts, frameworks and theories that help us to manage human services organizations
- Develop and practice diagnostic skills in applying OB ideas to real managerial problems
- Sharpen interpersonal skills by participating in group work
- Learn how to manage a fair process
- Assess your leadership/managerial style
- Develop action planning skills

GRADING: In this course we will use a mixture of books, selected articles, cases (written and video), and exercises. The primary learning tool will be management cases and class discussions. The cases are an integral part of the learning. We will use cases to illustrate the concepts and to develop our skills in finding and diagnosing problems, planning and taking actions to solve problems.

We will discuss the cases in class. Students should study the cases and prepare a 1-3 page “brief” on the case. To pass the course, two briefs are required. The brief is intended to organize your ideas and facilitate class presentations. You should write the brief after you have studied the cases and readings. The Teaching Assistant will work with you to help you to develop successful brief.

The cases to be briefed are marked by an asterisk “*.” For each brief, after you have studied the case and read the readings use the following format:

1. Frame the problems/issues into a decision question: frame the major leadership or organizational issues and/or problems around a key goal or objective, differentiating the long from the short-run. The question might be—“What is the best course of action for this case in order to achieve X”? In some cases the goals may not be clear.

2. Analyze the problem/situation by identifying the pertinent facts vs. assumptions. Ask yourself three questions: where did the facts come from, how do I know they are correct? Are they a final, reliable reality or an interpretation or an assumption? Be sure to identify your assumptions explicitly. What OB models or concepts are most useful to understand the problem?

3. Alternatives and consequences: think about the alternatives courses of action and the full set of consequences. Analyze each alternative and consider what the trade-offs are. What are the *risks* and *uncertainties*? Remember to relate your analysis to your recommendations.

4. Recommendation: identify, justify, and support your recommendations, giving careful consideration to rebuttals from your classmates.

5. Implementation: (if applicable) assess the feasibility of your solution by developing a plan of action necessary to implement the recommendation.

The cases you are allowed to briefed are given a *. Briefs must be turned in **after the case is discussed in class**. Briefs must be submitted on the day of (and following) the class

discussions. **By the end of the semester students should brief 2 cases.** They will be graded: check+, check, or check-. Briefs handed in late will receive a check minus, minus, minus (yes 3 minuses). Briefs will be graded by the teaching assistant.

GROUP WORK: Each student will be assigned to a small (5-7 persons) group to work together on several assignments and exercises. *You* are responsible for building your group into an effective learning team over the course of the semester. You are responsible for managing relationships and productivity on your team, including helping other team members to learn.

Papers and Special Sessions: By October 15, every team is responsible for handing in a 10-page (double-spaced) term paper with footnotes and references. Professor Chilingirian will grade these papers.

The paper should focus on how people behave in human service organizations—i.e., how leaders design human service organizations to achieve their goals. You can write an original case study, or analyze a human services organization, or describe the actual behavior of a leader you have recently observed. If you decide to observe a leader, each person should observe one person and merge your findings into one report on the nature of managerial work. You can employ multiple methods: observation, interviews, and/or secondary sources. The paper should build on the concepts, and theoretical ideas related to the course such as: managing individual differences to achieve performance, leading people, cultures, decision making, managing conflict, implementing change and so on.

II. COURSE REQUIREMENTS AND GRADING:

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| 1. Constructive class participation, group work and analysis of group case (October 28) | 40% |
| 2. Mid-Term: Observation and analysis of a manager (or case study)
10 double-spaced typed pages due on October 15 | 40% |
| 3. Two Briefs (before end of term) | 20% |

III. COURSE MATERIALS INCLUDE THE FOLLOWING:

READING PACKETS: The reading packets contain required reading, cases, and other materials. The reading packet is available for photocopying by students.

REQUIRED BOOKS:

- *Why Great Leaders Don't Take "Yes" For an Answer*. Michael Roberto. Upper Saddle River, NJ: Wharton School Publishing (2005)
- *Crucial Confrontations: Tools For Resolving Broken Promises, Violated Expectations and Bad Behavior*. By Kerry Patterson, Joe Grenny, Ron McMillan, and Al Switzler. New York: McGraw Hill. 2004 *ISBN:* 0071446524
- *Essentials of Organizational Behavior*. Stephen P. Robbins, Upper Saddle River, NJ: Prentice Hall (2007). Ninth Edition

RECOMMENDED BOOKS:

- *The Tipping Point*. Malcolm Gladwell London: Little, Brown, and Company (2000)
- *Breaking Through: Making of Minority Executives in Corporate America* David A. Thomas and John J. Gabarro, Boston, MA: Harvard Business School Publishing Press (1999)
- *The Logic Of Failure: Recognizing and Avoiding Error in Complex Situations*. Dietrich Dorner, Reading, MA: Perseus Books (1996)
- *Driven: How Human Nature Shapes Our Choices*. Paul Lawrence and Nitin Nohria, San Francisco, CA: Jossey Bass and Son (2002)
- *Getting Past No: Negotiating Your Way from Confrontation to Cooperation*. William Ury, New York, NY: Bantam Books (1993)
- *The Leadership Challenge*. James Kouzes and Barry Posner, San Francisco, CA: Jossey-Bass (2002)
- *Action Coaching*. Peter Cairo and David Dotlich, San Francisco, CA: Jossey-bass (1999)
- *Competing by Design: The Power of Organizational Architecture*. David Nadler and Michael Tushman, New York, NY: Oxford University Press (1997)
- *The Psychology of Judgment and Decision Making*. Scott Plous. New York, NY: McGraw Hill (1993)
- *Organizing Genius*. Warren Bennis and Patricia Ward Biederman, London: Nicholas Brealey Publishing (1998)
- *Organizational Culture and Leadership*, Second edition. Edgar H. Schein, San Francisco, CA: Jossey Bass Inc (1992)
- *Managing Conflict*, 2nd Edition. Richard E. Walton, Reading, MA: Addison-Wesley Publishing Company (1987)
- *Getting to Yes: Negotiating Agreement Without Giving In*. Roger Fisher and William Ury, New York: Penguin Book. (1992)
- *Right from the Start: Taking Charge in a New Leadership Role*. Dan Ciampa and Michael Watkins, Boston: Harvard Business School Press (2005)
- *Primal Leadership*. Daniel Goleman, Annie McKee, and Richard E. Boyatzis, Boston: Harvard Business School Press (2002)

COURSE OUTLINE

<u>SESSION I.</u>	<u>TOPIC:</u>
September 2	Introduction to Leadership and OB: Unleashing the Power of Groups Case: EDC (in class) Case: Sub-Artic Survival Video Case: Portland String Quartet Optional Reading (Read after class): <ul style="list-style-type: none">• “Building the Emotional Intelligence of Groups, “ by Druskat and Wolff• “Assets and Liabilities in Group Decision Making,” by N. Maier

<u>SESSION II.</u>	<u>TOPIC:</u>
September 9	Organizing Work: Leadership and Fair Process Film Case: <i>Twelve Angry Men</i> Required Reading: <ul style="list-style-type: none">• “The Dark Side of Leadership” & “High Performance Teams: Lessons from the Pygmies” by Manfred Kets De Vries• “Work Design” by Hackman

****Assignment:** Please fill out the Myers Briggs Indicator hand-out before the next class, and score it.

<u>SESSION III.</u>	<u>TOPIC:</u>
September 16	Organizing People: Understanding Diversity and Individual Differences A. Perception and Judgment: Understanding People via Jungian Types B. Class Discussion on Diversity Case: In the Shadow of the City Hand in: MBTI (Self Scored) Required Reading: <ul style="list-style-type: none">• “Introduction To Type” Myers-Briggs [Skim]• <i>Crucial Confrontations</i>. [Entire]• “Managing Yourself” by Drucker• “How Hard-wired is Human Behavior?” by Nicholson• Optional: <u>Essentials of Organizational Behavior</u> Chapters 1-3

<u>SESSION IV.</u>	<u>TOPIC:</u>
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September 23

Organizing Structures: Formal and Informal

- A. Aligning Strategy and Structures
- B. Creating Innovative Organizational Cultures

Case: Apex*

Case: Lincoln Electric in China

Video Case: *IDEOS*

Required Reading

- “A Congruence Model for Organizational Problem-Solving” by Nadler and Tushman
- “The 7-S Framework” Waterman and Peters
- “An Information Processing Model Of Org. Design” by Galbraith
- Optional: Essentials of Organizational Behavior Chapters 8-9

Assignment:

1. What lessons do you learn about organizational structures in the Lincoln & Apex Case?
2. Explain the forces that shaped IDEOS. Does culture really matter?

SESSION V & VI

TOPIC:

September 29

Leadership Competency One: Strategic Decision Making

Case: Carter Racing (A), (B), and (C)

Assignment for Carter:

1. Please be prepared to vote whether or not to run the race.
2. Please fill out the questionnaire in the packet and Hand in before class begins

Required Reading:

- Carter Questionnaire
- “What You Don’t Know about Making Decisions” Garvin et al.
- *Why Great Leaders Don’t Take “Yes” For An Answer.* Roberto (entire book)

OCTOBER 7

Leadership Competency Two: Developing People, Managing Performance and Giving Feedback

Case: Baker (A)*

Assignment: Decide whether you would have a good-bye and farewell meeting or give feedback to Rennals. How would you do it?

Required Reading:

- “Understanding Communications in One-to-One Relationships”
- “Giving and Receiving Feedback’ by John Anderson
- “A Better Way to Deliver Bad News” By J. F. Manzoni

Optional Reading:

Essentials of Organizational Behavior Chapters 13,15

SESSION VII.

TOPIC:

October 28

Leadership Competency Three: Diagnosing Organizational Problems

Case ASDA (A)

Assignment: Diagnose what went wrong in ASDA

Group Work: Strike in Space

Assignment: Questions will be handed out in class. Groups have 1.5 hours to answer the questions and present it in class.

Required Reading:

- “Systems Thinking: Critical Thinking Skills for the 1990’s and beyond” by Barry Richmond
- “The Professional Organization” By Mintzberg
- “Diagnosing the Problem” by Noel Tichy and Mary Anne Devanna, (The Transformational Leaders)

Optional Reading:

- Essentials of Organizational Behavior 12, 15 (skim chapters on “Power and Politics,” and “Organizational Culture.”)

SESSION VIII.

TOPIC:

November 4

Leadership Competency Four: Diagnosing and Managing Technical, Political, and Cultural Systems in Professional Human Services Organizations

Case: Managing A Transplant Decision (A)

Assignment: What went wrong?

Case: Thurgood Marshall High School*

Assignment: David Kane is a “new” manager trying to take charge. Serious problems arise during his first Friday afternoon staff meeting. Diagnose these problems, set priorities, and develop an action plan.

Required Reading

- “A Congruence Model for Organizational Problem-Solving” by Nadler and Tushman
- “Domain Theory: An Introduction to Organizational Behavior” by Kouzes and Mico
- “Managing Strategic Issues and Stakeholders” by Chilingirian

SESSION IX.

TOPIC:

November 11

Leadership Competency Five: Adapting Leadership Styles and Building Commitment to Goals

A. Discussion of Leadership Grid--"Lead Self"

B. Building Commitment to Goals

Video: Bolero/Bob Knowlton Story

Assignment:

1. Fill out "Lead" Questionnaire in "So You Want to Know Your Leadership Style"
2. Think about the difference between management and leadership.
3. Are there gender differences in managerial behavior?

Required Reading:

- "Enhancing the Benefits and Overcoming the Pitfalls of Goal Setting" By Locke and Latham
- "Leadership that Gets Results" by Goleman
- "Goal-Setting-A Motivational Technique That Works" by Latham and Locke

Optional Reading:

Essentials of Organizational Behavior Chapters 5, 11

SESSION X.

TOPIC:

November 18

Leadership Competency Six: Leading Change and the Importance of Communication Networks and Social Capital

In Class Simulation: Change Pro

Required Reading:

- Change Pro Manual
- "Informal Networks: The Company Behind the Chart" by Krackhardt and Hanson
- Optional: The Tipping Point by Gladwell [Entire]

SESSION XI.

TOPIC:

November 25.

Leadership Competency Seven: Leading Change: Engaging Diverse Cross-Functional Teams

Case: Redesigning Nissan (A) & (B)

Assignment:

1. Describe the situation at Nissan. What did Ghosn do?
2. What lessons can we learn about successful implementation of mergers and acquisitions.

Required Reading:

- “Leading Change: Why Transformation Efforts Fail” by Kotter

Case: ASDA (B)

Assignment:

1. What are the problems at ASDA? What did Archie do?
2. Rate the change effort
3. What are the key aspects of the new design of the organization?
4. Evaluate the change process, what are the key points.

Required Reading:

- “Cracking the Code of Change” by Beer and Nohria
- “What Really works”, by Nohria, Joyce & Roberson

SESSION XII.

December 2

TOPIC:

Leadership Competency Eight: Strategic Thinking Aimed at Solving Social Problem

Case: “Reverend Jeffrey Brown: Cops, Kids, and Ministers”*

Class Party—Bring some food and Drinks!!

Assignment: How successful has Reverend Brown been? What strategies did he use?

Required Reading:

- “The Leader’s New Work: Building Learning Organizations” by Senge
- “Social Capital in the Creation of Human Capital” by J. Coleman
- “The Social Structure of Competition” by Ron Burt
- “Social Capital: Prospects for a New Concept” by Adler and Kwon
- Essentials of Organizational Behavior Chapters 10, 12

SESSION XIII.

December 9

TOPIC:

Group Learning & Integration Session

SUMMARY COURSE TOPIC OUTLINE *Cases to be briefed (2)

September 2	I.	Introduction to Leadership and OB: Unleashing the Power of Groups Case: Sub Artic Survival
September 9	II.	Organizing Work: Leadership and Fair Process Video: <i>Twelve Angry Men</i>
September 16	III	Organizing People: Understanding Diversity and Individual Differences MBTI Case: In the Shadow of the City
September 23	IV.	Organizing Structures: Formal and Informal Case: Apex * Video Case: Ideos Case: Lincoln Electric in China
September 29	V.	Leadership Competency One: Strategic Decision Making Case: Carter Racing (A), (B), and (C)*
October 7	VI.	Leadership Competency Two: Developing People, Managing Performance and Giving Feedback Case: Baker (A)*
October 28	VII.	Leadership Competency Three: Diagnosing and Managing Technical, Political and Cultural Systems in Professional Human Service Organizations: Case: ASDA (A)* Case: Strike in Space
November 4	VIII.	Leadership Competency Four: Diagnosing Organizational Problems Case: Managing A Transplant Decision (A)* Case: Thurgood Marshall*
November 11	IX.	Leadership Competency Five: Adapting Leadership Styles and Building Commitment to Goals Case: Bolero/Bob Knowlton
November 18	X.	Leadership Competency Six: Managing Change and The Importance of Communication Networks and Social Capital In Class Simulation: Change Pro
November 25	XI.	Leadership Competency Seven: Leading Change with

Engaging Diverse Cross-Functional Groups: Theory to Practice

Case: Redesigning Nissan *

Case: ASDA (B)*

December 2

XIII. **Leadership Competency Eight:** Strategic Thinking Aimed at Solving Social Problems

Case: Reverend Jeffrey Brown: Cops, Kids, and Ministers*

Class Party

December 9

XIV. **Group Learning & Integration session with Teaching Assistant**