

Millions of people have died so that you may be free. What are you doing with your freedom?
Denis Collins

ORGANIZATIONAL DEVELOPMENT AND BEHAVIOR – BUS 603
Edgewood College
2008 Spring Semester
Thursdays, 6:00-9:00 p.m.
Location: Predolin 122

Professor Denis Collins; Office LLL 28; 608-663-2878; email: dcollins@edgewood.edu
Office Hours: Tuesday and Thursday 1:00-2:15; or by appointment

Edgewood College Mission: *Edgewood College, rooted in the Dominican tradition, engages students within a community of learners committed to building a just and compassionate world. The College educates students for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.*

Required Textbook and Materials

- 1) *Organization Development and Behavior*, ISBN #13: 978-0-324-68844-3 [selected modules from *Mastering Management Skills: A Manager's Toolkit*, First Edition, by Ramon J. Aldag and Loren W. Kuzuhara, Thomson South-Western, 2005].
- 2) “Sonoco Products Company (A): Building a World-Class HR Organization,” David Thomas, Boris Groysberg & Cate Reavis, *Harvard Business School* Case #9405009
- 3) “Handouts and Exercises for Organizational Behavior BUS 603,” which can be downloaded from the Edgewood College MBA website at <http://business.edgewood.edu/mba/Syllabi/>

Course Goals and Objectives: Upon successful completion of this course, the student will understand:

- (1) The **team development process** and develop skills for participating in and leading high performance work teams
- (2) The **communication process** and develop skills for communicating effectively
- (3) The **problem solving process** and develop the skills to systematically analyze and resolve organizational challenges
- (4) How to initiate, plan and implement **organizational change** and develop the skills for managing the change process
- (5) The key concepts of effective **leadership** and develop skills for increasing work **motivation** and productivity improvement
- (6) The **environmental management process** and develop skills for improving an organization's environmental performance

COURSE SYLLABUS

Teaching Philosophy: My primary goal as a teacher is to help you become more thoughtful and informed citizens who can use what you learn in college to benefit yourselves, organizations, and

society. I want you to gain critical thinking skills and become better managers and communicators. As a result, I try to create exams, assignments, and activities that (1) test your knowledge of the material, (2) ask you to apply the theory or concept to specific situations, and (3) ask you to integrate ideas so that critical thinking skills are developed.

I want my courses to be an exciting class. My definition of “exciting” is one where motivated students read the assignment, do their homework, make logical arguments, integrate course concepts into their discussions, and have something interesting to say.

Course Description: Organizational Development and Behavior is the study of human behavior in an organizational setting. The purpose of this kind of study is to equip organizational leaders with the insight necessary to develop interpersonal relationships that will build teams, increase productivity, enhance the quality of work life, orchestrate change, improve employee retention, and augment communication. In a recent *Wall Street Journal* survey, the top five attributes job recruiters consider most important are communication skills, team skills, problem-solving skills, personal ethics, and leadership potential. We will further develop all these highly desired attributes in this course.

Through lectures, experiential exercises, activities, and class participation this course will help you develop the knowledge and skills necessary to create world class organizations. This is a learning-by-doing course. A Chinese proverb is: *What I hear, I forget. What I see, I remember. What I do, I know.* I will provide opportunities for you to see and do things, in addition to hearing. For you to learn a lot you must become a partner in this educational process and step through the learning doors I will be opening. The purpose of education is to transfer knowledge and develop ethical citizenry. Hopefully, both will be achieved.

Grading – Performance Measures

Class Attendance	(See Below)
Verbal Class Participation	30% (300 points)
Homework Submissions	29% (290 points)
Narrative	10% (100 points)
Environmental Change Report	31% (310 points)
Total Points: 1,000	

Final Grade Scale:

A: 950-1000	B: 840-889	C: 700-779	D: 600-649
AB: 890-949	BC: 780-839	CD: 650-699	

In extremely rare circumstances, the professor may deviate from these grading guidelines.

Class Attendance: Attendance at each class session is expected. Class lectures complement, but do not duplicate, textbook information. There are no excused absences. There are always many reasons to miss a class, including work obligations and other activities. But please remember that you are only a graduate student taking classes once in your life and you will be working the rest of your life. You will not learn as much if you miss class and I will do all that I can to make sure you get your money’s worth.

Each of our 9 three-hour class meetings counts as two class sessions, for a total of 18 class sessions. The first 90 minutes is one class session and the second 90 minutes is the second class session. The highest grade you can earn is related to your class attendance. **Each student is allowed one, and only one, “make-up” assignment for missing an entire night of classes. The nature of the assignment must be developed with the professor.** The following scale will be used for grading attendance:

- Highest Grade an “A”: Attend all 18 sessions
- Highest Grade an “A”: Attend 17 of 18 sessions [miss half of one night]
- Highest Grade an “A”: Attend 16 of 18 sessions [miss an entire night]
- Highest Grade a “AB”: Attend 15 of 18 sessions [miss 1.5 nights]
- Highest Grade a “B”: Attend 14 of 18 sessions [miss 2 entire nights]
- Highest Grade a “C”: Attend 13 of 18 sessions [miss 2.5 nights]
- Highest Grade an “F”: Attend 12 or fewer sessions [miss 3 entire nights]

Verbal Class Participation: This course requires a great deal of **verbal (speaking out)** participation by everyone. Students are expected to come to class prepared to **make relevant points and ask relevant questions**. Although this may seem difficult at first, the ability to engage in productive dialogues with others is an essential part of being an effective manager. Improving your critical thinking ability is one of the many lifelong gifts you receive for your tuition payments. **You must become more assertive, even if you think you are already assertive, to fully experience all that life has to offer.** Verbal participation is worth **300 points (30% of your grade)**. Each student is graded at the end of the semester using the following scale, multiplied by a factor of 3.0:

- 100 points: You verbally contribute very informative and insightful comments in every class; if not a member of this class, the quality of our daily discussions would diminish significantly.
- 80 points: You verbally contribute informative and insightful comments in most classes; if not a member of this class, the quality of discussion would diminish considerable.
- 60 points: You verbally contribute informative and insightful comments occasionally; you contribute in small groups but rarely in the large class discussions; if not a member of this class, the quality of discussion would diminish somewhat.
- 40 points: You verbally contribute very little in large or small group discussions; if not a member of this class, the quality of discussion would not change.
- 0 points: Contributions in class reflect inadequate preparation and are seldom informative, insightful, or constructive; if not a member of this class, valuable air time would be saved!

Lastly, there may come a time when you wish the class would discuss something not on the agenda or not yet raised. **In those situations, please just raise your hand and redirect the discussion. If not possible, then speak with me so that I can raise the issue during our next class meeting.**

Homework Submission: There are 29 homework assignments in the course calendar. Use single-space, but skip a space between answers, such as in this syllabus. Do not compose these

during the class session. Each assignment is worth **10 points, for a total of 290 points (29% of your grade)**, and will be collected at the end of class so that you may refer to them during class discussions.

Homework **must be typed**, otherwise **two points will be deducted per question**.

Homework questions require only one paragraph answers (3-4 sentences in a paragraph). Homework answers **longer than directed will also have a 2-point deduction** – **one paragraph means one paragraph (3-4 sentences), it does not mean two paragraphs or just one sentence**. Learning to write things concisely is an essential managerial skill.

Many homework assignments ask you to apply concepts in the module to your own organizational experiences and are designed to prepare you for class discussions. Ideally, do these based on your own experiences with your current employer. Otherwise, you can provide examples based on your experiences at previous employers or some other organization.

The following grade scale will be used for submitted homeworks:

10 points: Given to the 15-30% most thorough analyses

8-9 points: Given to the 40-70% moderately done analyses

7 points or lower: Given to the 15-30% least thorough analyses

Narrative Assignment: As working professionals, you have had many experiences that have exposed you to various aspects of organizational development and behavior. Using your own individual experiences can provide the context for significant learning for yourself and others. Drawing on your experiences, **you will be required to write a 2 page, double-spaced, narrative (story) focused on a specific topic covered on your assigned presentation day.**

Narrative topics include organizational change, conflict, communication, ethics, teams, problem solving, leadership, and motivation. In addition to reading your narrative to the class, you will assist the professor in leading a class discussion regarding the topic of your narrative. In order to help facilitate the class discussion, make sure that you are familiar with the assigned textbook and reading material regarding the narrative topic.

You must write a story about a topic we will be discussing that day in class. Your narrative may be an extended exposition of a homework assignment due that day (i.e., describe a situation of escalating commitment) or some other topic in that day's reading assignment.

I strongly encourage that you write a story that has meaning for you. This is a story that will describe an experience you had from which your understanding (thoughts, ideas, and beliefs) about one of the topics assigned that day was challenged, modified, or reinforced. The story can focus on a situation that had a successful or unsuccessful outcome. The point is to share a story that will help the class apply theories, knowledge, and ideas to a specific “real-world” case.

In order to preserve anonymity, please do not use actual names or references to specific people.

Rather than stepping back and analyzing the experience from afar, keep the reader with you as you describe a personal experience. Here are some ideas to think about that may help you write a vivid description:

- Describe the context of the situation (time of day, general location, people involved).
- Include as much dialogue as possible.
- What were your concerns at the time? What were the conflicts?
- What were you thinking about as the situation unfolded?

- What were you feeling during and after the incident?
- Did anything take you by surprise during the incident?

The Narrative is worth **100 points (10% of your grade)**. The following grade scale will be used for grading the narrative:

100 points: Clearly written, topic relevant to class concepts, easy to understand, met guidelines stated above.

80-95 points: Reasonably met guidelines stated above

75 points or lower: Did not meet guidelines above

Deadlines and Late Policy: Late assignments will be **penalized 20%** for each class day it is late. **Do not email me late homework assignments.** I teach about 100 students every semester. If I print one student's homework assignment I should be willing to print everyone's homework assignment. But I can't. Therefore, please put late assignments in my mailbox or submit the following class.

Environmental Change Report – Making a Difference: This report applies concepts learned in class about organizational behavior to your own organization. It provides you with an opportunity to provide immediate “value added” to your company as a result of taking this class. You can change an organization from any position within it if you think strategically, begin with a low hanging fruit, determine the financial benefits of the change through cost-benefit analysis, emphasize that the change is a pilot project, and partner with the right people.

During previous semesters, students have learned a great deal about company operations met new people in their organizations with common interests, and increased their exposure to managers and change agents. Occasionally, students have been told “we should have done this 5 years ago,” and people are grateful someone is now taking the lead on this issue. Organizational leaders typically like to hear that you are thinking about how to save the company energy costs in the long-term and doing something good for the environment [in that order]. The paper should accomplish something that should have already been accomplished (i.e., appropriate recycling, computerize documents), but nobody has had the time or energy to focus on the issue until now.

Submit a **7- to 11-page, single-spaced, word-processed paper** that critically assesses an organization, ideally your current employer, in terms of The Natural Step Framework and your experience initiating an environmental improvement. You will recommend a specific change and engage the key “change agent” to make progress on the issue. **Double-space between paragraphs, similar to this syllabus.** Some of this analysis will be developed as homework assignments. The report format and rubric for evaluating the report appear later in the syllabus. The report is worth **310 points (31% of your grade)**.

NOTE: I have chosen an environmental change because, in the spirit of continuous improvement, all organizations need to improve their environmental performance. Environmental analysis takes you into the inner operations of the organization and is on the agenda of many managers, but not at the top of the list of things to do. **HOWEVER**, if focusing on an environmental change does not make sense for your unique situation, then **speak with the professor and offer a different type “change”** to initiate, experience, and write about.

Edgewood College Policy on Academic Honesty: “As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. [Cheating and plagiarism] are examples of violations of standards for academic honesty and are subject to academic sanctions.” Edgewood College policies allow professors to give a student caught cheating either an “F” for the assignment or an “F” for the entire course.

Other Administrative Details:

- If you know you will be missing a class in which an assignment is due, turn in the assignment to me or put in my mailbox **prior** to class to receive full credit.
- **Do not wait** until the end of the semester to see me regarding problems with the course material or your performance. Your performance in this class is important to me.
- Like managers executing actual strategy, we may need to slightly amend this syllabus as the semester progresses.
- Learning Support Services: Learning Support Services, located in DeRicci 206 (The Student Resource Center) and in Sonderegger 408, provides academic support for students. Peer tutoring is available in some introductory-level undergraduate courses. Individual assistance in time management, study skills, and test-taking skills is also available. Please contact Learning Support Services at 663-2281 for more information.
- Students with Disabilities: If you have a documented disability that requires accommodations in this course, please contact Learning Support Services, located in the Student Resource Center in DeRicci 206, 663-2281. They will work with you to provide appropriate accommodations, and all information will be kept confidential.

MAKING A DIFFERENCE “ENVIRONMENTAL CHANGE” REPORT

- 1) **Cover Page**: Creative title, name of organization, authors, date, class name, professor’s name.

- 2) **Table of Contents** – List major subheadings and page numbers in report

- 3) **Executive Summary** – Summarize all the key information contained in this report on one page; be clear and inclusive, and don’t be preachy. This **IS NOT** an introduction to the paper and it may be the only page a busy executive reads. The Executive Summary must mention the strengths uncovered by the environmental audit, opportunities for improvement, strategies you considered, which area you chose to focus on and why, cost/benefit analysis, anticipated implementation obstacles, change experience, and the outcome of your efforts. [1 page – and do not exceed 1 page]

- 4) **Organization and/or Work Unit Information** – Describe the nature of your business/work, location, product/service, annual revenue, number of employees, etc. [1 paragraph]

- 5) **The Natural Step Environmental Audit** – Evaluate your organization’s environmental performance using the first three Natural Step objectives: (1) reduce wasteful dependence on fossil fuels, underground metals, and minerals, (2) reduce wasteful dependence on chemicals and unnatural substances, and (3) reduce encroachment on nature, particularly regarding energy use, water use, air, material resources, food, land, transportation, and building dynamics. Complete the chart below and then, in paragraph form, discuss your satisfaction or dissatisfaction with each step. If possible, collect relevant data. [2 pages]

	Environmental Strengths	Potential Environmental Improvement Areas
Fossil Fuel and Mineral Use Analysis		
Chemical and Unnatural Substance Analysis		
Encroachment on Nature Analysis (land, water, wildlife)		

6) **Screening Table** – Develop a Screening Table (p. 141) for three strategies that address an important potential environmental improvement area. Evaluate the strategies using the following three categories: Cost, Effectiveness, Can Accomplish this Semester. Use a 1-5 scale with “5” representing the best value in each category: Low cost, High effectiveness, High likelihood of accomplishing this semester.

Complete the chart below to pick a “low hanging fruit” solution (something relatively easy to change), and explain your decision making process and choice in paragraph format. [1-2 pages]

SCREENING TABLE

Alternatives	Decision Attributes			Total Score
	<i>Low Cost</i>	<i>Highly Effective</i>	<i>Done in Semester</i>	
Strategy #1				
Strategy #2				
Strategy #3				
Measures: 5 = Yes, 3 = Moderate, 1 = No				

7) **Quantitative Data for Chosen Strategy: Cost/Benefit Analysis** -- To increase the likelihood of success, you should be able to empirically demonstrate to a manager that your strategic solution will either reduce costs (i.e., decrease amount of payments for landfill disposal), increase revenue (i.e., attract new business), or increase employee productivity (i.e., improve morale). Perform a cost/benefit analysis for your chosen strategy that you can give to the manager or change agent. If a cost/benefit analysis is not appropriate, then provide some data relevant to your solution. [1 paragraph to 1 page]

8) **Lewin Force-Field Analysis** – As shown in the diagram below, develop a force-field organizational change chart for your change recommendation. List the forces against change first, and then explain how to overcome that particular change obstacle, including data if needed. Discuss the prioritization of the obstacles; which obstacle is the most problematic and why? [1-2 pages]

CURRENT STATE (Environmental Problem):		FUTURE STATE (Environ. Goal):
(2) Force to Overcome the Change Obstacle →	← (1) Forces Against Change	

9) **Action Plan** – Given your recommended solution and anticipated obstacles, develop an “Action Plan” for accomplishing the “pilot project” by clearly stating: (1) The **problem** you are correcting (one sentence), (2) the **goal** (one sentence), (3) the **strategy** you will pursue (one or two sentences), and (4) how you will **measure** success (one or two sentences). Refer to your strategic solution as a “pilot project” and keep the parameters reasonable.

10) **Meeting with Change Agent** – Bring two documents to the meeting – (1) your action plan (see #7 above) and (2) your cost benefit analysis (see #9 above). Begin the meeting by praising the change agent and/or organization’s environmental accomplishments and educate the change agent about cost savings, revenue generation, or employee morale impacts. The change agent should become your ally, and vice-versa. Exhibit the attitude that you want to make the change agent look good by implementing your recommended change. This is not about you, it is about the change agent and your company.

Discuss the dynamics of your meeting with the organizational change agent responsible for the area involving your change recommendation. Explain [1-2 pages]:

(a) What is the change agent’s power base? (pp. 190-192)

- (b) Is change agent a blue, green, brown or red personality and how did this impact the communication style you used? (handout)
- (c) What social influence tactics did you use to influence the change agent? (pp. 194-196)
- (d) How did you try to motivate the change agent – apply Operant Conditioning (pp. 235-239), MBO (pp. 244-245), Expectancy Theory (pp. 250-254), or Equity Theory (pp. 254-259)?
- (e) How did you communicate with the change agent – how did you encode and transmit the message? (pp. 60-61)
- (f) The context of your meeting with the change agent – where did you meet, what was on the agenda, how did the meeting go? (pp. 112-115)
- (g) What was the change agent’s response to the data you provided?

11) **Outcome** – What was the result of the meeting? Did the change take place? How much success did you have? What would you do differently to achieve greater success? [1 page]

12) **Change Experience Reflection** – Summary of primary lessons learned as a result of doing this project, including lessons learned about yourself. [1 page]

ENVIRONMENTAL CHANGE REPORT GRADING RUBRIC	Unacceptable: C-F	Good: B; Nice effort but needs a major change	Very Good: AB; Needs a minor change	Superior: A
Class Presentation: Informative, Interesting, and within Time Constraints [10%]	0-4 points	5-8 points	9 points	10 points
Report Appearance and Writing Quality: Format, Neatness, Grammar, Understandable [10%]	0-4 points	5-8 points	9 points	10 points
Executive Summary: Contains all the appropriate details all on one page [10%]	0-4 points	5-8 points	9 points	10 points
Organization Information, The Natural Step Environmental Audit and Screening Table: Thoroughly explained and reasonable [20%]	0-8 points	9-16 points	18 points	20 points
Quantitative Data, Lewin Force-Field Analysis and Action Plan: Thoroughly explained and reasonable [20%]	0-8 points	9-16 points	18 points	20 points
Meeting with Change Agent Analysis and Outcome: Thorough and understandable [20%]	0-8 points	9-16 points	18 points	20 points
Personal Reflections on Change Experience: Thorough and Appropriate [10%]	0-4 points	5-8 points	9 points	10 points

Professor Denis Collins' Grade Summary.

Excellent [A], 95-100 points: Could hand in report to the boss. Very Good [AB], 85-94 points: Need to make a few minor changes before giving to boss.

Good [B], 72-84 points: Need to make a few major changes before giving to boss. Unacceptable [C-F], Below 72 points: Need to start over again.

KEEPING TRACK OF POINTS EARNED – BUS 603

Class Attendance		Homework Submitted						
<i>Class #</i>		<i>HW#</i>	<i>Value</i>	<i>Earned</i>	<i>HW#</i>	<i>Value</i>	<i>Earned</i>	
1A		1	10		16	10		
1B		2	10		17	10		
2A		3	10		18	10		
2B		4	10		19	10		
3A		5	10		20	10		
3B		6	10		21	10		
4A		7	10		22	10		
4B		8	10		23	10		
5A		9	10		24	10		
5B		10	10		25	10		
6A		11	10		26	10		
6B		12	10		27	10		
7A		13	10		28	10		
7B		14	10		29	10		
8A		15	10		Total	290		
8B								
9A								
9B								
						Value	Earned	
		Environmental Change Report					410	
		Verbal Class Participation					200	
		Narrative					100	

Denis Collins
Professor of Business and Sam M. Walton Free Enterprise Fellow
Business Department, Edgewood College, Madison, WI 53711
608-663-2878; dcollins@edgewood.edu; <http://business.edgewood.edu/dcollins>
<http://business.edgewood.edu/behavingbadly>

Education: Ph.D., University of Pittsburgh, 1990; Business Environment & Public Policy
MA, Bowling Green State University, 1987; Philosophy
BS, Montclair State College, 1977; Business Administration

Books and Monographs:

Denis Collins (2006) *Behaving Badly: Ethical Lessons from Enron*, Dog Ear Publishing
Denis Collins (1998) *Gainsharing and Power: Employee Reactions, Organizational Outcomes, and Lessons Learned from Six Case Studies*, Cornell University Press.
Denis Collins (1996) *Understanding and Changing Business and Society Relationships: An Annotated Bibliography of the 1990-1995 International Association for Business and Society Annual Proceedings*, a special issue of *Business & Society*, 35(3).
Denis Collins (1996) *Community Involvement and Service Learning Student Projects*, a special issue of *Journal of Business Ethics*, 15(1).
Denis Collins & Mark Starik (1995) *Sustaining the Natural Environment*, JAI Press.
Denis Collins & Thomas O'Rourke (1994) *Ethical Dilemmas in Business*, South-Western.

Peer-Reviewed Scholarly Articles: More than 25 articles in *Personnel Psychology*, *Organization Science*, *Environmental Ethics*, *Journal of Labor Research*, *Journal of Applied Behavioral Science*, *Business & Society*, *Journal of Business Ethics*, among others.

Scholarly Articles (Not Peer Reviewed): Over 20.

Conference Papers Presented: Over 25.

Invited Speeches and Presentations: Over 150.

Other Writing Responsibilities: Columnist for *Madison Magazine* on socially responsible practices.

Teaching Experience: International Business Strategy/Policy, Multicultural Management, Organizational Behavior, Leadership, Business Ethics, Business & Society, and Political, Ethical and Legal Environments of Business to MBAs, Executive MBAs and Undergraduates.

Teaching Awards:

- Finalist, Academy of Management's Distinguished Educator Award, 1996.
- Lawrence J. Larson Excellence in Teaching Award, University of Wisconsin-Madison, 1994.
- Voted Most Outstanding MBA faculty member at University of Wisconsin-Madison in three consecutive *Business Week* alumni surveys (*The Best B Schools*, 1993, 1995 and 1997).

Professional Service:

- Board of Governance, Social Issues in Management Division, Academy of Management
- Board of Directors, International Association for Business and Society

Editorial Board:

- *Encyclopedia of Business Ethics & Society*
- *Journal of Business Ethics*
- *Journal of Academic Ethic*

ORGANIZATIONAL DEVELOPMENT AND BEHAVIOR (BUS 603) THURSDAY SCHEDULE

Class/Date	Readings	Written Homework Assignments
<p><u>Class 1A & 1B</u> January 17 <i>Introduction and Managing Yourself</i></p>	<p>Syllabus</p> <p>Class schedule in syllabus (note we will meet 3/29 instead of 4/5)</p> <p>Class 1A & 1B “Packet” Material (do not do the surveys, we will do them in class)</p> <p>Bring Class 1A & 1B “Packet” Material to class.</p>	
<p><u>Class 2A & 2B</u> January 31 <i>Organizational Change and Managing Conflict</i></p> <p><u>5:30-7:00, PRD 307:</u> Guest Speaker: Virginia Deibel, Founder & CEO, TRAC Microbiology – “Do as I say, not as I did: Savvy Start-Up</p>	<p>Chapter 1: Managing Change</p> <p>Class 2A & 2B Packet Material</p> <p>Chapter 2: Managing Conflict</p> <p>Chapter 4: Managing Teams, pp. 117-120 (“Using Special-Purpose Group Techniques)</p> <p>Bring Class 2A & 2B “Packet” Material to class.</p>	<p>NOTE: Answers must be limited to 1 paragraph per numbered assignment – a total of 4 paragraphs for today that fit on just one side of one sheet of paper.</p> <ol style="list-style-type: none"> 1. Describe a successful organizational change you have experienced in terms of change target (p. 5), resistance to the change (pp. 6-7), change approach used (p. 8), and support given to employees during the transition (pp. 12-14). 2. Describe an unsuccessful organizational change you have experienced in terms of change target (p. 5), resistance to the change (pp. 6-7), change approach used (p. 8), and support given to employees during the transition (pp. 12-14). 3. Explain what went wrong for the “unsuccessful” change by using the “Overcoming Resistance to Change Bottom Line” framework on page 12. 4. Think about a major conflict experienced in your organization. What were the root causes of the conflict (pp. 37-38), what conflict styles did the major

Strategies”		participants in the conflict use (pp. 40-42), and how was the conflict resolved (pp. 43-46)? If not resolved, how could it have been resolved?
<u>Class 3A & 3B</u> February 14 <i>Environmental Management, Project Management, Environmental Change Report</i>	Class 3A & 3B Packet Material Environmental Change Report instructions, format, and grading rubric (syllabus) Bring Class 3A & 3B “Packet” Material to class.	<p>NOTE: Answers must be limited to 1 paragraph per numbered assignment – a total of 4 paragraphs for today.</p> <p>5. Complete the “Calculating Your Carbon Footprint” (in your packet) for your home. How many pounds and short tons of carbon do you emit per year? Is that amount average, above average, or less than average? What are you doing right and what improvements can you make?</p> <p>6. Interview the employee responsible for managing the company’s energy-related costs (electricity, heating, water, etc.). How does the company’s energy costs compare to the previous year? Has the company had an energy audit performed by local utility? What energy efficiency changes has the company made or what changes are being considered? Would efficiency options not pursued in the past be worth pursuing if energy costs increase next year by 50%?</p> <p>7. Evaluate your organization’s environmental performance using the first three Natural Step objectives: 1) minimize dependence on fossil fuels, underground metals, and minerals and replace them with other more abundant materials; 2) minimize dependence on chemicals and unnatural substances and replace them with compounds that break down more easily in nature; and, 3) minimize the use of land, water and wildlife.</p> <p>8. Based on your Natural Step organizational analysis in previous question, pick a “low-hanging fruit” to change. Develop a Lewin force-field organizational change chart for the change you just recommended. List the forces against change first, and then provide mechanisms for overcoming the change resistance.</p>
<u>Class 4A & 4B</u> February 28 <i>Problem Solving</i>	Chapter 5: Problem Solving Class 4A & 4B Packet Material	<p>NOTE: Answers must be limited to 1 paragraph per numbered assignment – a total of 5 paragraphs for today [all on one side of one sheet].</p>

	<p>Bring Class 4A & 4B “Packet” Material to class.</p>	<p>9. Describe an organizational situation where managers were prone to escalating commitment (p. 143). Why did this happen? In retrospect, how could managers have avoided escalating commitment?</p> <p>10. Complete the Left Brain/Right Brain survey and Adaptive/Innovative Analysis survey (both in packet). How does your style create value added at work? Does your boss recognize this attribute in you and give you assignments that benefit from them? Do you recognize these attributes in your peers and subordinates and assign them tasks that benefit from them?</p> <p>11. Describe an organizational situation where an employee creatively modified a product, service, or work process. Which of the creativity enhancing techniques (pp. 156-159) did the person use? What negotiating style (pp. 164-165) and what win-win guidelines (pp. 166-167) were used to get either managers or other employees to implement the creative solution?</p> <p>12. Regarding your experience at Edgewood College (faculty, staff, curriculum), list three satisfactions with the MBA program and three dissatisfactions. For one dissatisfaction, list three strategies the school could implement to turn the dissatisfaction into a satisfaction. Then construct a “Screening Table” (pp. 141-142) for the three strategies based on three criteria: Time (can be implemented quickly?), Effectiveness (will it really solve the problem?), and Cost (inexpensive?). Use a “number scale” to compare strategies in screening table and reach a conclusion (ideal solution is: quick implementation, very effective, inexpensive).</p> <p>13. Summarize a problem you are experiencing at work. Develop three strategies and alternatives using a Screening Table. Use a “number scale” to compare strategies in screening table and reach a conclusion.</p>
<p>Class 5A & 5B March 13 <i>Motivation</i></p>	<p>Chapter 7: Motivating Effectively Class 5A & 5B Packet Material</p>	<p>NOTE: Answers must be limited to 1 paragraph per numbered assignment – a total of 4 paragraphs for today.</p>

	<p>Bring Class 5A & 5B “Packet” Material to class.</p>	<p>14. Describe how a manager tried to motivate the worst performer in your work unit. Did the manager apply Maslow’s Need Hierarchy (pp. 230-232), Operant Conditioning (pp. 235-239), MBO (pp. 244-245), Expectancy Theory (pp. 250-254), or Equity Theory (pp. 254-259)? Did it work? If no, why not? What would work?</p> <p>15. Using the Behavioral Profile Survey and Chart that you completed at the beginning of the semester (packet, Week 1) re-evaluate yourself for each criterion. Insert your score in the profile chart using the ‘End’ rows. Compare your “Overall Profile Average” for the beginning and mid-semester and identify areas of improvement. Discuss your results.</p> <p>16. At the beginning of the semester, you listed two goals and strategies at the end of the Behavioral Profile Chart. Did you accomplish them? Why or why not?</p> <p>17. If <u>you did not accomplish</u> your two goals, conduct a Lewin “force-field” analysis (in handout packet for Class 2) highlighting the forces resisting change and how to overcome them. If <u>you did accomplish</u> your two goals, what new goal would you like to accomplish in the next 6 months? What strategy will you pursue to accomplish that goal?</p>
<p><u>Class 6A & 6B</u> March 27 <i>Power and Politics, Human Resources</i></p>	<p>Chapter 6: Managing Power, Social Influence, and Politics</p> <p>Harvard Business School Case: “Sonoco Products C.: Building a World-Class HR Organization” (company website: www.sonoco.com)</p> <p>Class 6A & 6B Packet Material</p> <p>Bring Class 6A & 6B “Packet”</p>	<p>NOTE: Answers must be limited to 1 paragraph per numbered assignment – a total of 5 paragraphs for today.</p> <p>18. Describe an organizational situation where a leader successfully accomplished an important goal. What was the leader’s base of power (pp. 190-192) and what social influence tactics worked (pp. 194-196)?</p> <p>19. Describe an organizational situation where a leader failed to achieve an important goal. What was the leader’s power base (pp. 190-192) and what social influence tactics didn’t work (pp. 194-196)? Why?</p> <p>20. Complete the Machiavelli, Leadership Style and Locus of Control surveys in</p>

	<p>Material to class.</p>	<p>the packet. What do they say about you? What implications does this have in terms of your work performance?</p> <p>21. For the Harvard Business School “Sonoco Products Co.: Building a World-Class HR Organization” case, assume that you are a consultant to Sonoco at any point in time. Choose one problem that concerns you the most and develop an extended action plan (problem, initial solution, major obstacles against implementing solution, recommendations for overcoming the major obstacles) responding to the problem. If you are unsure of a problem, then develop an action plan regarding whether Hartley should adopt the centralized or hybrid HR option.</p> <p>22. What issue in the case is an area that your current employer should work on improving to enhance your organization’s effectiveness? A list of possible issues appears in the Class 6 Packet Material. Develop an extended action plan for improving your organization’s effectiveness on this issue.</p>
<p><u>Class 7A & 7B</u> April 10 <i>Communication Processes and Barriers, and Ethics</i></p>	<p>Chapter 3: Communicating Effectively</p> <p>Class 7A & 7B Packet Material</p> <p>Bring Class 7A & 7B “Packet”</p> <p>Material to class.</p>	<p>NOTE: Answers must be limited to 1 paragraph per numbered assignment – a total of 3 paragraphs for today.</p> <p>23. Describe an organizational situation that highlights a communication failure. Using the Communication Process Model (pp. 60-61), where in the process did the failure occur, what were the communication barriers (pp. 64-65), and how could the barriers have been overcome (pp. 65-67)?</p> <p>24. For the “Reporting Business Results” case in the packet, use the 6 ethical framework questions (also in the packet) to answer the question: If you were Ken Lay, how much of the hidden losses would you report to the public when you announce third quarter results: (1) \$7 billion in losses and risk financial collapse, (2) \$2 billion in losses to match Wall Street expectations or (3) \$1.2 billion suggested by other Enron executives? Why?</p> <p>25. Complete the “Moral Levees Organizational Check-Up” for your organization. What score did your organization earn? Choose one area of</p>

		improvement and develop an action plan (problem, goal, measure, strategy) for improving it.
<u>Class 8A & 8B</u> April 24 <i>Managing Effective Teams</i>	Chapter 4: Managing Teams Class 8A & 8B Packet Material Bring Class 8A & 8B “Packet” Material to class.	<p>NOTE: Answers must be limited to 1 paragraph per numbered assignment – a total of 4 paragraphs for today.</p> <p>26. Describe your best work team experience in terms of type of team (pp. 101-102), team size (pp. 104-105), team-member roles (pp. 106-107), types of problem behaviors (pp. 110-111) and guidelines for dealing with problem behaviors (pp. 111-112).</p> <p>27. Describe your worst work team experience in terms of type of team (pp. 101-102), team size (pp. 104-105), team-member roles (pp. 106-107), types of problem behaviors (pp. 110-111) and guidelines for dealing with problem behaviors (pp. 111-112).</p> <p>28. Describe your worst team meeting. Analyze it in terms of how the meeting was structured (pp. 112-115).</p> <p>29. Complete the Team Assessment survey in the Packet. For the category with the lowest score, develop an action plan (problem, goal, measure, strategy) to improve that area.</p>
<u>Class 9A & 9B</u> May 8 <i>Work-Life Balance and Environmental Change Report</i>	Class 9A & 9B Packet Material Complete “Work-Life Employee Concerns” Questions for purposes of class discussion (but it will not be collected). Complete “Work-Life Owner/Management Concerns” Questions for purposes of class	<i>Environmental Change Report Due</i>

	discussion (but it will not be collected). Bring Class 9A & 9B “Packet” Material to class.	
--	--	--