

OB 321: ORGANIZATIONAL EFFECTIVENESS

Section 06 Fall Semester

Professor: Dr. Warner Woodworth

Classroom: 180 TNRB

Time & Day: Monday 11:00 AM-12:20 & Friday 12:30 PM - 1:50

Office Hours: 786 TNRB 2:00-3:00 PM Tuesdays or by appointment

Email: warner_woodworth@byu.edu

Home Page: <http://marriottschool.byu.edu/emp/wpw>

Faculty Profile: <http://marriottschool.byu.edu/emp/employee.cfm?emp=wpw>

TA: Sarah Carmichael, 2nd year grad student Email: inthemiddleofthis@gmail.com

The course is designed to help students understand and manage phenomena at the individual, interpersonal, group and systems levels. We will draw upon various kinds of knowledge—conceptual, empirical, analytical, and practical. A major thrust of OB 321 is to build insights and competencies so that the individual will become a superb leader, a positive influence in one's home, church, community and corporate organizations—having high ethics, strong skills, and a deep impact for good.

Skills the students should obtain in the course include:

- 1) The ability to understand organizational dynamics and develop good theories for diagnosing problems and generating solutions.
- 2) The ability to manage personal and organizational change.
- 3) The ability to learn how to learn from each other. Some of the most important knowledge we gain is often from our colleagues, not only the professor.

The course is divided into two parts, presentations and lab/workshops. The presentation of theory will be central to the Monday sessions, although examples, illustrations, brief exercises and discussion will be used to connect OB theory with various kinds of organizational experiences. The emphasis during the Friday lab/workshop sessions will be on the development and practice of management skills at the interpersonal, group, and inter-group levels.

OB 321 demands significant commitment from students. Success in the course requires the development of new skills and orientations because you are expected to assume a central role in organizing your learning with other students.

Required Resources:

- Robbins, Stephen P. 2005. Essentials of Organizational Behavior (Eighth Edition). Upper Saddle River, New Jersey: Pearson Education, Inc.
- PowerPoint slides and other course materials will be available on Blackboard.

GRADING:

Individual Assignments

- 1) Participation (20 pts): The lab instructor will give up to 20 points for a student's participation in the Friday lab. Thus, it is important for students to attend and proactively participate. The professor may also add (or subtract) participation points depending on student participation in Monday classes.
- 2) In-class pop quizzes (50-70 pts total): Quizzes are worth 5 points each. Your lowest 2 quizzes will be dropped, or if you miss a quiz, that quiz will be dropped. Quizzes may be true-false, multiple choice, or essay questions. There are **no** make-up quizzes, unless you are officially excused from class by the university. No other excuses will be accepted.
- 3) Organizational Change Project or Dyer Institute case writing (50 points)
- 4) Management Development Paper. (30 points)
- 5) Midterm exam (100 points): Based on the text, occasional articles handed out or posted on blackboard, in-class applications, video cases, etc.
- 6) Final Exam (100 points): Based on second half of semester material as summarized above.

Group Assignments

- 1) Group Service Learning Paper (50 points)
- 2) Lab Presentations: Initial service learning proposal (15 points) and final project presentation (15 points)

Grading Range

In general, grading for the management core is as follows: 90-100%=A, 80-89% =B, 70-79%=C, 60-69%=D, Below 60%=E. The professor may modify this somewhat depending on the scores of a certain section.

321 Service Learning Project

Assignment: Written group service project (50 points)

Each study group will be required to perform a service learning project for a local non-profit organization. This is a major project that helps individuals, groups, or organizations meet their needs. On average, each group member should spend 10-12 hours designing and implementing the project (50-60 hours per group). After carrying out the project, each group will write an 8-10 page paper including the following (the engagement letter and the evaluation form do not count in the page limit):

- 1) The project's goals and objectives;
- 2) The engagement letter with the client;
- 3) A brief description of the actual work performed;
- 4) An evaluation of the project by the client who was served by the project (see evaluation form).
- 5) Briefly answer the questions included in the section entitled, "Questions to answer for the Service Learning Paper."

Each group may develop its own project or choose one of the local community service agencies to perform the project. For information on service learning, go to:

http://marriottschool.byu.edu/servicelearning/downloads/OB321_Community_Action.doc

It contains descriptions of potential projects and tells how to contact the agencies for more information. Your project could involve helping the organization itself become more effective, or helping those whom the agency serves. You will need to turn in a 1-2 page proposal outlining your project on September 29 in the lab. After meeting with the client representative to get more information and develop a project that would likely meet the organization's needs, the client representative will review your proposal and decide if it would like you to do the project. It is important that you design the project in cooperation with the client, rather than developing the project without the client's input, or just providing manpower to a project the agency has already designed. The client is under no obligation to use your project, so you should also have a "back-up" project in mind. **Your team must develop the project with the client, and not let the client design the project for you.**

As you design your service learning project, review on the Marriott School web site such materials as the "Sample Engagement Letter," "Project Best Practices," "Best Practices for Agencies" and links to additional resources about effective service learning strategies. **Paper and in-class presentations are both due November 21.**

QUESTIONS TO ANSWER FOR THE SERVICE LEARNING PAPER

- 1) **Project purpose and goals:** What were the mission and goals of your group in regards to the service project? Were the goals clear? Were they shared? What criteria did you come up with to judge whether or not you would achieve your mission and goals?
- 2) **Motivation:** How motivated were members of your group to do this project? What did you do as a group to motivate group members? What might you have done to improve the motivation of members of your group?
- 3) **Group dynamics and conflict management:** How did your group make decisions? How did it handle conflict? Did the group experience "group think" or the "Abilene paradox?" How effective was your group in carrying out the project? What might have been done to improve your group's performance on the project?
- 4) **Communication:** How effectively did your group communicate with each other in carrying out the project? How well did you communicate with the client you served? What might have been done to improve your communication on this project?
- 5) **Leadership:** Evaluate the leadership of your group in carrying out this project? Was the leadership effective? Why or why not? What could have been done to improve the effectiveness of your group's leadership?
- 6) **Job design:** How effectively did the group organize the various tasks in order to get the work

accomplished? Were the tasks designed in such a way to enhance motivation? Were the tasks “enriched” in some way to improve performance and satisfaction?

- 7) **Organization effectiveness:** How effective was the project for the client? Did you accomplish all of your goals? Why or why not? Name the two or three most significant things you learned while doing the project.

Cover each area in your report using the 7 headings above. Each area will generally be worth 5 points. Overall quality and effectiveness of the project (including the client’s evaluation) will count for the other 15 points.

OB 321 Organizational Change Paper

For this individual assignment, you have the option to either write a case study or to carry out a change/consulting project and write a report.

Case Study Option: This paper involves participating in a Marriott School case writing competition sponsored by the Dyer Institute for Leading Organizational Change (located in 590 TNRB). The contest awards cash prizes to top cases, however the course grade on this assignment is separate from that competition. For the case study, you will follow the case competition guidelines published by the Dyer Institute for Organizational Change. Additional detailed guidelines and evaluation criteria will be forthcoming and will be provided on Blackboard. You must register for the competition in advance. **A one page project proposal is due on September 22. The final paper is due December 4.**

Organizational Change/Consulting Option: This paper should be approximately 4-6 pages, double-spaced (not including exhibits or other data presented in an appendix). You should choose an organization where you are currently a member (remember an organization, broadly defined, is two or more people striving to achieve the same goal). Examples could be the organization where you work, a club, a church organization, your apartment of roommates, your family, etc. Write your paper describing the following:

- 1) Define the current problem in the organization and describe its underlying causes. You may need to gather some data to better understand the problem and its causes.
- 2) Describe what you’d like the organization to be in the future after the problem is solved. What goals do you have for the organization related to this problem? For example, if you currently have turnover of 30%, you might have a goal of reducing it to 15%. Describe how you will measure improvement.
- 3) Describe what specific steps you, or others, need to take (or have taken) to change the organization. You might present a time-line outlining what specifically needs to be done, and who needs to do what, when (e.g. responsibility charting).
- 4) Describe how you will get people in the organization to feel the need for change. Discuss what you did to create this “felt need” to change.

- 5) Identify those people whose support you'll need to implement the change. Describe what you did (or will do) to gain their support.
- 6) Describe the results from your change project. If your project is still in progress, describe what improvements have occurred so far, if any.
- 7) Describe what mistakes, if any, you made and discuss what you could do to improve your ability to manage change effectively. Also, describe what you think you did well.

Grading for this paper will be based on the following:

- 1) Description of the problem and its causes (15 pts)
- 2) Description of the future state and outlining the steps to get there (10 pts)
- 3) Description of how you created a need to change and gained support for the change (15 pts)
- 4) Description of the results of your project, a critique of what you did well, and improvements you need to make (10 pts)

A one page project proposal is due September 22. The final paper is due December 4.

321 Management Development Paper

Turn in a 3-4 page individually written paper summarizing: 1) Your strengths; 2) Your weaknesses; and 3) Your plan for improvement. To accomplish this, each group member should give you 1-2 pages of feedback listing what they see as your strengths, weaknesses, and suggestions for improvement. You should also get feedback from two other people who know you well who are not in your group. Attach this feedback as an Appendix to your paper. You may agree or disagree with others' assessments of you, but you need to respond to their feedback in your paper. **This paper is due October 30.**

OB 321 Policies

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds. I was the first BYU professor to support this much-needed law and continue to do so because it is needed to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the University, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to me, or contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours). Or you can contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities, and I concur with this goal. If you have any disability that may impair your ability to complete this course successfully, please let me know and contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC. If you need assistance, or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office at 422-5895, D-282 ASB.

Diversity

For three decades, I've labored to increase the presence on campus of more minority and international students. Over the past several years, teams of my students have helped launch a new Diversity Initiative in the Marriott School. It includes not only recruiting a greater mix of students, but dealing with cultural awareness and sensitivity to differences and people. Hence, diversity topics will flavor the dialogue in selected class discussions. While the overall goal of this program so far is to help BYU students become more effective in an increasingly diverse workforce, I emphasize these issues in my courses because it is moral. Diversity is not merely a business tool, but a key element for achieving a society based on socio-economic justice. If you feel a discriminatory offense from me or anyone in the class, I strongly encourage you to discuss this matter with me personally.

Academic Honesty/Cheating

The first injunction of the BYU Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education." It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students should collaborate and help one another. But all work completed should be your own, or that of your team. Do not use papers, tests, etc. from prior classes to help you prepare for exams, projects, or papers. This applies to internet materials also. Do not share test or quiz questions and answers with other students. If you have any questions please see me.

Policy on the Use of Technology in the Classroom

Technology is an essential part of today's learning environment. That is why the Marriott School requires every student to own a laptop. However, technology, when used inappropriately, can also hinder learning. Most Marriott School students have, at some point, sat next to students who use their laptops or PDAs in class to check e-mail, talk to friends, instant message, search the internet, or play on-line games. Unfortunately, every person sitting around such students is distracted by this behavior and classroom learning decreases. As a result of these distractions, the Marriott School has implemented the following policy effective Fall Semester, 2006: *Using laptops or PDAs in class to legitimately take notes or work on class projects is allowed, but all other use of laptops or PDAs in class is prohibited.* Please respect your fellow students and

professors and abide by this Marriott School policy.

Cell Phones

Brigham Young University and I are committed to providing a high-quality learning environment for this class. Distractions, particularly cell phones, impose a cost to our learning. If your cell phone goes off during class, as payment for that cost to the class, you will buy Krispy Kreme doughnuts for everyone at the next session. Please, either don't bring your cell phone to class, or make sure it is turned off.

OB 321 Course Schedule Fall Semester/Woodworth/Section 06

Sessions	Concepts	Actions
Section 1: Individual Level Analysis		
Sept. 8	Personal & Course Introductions	Syllabus Overview Fill Out Student Info Sheet in Class
Sept. 11	Introduction to Organizational Behavior	Read: Chapter 1 Group: Plan Service Learning Project
Sept. 15	Individual Values, Attitudes & Perception	Read: Chapter 2
Sept. 18	Personality & Emotions	Read: Chapter 3
Sept. 22	Basic Motivation	Read: Chapter 4 Individual: Organizational Change/Consulting or Dyer Case Proposal Due in Lab (1 page)
Sept. 25	Motivation: From Concepts to Applications	Read: Chapter 5
Sept. 29	OB Applications: Service Learning Plans	Group: In-Lab presentation of Service Learning Project Proposal. Also Submit Written Proposal (1-2 pp.)
Oct. 2	Individual Decision Making	Read: Chapter 6
Oct. 6	OB Applications: In-Lab Personal Data Collection	Individual: Start Management Development Paper Drawing on Personal Assessments, Feedback, etc. in Lab
Section 2: Group Level Analysis		
Oct. 9	Foundations of Group Behavior	Read: Chapter 7
Oct. 13	Understanding Work Teams	Read: Chapter 8
Oct. 16	Communication	Read: Chapter 9
Oct. 20	Leadership & Creating Trust	Read: Chapter 10
Oct. 23	Mid-term Exam (1 st Half)	Read: Everything From First Half of Semester Covering Material Up to Now

Oct. 27	Leadership & Management	Read: Article(s) posted on Blackboard
Oct. 30	Organizational Power & Politics	Read: Chapter 11 Individual: Submit Management Development Paper in Class
Nov. 3	Conflict & Negotiation	Read: Chapter 12
Section 3: Organization Level Analysis		
Nov. 6	Organization Structure	Read: Chapter 13
Nov. 10	Ethics & Corporate Social Responsibility	Read: Article(s) posted on Blackboard
Nov. 13	Organizational Culture	Read: Chapter 14
Nov. 17	Cross-Cultural Management	Read: Article(s) posted on Blackboard
Nov. 20	International Entrepreneurship	Read: Article(s) posted on Blackboard
Nov. 21	Service Learning Processes & Outcomes	Note: Today is a BYU Friday class. Read: None Group: Submit Service Learning Project Paper Class Presentation: 10 Minute Group Service Learning Project
Nov. 27	Human Resource Policies & Practices	Read: Chapter 15
Dec. 1	Worker Empowerment: ESOPs & Co-ops	Read: Article(s) posted on Blackboard
Dec. 4	Organizational Development & Change	Read: Chapter 16 Individual: Organizational Change/Consulting Paper or Dyer Competition Case Due in Class
Dec. 8	Course Wrap-up: The Future of OB/Your Future	Read: Article(s) posted on Blackboard Conclusions/Warnerisms
Dec. 11	Final Exam Review	Read: Everything from Second Half of the Semester Last Day of Regular Class Meeting
Dec. 19	Final Exam (2 nd half of semester)	Tuesday 11 AM-1 PM #180 JKB
Dec 20-30	Christmas Season	Find Joy & Peace Through Serving Others During this Sacred Time of Year