BA 150: (Section 2): Organizational Behavior

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TIME AND PLACE:

150 Lincoln W 12:30-2:00PM F295 Haas (Andersen Auditorium)
150 201 F 12:30-2:00PM C135 Chest Epstein
150 202 F 12:30-2:00PM C210 Chest Gilbert
150 203 F 12:30-2:00PM C220 Chest Thayer

COURSE DESCRIPTION: Managing the people side of modern organizations involves leading and motivating a highly diverse workforce. It is also the design of jobs, reward systems, networks, and hierarchies for accomplishing these tasks. These are the themes of this course. We will discuss both the macro-side of organizational behavior—structure, design, and strategy—and the micro-side: leadership, teamwork, and motivation. The manager’s job requires constant attention to both.

We will also focus on how management styles are changing and how they differ across nations and cultures. In particular, we will look at Japanese management—a model that has brought that country enormous success and has profoundly altered Western management practice.

The course is management in orientation: we wish to understand organizations in order to make them more effective. It is also theoretical to some degree. 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. American management is given to fade—careening from one set of gimmicks trumpeted in Business Week to another. We need to identify sound principles of people management, although we also need to recognize that such principles are rarely universal but are specific to the context in which organizational behavior takes place.

COURSE FORMAT: All students will attend the 12:30 PM Wednesday lecture in the Andersen Auditorium (F295) by Professor Lincoln. On Friday, all students will attend one of three smaller discussion sections led by the Graduate Student Instructors. The Friday sessions will typically consist of an analysis of a case in organizational behavior. It is essential that students prepare for, attend, and participate actively in the discussion sessions. The Friday sessions will also provide students with the opportunity to clarify points in the lectures and reading, discuss concerns about the course, and work on team projects.

COURSE REQUIREMENTS:

A. Readings: An understanding of the literature on management and organizational behavior comes from reading broadly and analytically, not committing to memory everything in one or two textbook chapters. The course reader is organized with that in mind.

Course Reader available at the ASUC Bookstore and at Ned’s Books.

B. Assignments (approximate weight toward final grade is in parenthesis):

1. Class participation (15%). The evaluation of your class participation has three components: (a) contributions to class discussions; (b) group oral presentations; (c) peer evaluations.

   a. You are expected to be prepared for each class session. Assignments should be read in advance of the class that will discuss them. We will typically analyze one case per week, and you will be called on (cold-called if necessary) to contribute to the case analysis. The evaluation of your participation will be based on your ability to contribute comments that are insightful, relevant, and progressive (e.g., comments that move the discussion along, rather than repeat what has already been said).
3. Team project: (25%). Students will be randomly assigned to project groups of 4-5 persons each. Each group will jointly conduct the project, coauthor a term paper, and make a presentation to the class. All members of the group will in general receive the same grade. However, as noted, members will rate one another's performance on the project, and those ratings will impact your class participation grade. Moreover, clear evidence that a team member has been a free rider on the project will lower that person’s project grade by at least a full letter grade.

The group project is to study a real organization making use of the concepts and methods of the course. You should choose an aspect of organizational behavior that interests you and is addressed by the course. Possibilities include organizational design, motivation, leadership and supervision, group dynamics, power and politics, and organizational cultures. Your study should be analytical and problem-oriented, not merely descriptive, although good description making use of course concepts is an important component. You should adopt the clinical pose of a management consultant, endeavoring to understand the organization, to identify its strengths and weaknesses, and ultimately to propose actions that solve problems and raise performance.

Specifically, you should do the following:

a. Establish a contact person in the organization you select.

b. Familiarize yourself with the organization. You may want to ask your contact person for various materials, including organization charts, demographic characteristics (e.g., size, number and organization of departments, personnel classes), annual reports, statements of corporate goals, and any other information which is relevant and accessible.

c. Select a particular problem or issue. The range of options is large. The most important criteria for problem selection are:

* low commitment or motivation among employees
* low productivity or innovativeness
* conflict or tension among employee groups
* poorly defined or organized tasks
* inadequate training or socialization
* a particularly successful training program or other intervention
* analysis of a particularly strong or weak culture
d. Once you have chosen an organization to study and an issue or problem to explore, your analysis should be clear, logical, and based on what you've learned from the 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 the organization in? How is it structured?
* A description of the issue or problem - Is it a chronic problem? Is it a coordination issue? Does it involve employees in all departments?
* A clear analysis of the problem or issue - Why is it occurring? What factors are involved? Who is paying attention to it and how are they dealing with it?
* A description of your client - Who are you working for? How might that influence the suggestions you make and the perspective you take?
* A detailed plan of action or a remedy - What should be done? What could have been done better? Who will gain from the plan you suggest? Who will lose from the plan? What are the potential benefits of the plan you propose? Why will it solve the problem or address the issue? What course materials provide evidence that your plan will work?
* An analysis of the constraints you might encounter if you were to actually implement the changes - Where might such limitations arise? Who in the organization might resist your suggestions and why? What alternatives would you propose to address these constraints?

The paper should be 12 - 15 pages and is due on Monday, May 11, 1998. On February 8, you will be asked to submit a one-page proposal that lists your group’s members, the organization you are studying, the job title of your contact person, and a brief description of the problem or issue.

In addition to turning in the written paper, each group will make an oral presentation of their project to the class during the last two weeks of class meetings (see schedule below).

**COURSE SCHEDULE AND READINGS:**

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<td>Syllabus and Introduction</td>
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<td>1</td>
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Mintzberg: "The manager's job: folklore and fact."

Questions for discussion: What are the advantages and disadvantages of the managerial style described by Mintzberg? How have organizations and management changed since Mintzberg did his research (1973)? What are the challenges facing today's American managers? Do you agree or disagree with the claims of these writers?

2 Wed 1/28 Organizational design

Shapiro: "Functional integration...

"IBM plan to decentralize may set a trend"

"Dow draws its matrix..."
2 Fri 1/30 Organizational design
Case: "Corning Glass Works (A): The Electronic Products Division"
Describe CGW's culture and structure. How have changes in the environment affected its "fit"? How did the leadership styles of Bennett and Rogers impact problems in the structure? What organizational changes would you recommend? (Note: be sure that your analysis draws on the ideas in Shapiro and other readings).

3 Wed 2/4 Lean and mean designs: processes, teams, and networks
"The horizontal corporation"
"Re-engineering authors reconsider re-engineering"

3 Fri 2/6 Teams and networks
Case: "Litton Microwave Cooking Products"
Describe the strategy, culture, and structure of Litton Microwave. What is its relation to Litton Industries? What is the nature of its business environment? How do the team norms work and what is their purpose? What are the problems facing this company? Evaluate Bill George's management style as it relates to the structure of LM. What do you think of his proposal to switch to a divisional form?

4 Wed 2/11 Motivation and incentives
Herzberg: "One more time..."
Peters: "Give everyone incentive pay..."
"Paying workers to meet goals spreads..."
"It's shape-up time for performance reviews"

4 Fri 2/13 Motivation and incentives. Work on group projects.

5 Wed 2/18 Job design
***Group Project Proposals Due***
"The payoff from teamwork"
"Volvo's radical new plant"

5 Fri 2/20 Job design
Case: "Sedalia Engine Plant"
What was the SEP philosophy? How were jobs redesigned at SEP? What other aspects of the organization were changed? How did the compensation system complement the new organization? What were the consequences of the new organization? How might the redesign process have been better managed?

6 Wed 2/25 ***First Exam***

6 Fri 2/27 Team projects

7 Wed 3/4 Leadership and supervision
Zaleznik: "The leadership gap"
Dilbert: "Bungee boss"
"Corporate egotists gone with the wind"
7 Fri 3/6 Leadership and supervision

Case: "The Ladd Co."
"Can Alan Ladd, Jr...."

How would you characterize Alan Ladd's leadership style? Why was it effective? Did Ladd exercise direction, and if so, how? How did the leadership and culture of the Ladd Co. differ from that of the movie business generally? Why did Ladd command so much loyalty from the people around him?

8 Wed 3/11 Organizational cultures

"Corporate culture: the hard to change values..."
"The caring company"
"Southwest Airlines is a rare air carrier..."

8 Fri 3/13 Organizational cultures

Case: "People Express"
"Airline's ills point out weaknesses.."
"It takes a real man"

Video: Mary Kay Cosmetics

What was the business environment in the airlines industry at the time PE was founded? What was Donald Burr's vision for PE and what were the company's key values? How did the culture guide organizational design, human resource management, and competitive strategy? What were the strengths and weaknesses in PE's culture and structure? Evaluate Burr's management style as a visionary and an implementer of that vision.

9 Wed 3/18 Power and politics

"Understanding power in organizations"
"Ways to reduce workplace backstabbing..."

9 Fri 3/20 Case: "Donna Dubinsky and Apple Computer: A - D"

Who were the allies and adversaries in this conflict? What were the reasons for the conflict? What resources did the parties bring to bear? What strategies were used? Who prevailed and why? Do you think that gender played a role in the conflict? Why or why not? How might the debate over the distribution system been better managed?

10 Wed 4/1 Total quality management

Handout on JIT and TQM
Dilbert "Benchmarking"
"Quality is becoming job one in the office, too"

10 Fri 4/3 Work on Project Teams
Managing diversity

Cox and Blake: "Managing cultural diversity"
*Mentoring programs face hard times."
*Wall Street women"
*The 'other minorities' demand their due."
*How to keep women managers on the corporate ladder*

Managing diversity

Case: "Jody McVay"
Video: *The Black Caucus at Xerox*

Questions for discussion: what was the corporate culture at BIFS and in the Soaps Division? What was Jody McVay's strategy for dealing with it? What was the nature of Jody's problems with Williamson? What role did gender play in Jody's problems? attributable to her gender? Evaluate Jody's relationships with her male supervisors. Should she have managed her career and her work relationships any differently?

Global Management

Lincoln: "Japanese companies in Germany"
"Culture shocks for executives"

Why did Motorola wish to invest directly in Japan? What were the obstacles the company faced in setting up a production facility there? What do those obstacles tell you about the differences between Japanese and U. S. management practice and corporate culture? Evaluate the strategies Motorola pursued in recruiting Japanese management and labor. Evaluate Motorola's contingency plan for dealing with the slump in semiconductor sales?

Review

Course evaluations: Project group preparations

Project group presentations (Group 1)

Project group presentations (Groups 2-4)

Project group presentations (Group 5)

Project group presentations (Groups 6-8)

***Final Exam, Tuesday, May 19, 12:30 pm***
THE CASE METHOD:

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 process 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.