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# ORGANIZATIONAL BEHAVIOR THEORY

## BA 6325

## FALL 2019

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**OFFICE HOURS:** My office hours are very flexible to maximize the availability for us to meet. To schedule a meeting, feel welcome to catch me during a class break, or via an email note, and we'll figure out an optimal calendar match-up day and time.

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**COURSE MATERIALS:** (The bold, underlined terms, such as **STUDY-NET PACK** and **CANVAS READING PACK**, are used as the source indicators for each class session reading assignment)

- **STUDY-NET PACK** on Study.Net: This is a custom course pack of articles and cases available at [www.study.net/smu](http://www.study.net/smu) (A zip file download is highly recommended. The COX EMBA Office can help solve any access issues)
- **CANVAS READING PACK** on SMU CANVAS: Several items such as short blogs and media articles are not amenable for distribution via a channel such as Study.Net. Such items are instead posted as PDFs on CANVAS in the **Assignments Folder (Tab)** of BA 6325.
- **BRINGING OUT THE BEST IN PEOPLE** (2016 3<sup>rd</sup> edition) book by Aubrey Daniels. This classic book, now in the recently updated 3<sup>rd</sup> edition, is authored by the top expert in the world on the application of behavioral science principles to effective leadership.
- **MADE TO STICK** book by Chip Heath and Dan Heath (2007): This book is a *New York Times* and *Wall Street Journal* bestseller on how to effectively communicate ideas that connect with and stick in the minds of others.

### COURSE LEARNING OBJECTIVES:

- Develop frameworks to enhance the success of you and your colleagues for major transition events such as a new employment start, a promotion, an international assignment, etc.
- Develop a strong working fluency of behavioral science principles and strategies.
- Develop an understanding of how factors such as belief systems, motivation, and culture can be utilized to positively influence behavior and performance.
- Develop strategies to enhance the effectiveness and impact of your communication skills.
- Develop a framework to successfully lead and manage organizational change.
- Develop the ability to apply evidence-based management theories to assess organizational problems, successes, and opportunities.

----- COURSE EVALUATION PROCESS -----

Category	Percentage Weight <sup>1</sup>
Preparation/Participation/Stick Quiz	20
Exam I (Session #5)	40
Exam II (Session #9)	40

**1. Preparation and Participation:** Be fully prepared to discuss all of the assigned cases and readings for each session. Focus on the quality rather than the quantity of your participation. A short quiz on the Made to Stick book is included for this category.

**2. Exams:** There are two in-class course exams based on the readings and class sessions.

- A. The format of each exam will be questions based on management case analyses.
- B. A review guide with sample exam questions will be posted on CANVAS before each exam.
- C. The purpose of this course is to develop a **deep understanding** of important, evidence-based theories of organizational behavior.

Both exams are designed to assess the application of what you have learned from the readings and class sessions to actual management situations (versus rote memorization). Thus, both exams are open note and open book. The open-source format enables for a more sophisticated exam, and also for a very engaging and more powerful learning experience.

**What is the path to enhance success with a case-study, open-source exam format?**

- A. Read each assignment and case before a class session so that the topics are familiar when we meet to discuss and expand upon the content in class. Related to pre-class prep, there will not be sufficient time during an exam session to read an article or chapter for the first time.
- B. As you read, make copious notes on the page margins about the big picture ideas. These margin notes will provide you with convenient road-map markers for reference during the exams.
- C. Review your notes after each class session and spend a few minutes to do a meta-assessment of your understanding of the content discussed during the class. Make notes as needed for items that need additional clarity.
- D. Complete the Exam 1 Practice Questions before Class Session #4 and the Sample Exams after Class Sessions #4 and #8. *See the Assignments Folder (Tab) of BA 6325*

**GRADE SCALE:**

93 percent +	A	80 percent +	B-	67 percent +	D+
90 percent +	A-	77 percent +	C+	63 percent +	D
87 percent +	B+	73 percent +	C	60 percent +	D-
83 percent +	B	70 percent +	C-	60 percent -	F

**Positive Final Grade Philosophy:** The final course grade is based on the cumulative percentage score earned across the three assessment categories. Compared to the forced distribution approach for assigning final course grades, the positive earned percentage score approach maximizes the opportunity to recognize high student achievement.

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<sup>1</sup> The above percentage weight chart is approximate and will be revised, when needed, to maximally enhance the accuracy and validity of the course evaluation process. Any changes made will always be designed to the benefit of class members.

# Summary of Course, COX and SMU Academic Policies

## BA 6325 COURSE POLICIES

**Professionalism:** All behaviors such as classroom interactions, completing course assignments, appropriate technology\* use in class, punctuality, etc., are to be guided by the Cox EMBA culture of always engaging in the highest standards of professional behavior and good judgement. This “be-your-best-person” philosophy replaces the need for a long list of do-or-don’t behaviors for our course.

**\*Classroom Technology Use Addendum:** Multi-tasking with technology during a class session is an unproductive and distracting behavior, and should NEVER occur in the classroom. If there is ever a need to use any form of technology (a cell phone, laptop, tablet, etc.) for a non-class purpose while class is in session, please briefly excuse yourself from the classroom to do so.

## COX, SMU, AND FEDERAL ACADEMIC POLICIES

**SMU Disability Accommodations:** For academic accommodations for a disability, please contact the COX EMBA Office by September 1 to initiate and complete the official University authorization process.

**SMU Religious Holiday Policy:** If the observance of a holy day by a student includes a requirement that prevents a student from attending a class, the student should notify the professor by email. After the email notification, the student should make an appointment with the professor to discuss how the missed work will be made up. **These two steps are to be completed at the beginning of the course (first two weeks).**

**Cox Honor Code:** The Cox School of Business has the responsibility of encouraging and maintaining an atmosphere of academic integrity by being certain that students are aware of the value of it, that they understand the regulations defining it, and recognize the substantial consequences for departing from it.

Students share in the responsibility for creating and maintaining an atmosphere of academic integrity. Students should be aware that personal experience in completing assigned work is essential to learning. Permitting others to prepare their work, using published or unpublished summaries as a substitute for studying required materials, or giving or receiving unauthorized assistance in preparing work to be submitted, are all directly contrary to the honest process of learning. When you are aware of a potential honor code violation, you have the responsibility to immediately inform your professor of the potential violation. **The Cox Honor Code is published at:**

**<http://www.smu.edu/Cox/CurrentStudents/GraduateStudents/HonorCode>**

**Cox Honor Code Note:** If you are ever uncertain if a behavior is a violation of the Cox Honor Code, you have an obligation to contact your course professor to seek clarification.

**Section 600.2 of the US Higher Education Act (CYA)** requires that an institution designate how credit hours are earned for a course. Based on federal guidelines, a 3-credit hour course requires 112.5 hours of total work. For BA 6325, the 112.5 hours of total work are earned as follows: For in-class contact, there is one case study workshop of 1.5 hours, 7 class session of 3.75 hours each for 26.25 hours, and 2 exam sessions of 5 hours each for 10 hours, to produce a total of 37.25 classroom contact hours. Out of class student work for BA 6325 is designed for approximately 2 hours per hour of class meeting time (completion of all assigned article and book reading assignments, all case study assessments, all post-class session content reviews, all exam preparation, and all study group meetings). The in-class meeting time of 37.75 hours, and the out-of-class work of 75.5 hours, equals 113.25 hours. This total thus fully meets the Section 600.2 requirement of 112.5 hours of total course work during the fall semester period. (FYI: This is CYA for the FEDS)

## BA 6325: Organizational Behavior: Fall 2019 Assignment Schedule—Part 1

### Class Session #1/ Saturday, August 24

**Topic: Why Study Organizational Behavior? (AKA: Technical Skills Get You In the Door, But Organizational Behavior Skills Get You Up the Floors, OR, a Lack of, Thrown Out the Window)**

**Read: STUDY-NET PACK:** Introduction: The First 90 Days chapter (17 pages)

**Read: STUDY-NET PACK:** What Makes an Effective Executive (6 pages)

**Read: BRINGING OUT THE BEST BOOK (3<sup>rd</sup> edition)** —Part 1: The Perils of Traditional Management (pages 3-27)

**CASE: STUDY-NET PACK:** Erik Peterson at Biometra Case: Parts A, B, C

Please be fully prepared to discuss the following questions; no formal write-up is required. However, you are very welcome to create personal notes as speaking points for use in class.

1. As the new, acting GM of Biometra, what are the major challenges for Erik Peterson? Develop your analysis by identifying the five to **six major challenge categories** such as Peterson's personal qualities, the existing Biometra operation, SciMat headquarters, etc. For each challenge category, identify specific support data examples from the case. **Note:** The focus of this question is not about the behaviors of Erik Peterson as the GM (See question #2 for that focus), but rather, the major challenge categories that you recognize in the case that Peterson faces when he **starts** as the GM. **Note:** Include challenges that may not be known by Peterson before starting as the GM, but the pre-existence of the challenge becomes evident after his GM start.
2. Identify the 5-6 major management **deficiency/mistake categories** (what he **does wrong** and/or what he **fails to do**) of Erik Peterson in his role as general manager of Biometra. The *First 90 Days chapter* and the first six practices from the "*What Makes an Effective Executive*" article provide some excellent insights about how Peterson could have been more successful in solving inherited problems, and how he could have been more proactive on other fronts during his first year. As with question 2, for each major deficiency/mistake category, identify supporting evidence data points from the case.
3. **Reflection:** Based on personal introspection, what **major insights** have you learned from the Erik Peterson case? Think about the 2 or 3 important personal insights that you can act upon as a leader. Frame your insights with an "I realized ... about my management style" assessment rather than "Peterson should have...." A key value of this case study (and all of our course cases) is making the translation into concrete, real-time personal insights for your development as a leader and executive.

**Logistical Note on the Slide Deck Lecture Notes for Each Class Session:** By each Wednesday evening before a Friday-Saturday class weekend, the PowerPoint slides for the class sessions will be posted on **CANVAS in the Modules Folder by Session#**

## **Class Session #2/ Saturday, September 7**

**Topic: Behavioral Science (AKA: Why Don't People Do What We Think They Should Do?)**

**Read: BEST IN PEOPLE BOOK:** Parts 2 and 4 (Pages 31-94; 149-165)

**Case: STUDY-NET PACK:** Hausser Food Products Company, (8 pages)

- 1) For each sub-question, use the one, specific behavior **consequence type** (R+, R-, P+, P-, E) from the Daniels book to explain: **1A)** Why the Florida salespeople do not engage in the behavior of sharing ideas that could earn a \$500 reward (*Consider the "insult" statement as a figure of speech that is not needed as a part of the analysis*). **1B)** Why, despite the potential for a larger year-end bonus amount, does the Florida sales team stop selling beyond 10% above plan each year? **1C)** Why did young Fred Hopengarten “came to his senses” and stop his aggressive selling behavior?  
**Note:** For these 3 sub-questions, carefully identify the actual target of the consequence (such as young Fred). You do not need any PIC/NIC details nor any antecedent details for developing your answers.
- 2) Is the hiring and promotion strategy of only bright MBA types for the regional sales manager position a wise or not-so-wise Hausser strategy? Why?
- 3) Is the company's annual sales plan development process well done? Explain why—  
**Note:** This question is not about sales compensation.
- 4) Think of yourself as an external consultant to the c-level management of Hausser Food Products. Based on the above most significant issues/problems that you identified in Q1-Q3, what would you recommend to address the issues/problems? Provide three to four concrete recommendations.

**Case: STUDY-NET PACK:** Leading Across Cultures at Michelin: Parts A and B (7 pages)

- 1) Given his successful prior record as an executive in multiple countries and industries, why is Chalon now facing such a severe rebuke of his leadership in his new American position? Think about this question from 2 perspectives: A) Beyond the culture issues, why would this business situation be a challenge for anyone assuming this position? B) From a cultural perspective, what appear to be the underlying sources of the problems, and to what degree (if any) is Chalon at fault for the problems?
- 2) What concrete options might Chalon have available to address the rebuke of his leadership and the morale breakdown?
- 3) Which option identified for Question #2 should Chalon pursue? Why?
- 4) **Reflection:** What have you learned from the Michelin case?

**Global Discussion Question** Aubrey Daniels places a strong emphasis on the use of positive reinforcement to enhance behavior and performance. Are there cultures outside of the United States where his R+ recommendation could face disagreement, and/or need to be reconsidered for effective use? Why?

### **Class Session #3/ Friday, September 20**

**Topic: Social Cognitive Theory and Personal Development (AKA: Would an Optimist Use a Seatbelt While Driving?)**

**Read: CANVAS READING PACK PDF #1:** Social Cognitive Theories PDF Article Pack (4 short articles for a total of 25 pages of reading content)

**Read: CANVAS READING PACK PDF #2:** After Actions Reviews (7 pages)

**Read: CANVAS READING PACK PDF #3:** Process Theories of Motivation (9 pages).

**Read:** A short post-class article to read TBA

*CANVAS Reading Pack Note: See the Assignments Folder (Tab) of BA 6325*

**Case: STUDY-NET PACK: Helen Ramsay: A Mediation Attempt (7 pages)**

- 1) **Before** the mediation attempt, who is the most at fault (just a hair over the 50.01%+ threshold) for the relationship meltdown—Brian or Steve? Why?
- 2) Think through the sequence of events and **develop a basic diagram** to explain how the relationship between Brian and Steve evolved over time to such a complete meltdown. Start the model with Steve's initial hiring process by Brian, and stop just before the mediation process.

**Note for the Diagram Development:** The Question #2 diagram development exercise is not based on the readings assigned before the class session. Rather, you are developing a general model of the relationship evolution in the case study so that if you saw two people engaging in similar relationship behaviors, that you could recognize the behavior pattern occurring. For analogies from the sports world, consider basketball team formations (motion, zone, spread, etc.), soccer formations (4-4-2, 4-2-4, 3-6-1, etc.), and cricket bowling styles (fast, off-spin, leg-spin, etc.). Regardless of the specific teams playing, you could recognize the formation being used by each team. Likewise, for any given batter/batsman, you could recognize his/her bowling style.

- 3) How could the relationship meltdown have been prevented?
- 4) **Reflection:** What personal insights have you learned from the Helen Ramsay case?

**Global Discussion Question:** How might the focus on, and the levels of self-efficacy and a growth mindset differ in cultures outside of the United States?



## **Class Session #4/ Saturday, September 21**

**Topic: Motivation and Exam 1 Review Session (AKA: "The beatings will continue until morale improves.")**

**Read: STUDY-NET PACK:** Why People Lose Motivation (5 pages)

**Read: STUDY-NET PACK:** Power is the Great Motivator (10 pages)

**Read and Complete the CANVAS Exam I Practice Questions:** The exam review guide and practice questions will be posted on CANVAS in [Assignments Folder](#) by the end of the day on Wednesday, September 11. See the note below for additional details about the practice questions and also the practice exam.

**Note:** There is not a formal Case Study Assignment for Class Session #4. Instead of a regular case study assignment, we will use the case studies from the Exam I Practice Questions described below for analysis.

### **Notes on Preparing for Exam 1**

- For engaging in very important deliberate practice and self-efficacy development, please fully complete the Exam I Practice Questions (listed above) before the start of the class session on September 21. — [See the Assignments Folder \(Tab\) of BA 6325](#)
- In the last part of the September 21 class session, we will discuss your questions about the exam and work through your written answers to the practice questions.
- On Sunday, September 22, an Exam 1 Practice Exam and full solution key will be posted on CANVAS for you to complete as an additional deliberate practice opportunity — [See the Assignments Folder \(Tab\) of BA 6325](#)

**Global Discussion Question:** Do the conceptualizations of justice (or the relative importance of justice) differ in cultures across the world?

## **Class Session #5/ Friday, September 27 (8:00 AM—1:00 PM)**

### **Exam 1 Process:**

- The exam answer sheet document (a WORD-formatted document to type your answers upon) will be posted on CANVAS on Wednesday, September 25.
- The exam session starts at 8:00 AM on Friday, September 27.
  - All exam work must be completed by 1:00 PM sharp. Upon completion, send the exam answer document to a Collins Center printer for printing.
  - Print exam answers on only **1 side** of a page. You may need to adjust this setting manually.
  - Turn in both the exam answer sheet document and the exam case document with the honor code statement signed on the latter.

## **BA 6325: Organizational Behavior Fall 2019 Assignment Schedule—Part 2**

**Class Session #5.5: Friday, October 11**

**Topic: Exam 1 Mini-Session (15-Minutes) Exam Return and Processing**

**Option 1: Room 220 at 11:55 AM**

**Option 2: Room 200 at 12:20 PM**

- *Each exam return session will take about 15 minutes and will start at the exact times listed above.*
- *You may attend either time option regardless of your Red/Blue section membership.*

***Post Exam Discussion Meetings Available:***

- *For students wishing to meet after the October 11 exam return to discuss exam improvement strategies, a sign-up schedule will be available.*
- *To maximize the opportunities to meet, there will be both day and evening appointment times available for appointment sign-ups.*

**Class Session #6/ Saturday, October 26**

**TOPIC: MADE TO STICK BOOK (AKA: What You Need to Know About Kidney Theft Rings and Drinks from Strangers— And, A Unique Feature Attraction of a Certain Professor's Night in a DC Jail Story That Completely Defies Rationality.)**

**Read: *Made to Stick Book*** (Pages 1-237) Note: This book is VERY well written and additively interesting to read, so the reading time will fly by very quickly.

**Note:** This book is also available in unabridged audio format from online vendors such as Amazon.

**No Case Study Assignment for Session #6 .... Instead ↓**

**Quiz Instead of a Case Study:** There is no case study assignment to be read before this class session ---- Instead, there will be a short quiz on the STICK book content at the start of the class session. The quiz is a closed-book, closed-note format. However, the 4-5 short quiz questions will be focused on the big picture concepts of the STICK book. So, by understanding the big picture for each of the six STICK components (such as the #1 SIMPLE component), you will be well prepared for the class session quiz.



## Session #7/ Saturday, November 8

**Topic: Organizational Culture (AKA: Beyond the Twilight Saga, no matter how attractive the vampire, never hire a vampire—And, yes, vampires do exist).**

**Read: STUDY-NET PACK:** How to Tell If a Company's Culture is Right for You (5 pages)

**Read: STUDY-NET PACK:** Note on Cultural Maintenance (8 pages)

**Case: STUDY-NET PACK:** Zappos.com 2009: Clothing, Customer Service, and Company Culture (Note: Except for estimating the “net book value” of Zappos, we will not focus on a detailed analysis of financial statements provided on pages 14-17)

**Case: STUDY-NET PACK:** Zappos's CEO on Going to Extremes for Customers (5 pages)

### **Discussion Questions (Based on the Zappos Case and Zappos CEO Article):**

- 1) What is the **strategic business model/market positioning** of Zappos? For this question, think of 2-3 big picture concepts, instead of more specific people management factors such as hiring, call time flexibility, and leadership style, or the specific operational processes such as the carousel system, Kiva software, and shipping policies. The specific examples help Zappos execute its strategy, but they are not the strategy.
- 2) Why and how is Zappos so successful in executing its strategy? To develop a strong answer to this question, explain how Zappos executes its strategy by identifying the major factors and the related specific execution details for each factor.
- 3) The *Zappos' Ten Core Values* are listed in the case. What **2-3 basic assumptions/beliefs** (especially in the mind of Tony Hsieh) seem to underpin why these ten cultural values are considered so important at Zappos?
- 4) How does Zappos “foster” its cultural values? Use the *Note on Cultural Maintenance* article to help you identify concrete examples of the activities used at Zappos.
- 5) On average, various studies have found failure rates of 70% plus for mergers and acquisitions for delivering projected positive outcomes such as profitability or stock price change. And, culture clashes for merged companies abound. Given the unique culture and strategy of Zappos, was the Zappos-Amazon merger a wise move by Hsieh? Why?
- 6) **Reflection:** What have you personally learned from the Zappos case and readings about your own experiences with various corporate cultures?

**Global Discussion Questions:** For work cultures outside of the United States, what are some of the most striking corporate culture differences you have observed across nations? Why do these differences exist?

## Session #8/ Friday, November 22

**Topic:** Leading Change (AKA: You want us to do what? Really?)

**Read:** STUDY-NET PACK: Leading Change: Why Transformation Efforts Fail (8 pages)

**Read:** STUDY-NET PACK: Why Design Thinking Works (9 pages)

**Read:** STUDY-NET PACK: A Brief Exercise to Spur Innovation on Your Team (4 pages)

**Case:** STUDY-NET PACK: Cincinnati Children's Hospital Medical Center (CCH) (22 pages)

**Case:** CANVAS READING PACK PDF #4: Cincinnati Children's Hospital Update (15 p)  
— *See the Assignments Folder (Tab) of BA 6325*

### Discussion Questions (Based on the STUDY-NET and CANVAS Readings:

- 1) What are the major problems facing CCH in the 1996-2002 period? Note: You can assume that the problems mentioned as existing before 1996, still exists in 1996.
- 2) On page 3 of the case, the head of radiology (as recalled by Dr. Uma Kotagal) states that the hospital system, "is broken and full of workarounds." If we define a workaround as a creative solution to solve a problem, why would Kotagal seem to consider it to be a problem for employees taking the initiative (often heroic) to solve a problem with a workaround in a hospital setting?
- 3) Apply the 8 steps from the change model in the John Kotter *Leading Change* article (on page 5 of the article) to explain the transformation of CCH. List each model step and then provide the key case evidence that illustrates the use of that step.  
**Note 1:** The hospital embarked on its transformation process in 1996 without having the Kotter model as a roadmap. So, you can be broadminded in your interpretation of the Kotter model as you link the data to each step. For example, although beyond the Kotter 18-month early win window, you can use the wins after 2000 as early win examples.  
**Note 2:** Some of the case data, such as the I2S2 training program, can be used as evidence for multiple steps of the Kotter model, and some steps may be only partially executed.
- 4) In several parts of the case, there seems to be a focus on small wins----Why focus on small changes if the hospital's performance was so poor? Use 2-3 relevant concepts from the **first half** of our course (class sessions 1-4) to develop your answer.
- 5) Moving forward, what 2-3 major recommendations would you make to sustain the hospital's improvement efforts? Note: Your recommendations do not necessarily need to be based on the above questions and answers. Rather, your recommendations should specifically address the current challenges faced by CCH in the case documents.
- 6) **Reflection:** What major lessons/insights have you learned from the CCH case? Develop your answer with your 3-4 major learning points.

**Discussion: EXAM II:** (See the next page for the exam and course wrap-up timeline)

## Fall 2019 Semester BA 6325 OB Wrap-Up Schedule

**November 13 (Wednesday):** The Exam II Study Guide and the Exam II Practice Exam are posted on CANVAS by the end of the day. *See the Assignments Folder (Tab) of BA 6325*

**November 22 (Friday):** The Exam II Discussion at the end of the class session.

**December 4 (Wednesday):** The exam answer sheet document (a WORD-formatted document to type your answers upon) will be posted on CANVAS. *See the Assignments Folder (Tab) of BA 6325*

**December 7 (Saturday) Session #9: Exam II at 8:00 AM – 1:00 PM**

**December 18 (Wednesday): Target Date for the Full Course Wrap-up**

- Exam II grading and the full course assessment process is completed.
- Final course grades are posted on ACCESS (AKA My.SMU)
- An email note is sent to the class to confirm the posting of the final grades on ACCESS (AKA My.SMU)

**Note on Employer Early Grade Requirements for Tuition Reimbursement:**

Some organizations that provide tuition reimbursement support for employees may have a reimbursement filing deadline that occurs before the December 13 target date for the OB course wrap-up and final grade assignment.

If your reimbursement filing deadline does occur before the December 18 target wrap-up date, and the filing requires an estimated final grade, please notify the COX EMBA Office by November 30 of the deadline requirement.

The Cox EMBA Office will provide you with a PDF version letter on Cox letterhead that states a conservative estimate of the final course grade. The estimate will be conservative enough so that we can commit with full integrity to the actual course grade being at least as high as the conservative grade estimate.