UNIVERSITY OF CALIFORNIA  
Haas School of Business  

B.A. 150 - Organizational Behavior (section 2)  
Course Outline  
Spring, 1997  

Instructor: Karlene H. Roberts, F549 Haas School of Business, 642-5221, karlene@haas.berkeley.edu Office hours Fridays, 9:30 - 10:30 and by appointment  

The purpose of this course is to introduce you to some management concepts important in managing and/or existing in organizations. We will divide the course into three sections reflecting three major questions people should ask when they become members of organizations. The three major questions are:  

(1) How are we organized around here?  
(2) How do we get things done around here?  
(3) How do I get things done through other people?  

The first major question, "How are we organized around here?", has to do with issues of organizational structure, technology, culture, and socialization. The second issue, "How do we get things done around here?", is concerned with group and team processes in organizations, decision making, power and politics, and communication. The third issue, "How do I get things done through other people?", focuses our attention on leadership, motivation, and organizational change.  

The course is managerial in orientation. We wish to understand organizations to make them more effective. The course is also theoretical. Good people management requires systematic thinking; a theory of structure, leadership, culture and the like, from which practical guidelines flow. Sheer hands-on, seat-of-the-pants intuition rarely succeeds over the long haul.  

IF YOU CANNOT ATTEND ALL CLASS SESSIONS AND IF YOU CANNOT LIVE WITH ALL THE CLASS REQUIREMENTS, DO NOT TAKE THIS SECTION OF THE COURSE. ATTENDANCE WILL BE TAKEN INTERMITTENTLY. SOME GUEST SPEAKERS WILL VISIT THE CLASS. AT THOSE TIMES FRIDAY SECTIONS WILL NOT MEET AND THE CLASS WILL MEET ON THURSDAYS FROM 5 TO 6 IN ANDERSEN AUDITORIUM. PLEASE READ THE SYLLABUS CAREFULLY FOR THESE SUBSTITUTIONS TO BE SURE YOU CAN BE FREE.  

Assignments  

A midterm consisting of essay questions constitutes 25% of your grade. Sample essay questions are provided in the appendix. The first midterm will cover issues raised from the beginning of class to the date of the midterm. A group project (described here) constitutes 30% of the grade. A final exam consisting of essay questions is worth 35% of the grade. The final is cumulative in the sense that students who reflect back on issues covered from the
beginning of the course will receive the better grades. Samples of final exam questions are in the appendix. There will be no make ups for the midterms or final so be sure you can attend both. Grades on both tests will be based on your ability to answer the questions and your ability to organize and phrase answers in good English. The exam grades will be curved (unless I find some extraordinary reason to give you all As or Fs) issue:

A range = 30% of the class  
B range = 40% of the class  
C range = 25% of the class  
Below C = 5% of the class

For each issue we cover in class my lectures will address:

1. The history of the issue.
2. The basic controversies surrounding the issue.
3. Some major theories and their application.

Sections will be devoted to discussion, and analyzing written and video cases. All these activities plus the assigned reading are fair game for exam questions. Students may not view video tapes other than during class and they may not make up other exercises and cases.

Class participation (10% of the grade)

The evaluation of your class participation has three components; a) contribution to class discussion particularly in section (drawing on both reading and lecture material), b) group oral presentations, and c) peer evaluations. Project teams are to report to me no later than February 28th regarding the participation of each team member. You are expected to read the assignments before each class session and it is fair game for me to ask you personally about them during class. You will be called on to analyze written and video cases. Evaluations of this part of your participation will be based on your ability to contribute comments that are insightful, relevant, and progressive (move the discussion along).

Text


Cases

Available at the ASUC Custom Publishing Service (Corning Class Works nd People Express).
Sessions

Wednesday, January 22nd

1 What's this all about? An introduction to organizations and managing. We will go over the syllabus. Complete the quiz on the syllabus (in appendix) and turn it in on Friday, January 24th. This is how I will take roll on the 24th.

Friday, January 24th

The reason to view the tape is to try to gain some sensitivity about how business is shaping up in the 1990s. It provides a dynamic view of business development that we'll want to keep in mind as we proceed through the relatively more static readings during the semester. Answer the three questions in the "Notes on Chaos" section of the appendix. Hand them in on Wednesday, February 5th. This is how I will take roll on February 5th.

Read: Greenberg & Baron, ch. 1.
Video: Tom Peters: Thriving on Chaos

Wednesday, January 29th

Work in a changing world.

Read: Greenberg & Baron, ch. 2; ch. 6, pages 262-207.

Friday, January 31st

Special panel on work in a changing world. Panelists are UCB undergraduates:

SECTION I. HOW ARE WE ORGANIZED AROUND HERE?

Wednesday, February 5th

The bottom line. Organisational structure, design, and technology. What precipitates the structuring of organizations? How does technology influence all this?

Read: Greenberg & Baron, ch. 14, pp 485-498; ch. 15.

Friday, February 7th

Before coming to class answer the quiz on page 541 of Greenberg and Baron and be prepared to discuss whether you favor a mechanistic or organic organization and why.

3
Case: "Corning Glass Works"

We'll use lecture material and Baron and Greenberg ch. 15 to discuss this case. Describe CGW's culture and structure. How have changes in the environment affected its "fit?" How do Bennett and Rogers leadership styles impact problems in the structure? What organizational changes do you recommend? Be sure to read the attached memo on the case method (in appendix) before getting started.

Wednesday, February 12th

Socialising people into organizations and organisational culture. How do we socialise people into organizations? What is organisational culture? Does culture help in the socialisation process?

Read: Greenberg & Baron, ch. 14; ca. 6 pp 190-196; Greenberg & Baron, (5th edition), pp 204-221 (in reading packet).

Friday, February 14th

Team selection for project. A team project will be conducted in this course. Groups will study real organizations making use of the conceptual and methodological tools of the course. You should choose an aspect of organizational behavior to which the course devotes attention and which interests you. Possibilities include organizational design, communication, motivation, leadership, group dynamics, power, etc. Your study should be analytical and problem-oriented, not just descriptive, although good description making use of the concepts and categories of the course is an important component. The field work for the project should be done early; however, you will have the week of March 18th free of class. To this end, consider your team a consulting group. Specifically, you should do the following:

1. Select a specific contact person in the organization of your choice,

2. Familiarize yourself with the organization you choose. You may want to ask your contact person for materials such as organization charts, demographic characteristics (e.g. size, number and organization of departments, personnel classes), annual reports, mission statements, or any other relevant information. Your organization may have been discussed in either a book or in the press in general. Apply for a job in the organization, get the 10K reports. Check the
3. Select a particular problem or issue or set of issues to study. The range of options is large. The most important criteria for problem selection are that it a) concerns organizational behavior, b) is relevant and important to the organization you select; and c) is of current interest to members of the organization. Some examples are:

- low commitment or motivation among employees
- low productivity
- an award winning culture
- poorly defined tasks
- high productivity
- inappropriate culture
- problems from downsizing or restructuring

4. Do a library search of both your organization and the constructs you plan to study. Provide references to the literature in your report.

5. Once you’ve chosen an organization to study and one or a few issues to explore your analysis should be clear, logical, and based on what you learn by reading and attending class. Each group will turn in one paper which should have the following elements:

- a brief description of the organization in organizational terms -- what business is it in and how is it structured;
- a brief description of your contact(s) who you may also see as the person (or people) you’re working for;
- a description of the issue(s) or problem(s) -- is it (are they) chronic, do it (do they) involve employees at all levels, etc.?
- a clear analysis of the problem(s) or issue(s), why is it (are they) occurring, who’s paying attention to it (them), how are they dealing with it (them)?
- a detailed plan of action or remedy -- if it’s a very good organization how can they keep it that way;
- who will benefit and who will lose from your plan;
- what course materials provide evidence your plan will work;
- what constraints might you encounter if you actually had to implement the plan, how might you overcome resistance?

Teams will contact members of organizations and set up interviews with them. This means you have a very few weeks to make contacts and develop interview schedules. Teams will need to discipline themselves, set up regular meetings and begin work from the very beginning of the
course.

On February 28th each group will give the class a presentation of no longer than ten minutes in which the groups will introduce each of their members to the class and provide a summary of their project, including the organization they are studying and the content of that study. They should also mention something about their points of contact in the organization and what they hope to do. At this time Groups will also hand in a one page proposal that lists the name, e-mail, and phone number of each group member, the name of the organization you're studying, the job level of your contact person(s), and a brief description of the issue(s) you intend to analyze. Each group member must also submit a statement about the quality of his/her participation in the group and the quality of each other member's participation. If a group is having trouble with participation by any member it should see the instructor before February 28th.

Former students have come up with a potpourri of things they thought might help you. These include:

1. Start early delineating your problem
2. Name your group
3. Find regular meeting times
4. Define your intermediate and final goals
5. Define what people want to contribute/get out of the experience
6. Don't let theatrics overwhelm content in your executive summaries
7. Think about using only a part of your group in the executive summary
8. Develop leadership
9. Develop a war fund
10. Have early team meetings
11. Develop rewards (i.e., a pot for a gift certificate at Yogurt Park)
12. Sub group your group if necessary

Students should feel free to be imaginative about the direction their projects take. You should do as many things as you can think of to gain a working familiarity with the processes you are studying. For some topic areas it may be appropriate to ask to see the 10k reports or look at the organization's Standard and Poor's ratings. It might be useful to apply for a job in the organization. You may want to look at anything published in the media or in book form about the organization.

Final reports may not exceed twenty pages. Do not submit them in clear plastic folders with a rib. You need not turn your report in until the day before the first final exam on the Berkeley campus (giving you a chance to do a smashing job). However, you will be required to give an oral executive summary to the class which the

6
instructor will grade which constitutes 5% of the group project
grade (criteria for grading are in the appendix). The instructor
will allot each team a specific number of minutes for the summary
and assign a date for the presentation. Teams are required to
think about how they will use the time. They can use it to present
a finished product to the class, complete with flip charts, songs
and dances, or whatever else works. They can use it as a feedback
session for the class. Students are warned not to let theatrics
overcome content.

Read the following as soon as you’re assigned a team.

Read: Blake, "Eight Tips on Holding a Staff Meeting"
Stewart & Cash, "Interviewing: Principles and
Practices," Chs. 3 and 4. (On Reserve, Long Library,
under the title, "Readings for BA 150 - Roberts").

SECTION II. HOW DO WE GET THINGS DONE THROUGH OTHER PEOPLE?

Wednesday, February 15th

How do we get things done around here? Group and team
processes in organizations. What are these processes?
How does conflict develop and how is it managed?

Read: Greenberg & Baron, ch. 8.

Thursday, February 21st

Guest: Greg Daley
Captain
United Airlines

Wednesday, February 26th

Mike Wilson
Haas Computer Center
A discussion on how we can learn the available media
equipment and how to use it for our project reports.

Pat Maughan
Long Library
A discussion on searching library data bases to obtain
relevant literature for projects.

Friday, February 28th

GROUP PROJECT REPORTS (10 minutes per group)

Wednesday, March 5th

MIDTERM
Thursday, March 6th

Guest:
San Francisco Giants

8 Wednesday, March 12th

Group processes in organizations. Decision making. What are various approaches to understanding how decisions are made in organizations? What are some of the problems associated with decision making in organizations?

Read: Greenberg & Baron, ch. 10.

Friday, March 14th

Video: ABC News "The Cuban Missile Crisis" (October, 1992) Interviews with actual participants some 30 years later. The case analysis draws on material from the lecture and reading.

9 Wednesday/Friday, March 12th/13th

FIELD WORK FOR PROJECTS

10 Wednesday/Friday, March 26th/27th

SPRING BREAK

11 Wednesday, April 2nd

Group processes in organizations. Power and politics. How are power and politics developed and used in organizations?

Read: Greenberg & Baron, ch. 12.

Thursday, April 3rd

Guest: Professor Stephen Sloane
Department of Government
St. Mary's College

12 Wednesday, April 9th

Group processes in organizations. They're impossible without good communication. Communication is the glue that ties organizations together. Communication can be looked at as both a structure and process of organizational life. How is information transmitted accurately and how is it distorted in organizations.
Read: Greenberg & Baron, ch. 9.

Thursday, April 10th

Guest: Peter Sarna
Director of Public Safety
East Bay Regional Park System

SECTION III. HOW DO I GET THINGS DONE THROUGH OTHER PEOPLE?

13 Wednesday, April 16th

Getting things done through other people. Leadership is the process through which managers attempt to get others organized to complete the tasks required in organizations. What different leadership styles exist in organizations? Which are most effective? Are there organizational constraints that influence how one can lead?

Read: Greenberg & Baron, ch. 13.

Friday, April 18th

Complete the quiz on page 465 of your text and bring it with you to section.

Film: Lane Nasmeth: Discovery Toys

14 Wednesday, April 23rd

Getting things done through other people. Motivation in organizations.

Read: Greenberg & Baror, ch. 5; ch. 6, pages 177-189.

Friday, April 25th

Do the exercise on page 173 of your text (assessing work rewards) and bring it with you to class. Be prepared to discuss the questions related to this exercise.

Film: Comparing the motivational strategies of Purdue’s basketball coach, Bobby Knight, and Stanford’s former coach, Tara Van der Veer

15 Wednesday, April 30th

Organizational change. Impetus for change comes from both inside and outside the organization. What are factors that lead to organizational change and how do
organizations go about the process of change.

Read: Greenberg & Baron, ch. 16.

**Friday, May 2nd**

**GROUP PROJECT PRESENTATIONS**

**Wednesday, May 7th**

**REVIEW FOR FINAL**

**Friday, May 9th**

**GROUP PROJECT PRESENTATIONS**
APPENDIX

Answer the following three questions and hand them in Wednesday, January 29th.

1. What does Tom Peters say you will have to do to be a successful manager in the future?

2. What are the characteristics of successful companies he uses as examples?

3. What world and national events will determine how you will have to manage in the future?

SOME NOTES ON "THRIVING ON CHAOS"

Companies that can’t change are fading away.

The stable companies (IBM, GM, etc. aren’t so stable any more)

Predictions are that the best is yet to come or we’re going down the tubes. One or both may be true.

Age of hustling minor companies.

Companies in LA

Thousands of small growth companies

West Coast is where economy of 21st century will be formed

In this nation where do we assume economic center is?

What are the characteristics of a 21st century economy?

- Diversity of small companies
- Index of growth not # of Fortune 500s but # growth companies
- Diversity of work force
- Find a niche, meet a market
- International market
- Majority of people will not be working for Fortune 500
- Faster, faster, faster

Why is West Coast growth not noted?

- East Coast press stereotypes
- West Coast not seen as a serious place

Notation that LA area has the largest concentration of ethnically diverse people in the nation

Discusses networking. What does he mean? Networking with people
geographically dispersed through faxes, phones, phone mail, etc.

Do or die, race to survive in chaos

Shrinking 3 year cycles to 3 day cycles in service as well as mfg. sector

The leading service co's are dragging mfg. into 21st century kicking and screaming

MCI - Flexible multi billion dollar co. A tidy, efficient network of 18,000 people. Their eastern switch in VA finds problems before customers do and fixes them. An undescrivable type of energy in the co (culture). They had no market share. Beat AT&T in the courts. And then became value added co. It used to be said that one could go from rags to riches to rags in three generations. Surely can do this in less than one generation. We don't shoot people who make mistakes. We shoot people who don't take risks. Cowboy mgmt.

They've had several businesses: lobby govt., raise $$$, litigate. They have a game plan. Not like football where everyone knows where will be. But like basketball where everyone knows where are at beginning and at end.

No need for middle mgmt. org. is compressed. Middle mgmt. gathered, distorted, held, and distributed info. That will change. Major shift in the structure. Flattened hierarchy. MCI mail is a tool to breaking down those barriers (4,000 messages a week internally).

Structure and purpose to lack of structure. Search for ideas. Outside mfgs. are full partners. Collection of best firms that can do jobs best. Info technology shrinks hierarchy.

The first 200 years of the Industrial Revolution was about lumps (coal, oil, etc.). The fastest growing economies are in S.E Asia and the only resources they have are people. The lump economy went out and the information economy came in.

Quad Graphics. Cranks out high quality magazines. They do this by learning, training, and teaching. There are only two lawyers of management between the lowest level employee and the CEO. There's no personnel department. Team leaders do evaluations. You try something and see if it works.

Conversation with Rosabeth Moss Kanter about When Giants Learn to Dance. A career isn't in a big company today. A career is one in which people are oriented toward project building skills they'll take elsewhere. A new bargain is afoot, "we've got to give you more skills."
It's time of total chaos and unparalleled opportunity. People who
need structure won't survive.

SOME MIDTERM AND FINAL EXAM 'LIKE' QUESTIONS

Midterm
1. How does organizational technology influence organizational
structure?

2. Given Tom Peters' perspective on the future of management, what
would you predict you would have to know about developing and being
responsive to various organizational cultures?

3. What group process factors sight you expect to operate in your
project groups and why?

Final
1. Your group project team has just been hired by the Director of
the Undergraduate School of Business to help his address the
ongoing problem of curriculum change. To do this job effectively
your group has to change. Describe its current properties along
lines you think are most important in your group (communication,
structure, group processes, leadership, etc.). Then indicate to me
directions of change the group should take and strategies you will
implement to try to accomplish change.

2. Given your exposure to (San Francisco Giants) and Pete
Sarna (East Bay Regional Park System) how to you think their
companies differently reward their employees.

3. What are some of the "textbook" aspects of decision making you
saw in the Cuban Missile crisis example.

CRITERIA FOR EVALUATION GROUP CLASS PRESENTATIONS

Content
How well did the content of the presentation reflect some
aspect(s) of the substance of the course?

Interest
How well did the presentation grab the instructor’s
interest?

Organization
How well organized was the presentation?

Enthusiasm

13
STUDENT EVALUATION OF TEAM MEMBERS
(To be handed in at the time the paper is handed in if you wish. These may be left in my box in the faculty lounge or under my door. Alternatively, the group may agree to hand them all in with the paper.)

Your name________________________
Project Group name________________________
Section:________________________
Meeting time________________________

Name of student being rated________________________

Overall contribution:
Negligible or negative

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Overall contribution:
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Name of student being rated________________________

Overall contribution:

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1. What is the framework for this course? That is, what are its three sections and the topics within those three sections?

2. What kinds of questions will be asked on the midterm? On the final?

3. What material will these examinations cover?

4. What are the components of the grade? When is the midterm?

5. Where videos are used will students who have missed class be permitted to see the videos outside of class?  __yes  __no

6. Can students make up missed cases and exercises?  __yes  __no

7. Can students take midterms and finals at times other than those listed on the syllabus?  __yes  __no

8. What was the purpose of showing the Tom Peters film?

9. Do students have an assignment based on the Tom Peters film?  __yes  __no.

10. What will we cover in lecture?

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11. What is covered in section?

12. Briefly, what are the five things you need to do to get started with your project?

13. What issues can be studied for the team project?

13. What kinds of organizations can you study for the team project?

14. What is/are the product(s) of the team project?

16. What are you expected to present the class about the project on Friday, February 28th

17. What are you expected to present the class about the project at the end of the semester?

18. Who grades these "end of the semester" presentations?

19. What days/dates are we having guest speakers?

Where is class those days? ______________
Do we have Friday sections those weeks? ___yes ___no
Is what guest speakers say fair game on exams? ___yes ___no

20. Do members of project teams evaluate each other's performance? ___yes ___no
21. How does attendance at lecture influence my grade?
22. How does attendance in section affect my grade?
23. What's in the Appendix of this syllabus?
24. What are some hints on how to prepare a case?

I can live with the conditions of this course

__________________________
Signature
THE CASE METHOD:1

Cases place the student in a real world organization as a manager, leader, or nonmanager who must make decisions. A case is a "story of organizational issues which actually have been faced by people, together with facts, opinions, and prejudices upon which decisions must be made. A key feature of a case is that decisions that require action must be made."

With the case method, the process of arriving at an answer is more important than the answer itself. It is anticipated that by working through cases, the student will develop an understanding of the process of reaching decisions and be able to support and communicate these decisions to others. Instead of sitting back and reacting to the comments made by an instructor, the student is asked to make decisions, typically with incomplete information and in a limited time period, which is usually the situation faced by most managers. There are no ideal solutions to the problems raised in a case. Searching for the perfect answer will be futile. Instead, the student should learn to think through the issues, problems facts, and other information presented in the cases. Critical thinking is required to make better decisions. Thorough thinking is needed so that the decisions reached can be communicated and intelligently discussed in classroom discussions. Classroom discussions about the cases should clearly illustrate the thinking processes used by the student. The preparation for classroom discussion of the cases in this course could follow a set pattern. One suggested pattern is:

1. Read the case rather quickly to get a feel for what is involved.
2. Reread the case and sort out the assumptions, hunches, and facts. Since all of the cases are incomplete, the student will need to make plausible assumptions about the situation. List those assumptions, and be able to support their plausibility. The assumptions will enable you to "fill in the blanks" that exist in the case. Remember that in organizations decisions are generally made with incomplete information and some uncertainty.
3. Identify the major problems and subproblems that must be considered in the case.
4. List the problems in the order of their importance or priority. That is, show what problems have to be solved first.
5. Develop a list of alternative courses of action that would minimize or eliminate the problems. If possible, have at least two fully developed alternatives that are feasible solutions.
6. In developing the alternative courses of action, outline the constraints (e.g., resources, historical precedent, competition, skill limitations, attitudes) that will limit success.
7. Select the course of action that is best for the problems identified in step 3. Show how the course of action would work, and be able to discuss why it would be the most successful alternative to solve the problems.