Course Syllabus
U87 HRM-520 | Organizational Behavior | Spring 2019
Master of Human Resources Management

COURSE OVERVIEW
Organizational behavior is the study of people, and what they do, in the workplace. The course is a mix of relevant theory and practical application with the purpose of understanding human systems at three levels:

- Micro (individual and team level)
- Meso (function / group / department)
- Macro (organization level and external environment)

We will consider behavior, challenges and organizational outcomes using four different lenses, or perspectives: structural, human resources, political and symbolic. The ability to view situations from multiple vantage points will make you better problem solvers and stronger leaders.

COURSE DESIGN and CLASS MEETINGS
3.0 credit hours
March 18 - Online course via Canvas opens / semester begins
May 8 – Semester ends

This class is fully online, there are no class meetings.

Course Design: This is a compressed course taught fully online. This means that the content and learning happen online as you engage with course content, other students and me. This course is asynchronous, that is, not at the same time. This means that there are no live lectures to attend. Lectures and other material will be filed in our e-classroom on Canvas, the university’s Learning Management System (LMS). You may choose the time and place you engage with the course material and complete assignments. Please note, however, that assignments have due dates. These due dates are noted on the Module Overview and Requirements document posted on Canvas.

I have organized the semester using modules. Each module is roughly one week of the semester. A new module will open on Monday of each week. Just as you would prepare for face-to-face class discussion, you should review the relevant content before beginning module assignments.

The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. Lack of participation in on-line discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

INSTRUCTOR OVERVIEW
Sherry Harsch-Porter, Ph.D., SPHR, CCP, Board Certified Coach
314-963-7878 / sharschp@wustl.edu

My Background: I earned a Ph.D. in Social Science, a Master’s Degree in Human Resources Management, and a Bachelor’s Degree in Business Administration. More detailed information about my background and work experience is available in my bio, located in Canvas.

My Availability: Monday through Friday I check emails several times each day and will generally respond the same day. On weekends, I check emails at least once and will respond within 36 hours. I will respond to Canvas posts within 24-48 hours throughout the week. Telephone-based meetings are encouraged and may be scheduled by mutual agreement.
LEARNING GOALS AND COURSE OBJECTIVES
My goal in this course is to give you the technical and interpersonal skills you need to advance in your career whether this be as a human resource professional; or, as a leader in industry or not-for-profit organizations.

Learning and Behavioral Objectives:
At the end of the semester you will be able to:
• Describe the factors (internal and external) that impact the organization’s achievement of goals.
• Discuss the importance of framing (sensemaking) and reframing when faced with organizational issues.
• Develop an understanding of the various approaches to organizational structure and their relationship to organizational effectiveness. Develop the ability to apply these structural interventions.
• Be able to apply multiple perspectives to problems and issues.
• Develop an understanding of various "process" approaches (leadership, power, communication, decision making, group behavior, conflict resolution and negotiation) and their relationship to organizational effectiveness. Develop the ability and skill to utilize these processes.
• Be able to intelligently discuss and apply the major theories, concepts, models and frameworks typically associated with the following topical areas:
  ▪ strategy development
  ▪ organizational structure and design
  ▪ organizational power and politics
  ▪ organizational change
  ▪ team development
  ▪ intergroup conflict
  ▪ negotiation
  ▪ decision making
  ▪ human capital management
  ▪ leadership theory

Required Course Materials

2.  *Harvard Business School Publishing Course Pack*: I have created a course pack that includes articles and a simulation that will be used in our class:
   a.  *Faulty Models: How Intangible Mental Infrastructures Lead Us Astray*, Hilary Austen
   c.  *Note on Organizational Structure*, Ethan Bernstein and Nitin Hohria
   d.  *Why We Love to Hate HR...and What HR Can Do About It*, Peter Capelli
   e.  “A” Players or “A” Positions: The Strategic Logic of Workforce Management, Mark A Huselid et. al.
   f.  *National Cultures and Work-Related Values: The Hofstede Study*, Herminia Ibarra
   g.  *Leadership That Gets Results*, Daniel Goleman
   h.  *How Leaders Create and Use Networks*, Herminia Ibarra, Mark Hunter
   i.  Organizational Behavior Simulation: Judgment in a Crisis *(simulation will not be available for use until Module 7).*
   j.  *Before You Make That Big Decision…*, Daniel Kahneman, Dan Lovallo, Olivier Sibony

You will pay HBSP $53.25 for the course pack. If you do not already have an account set-up with Harvard Business Publishing, you will have to create one. Use this link to access the course materials: [https://hbsp.harvard.edu/import/607582](https://hbsp.harvard.edu/import/607582)

3.  Readings, online videos and other, as assigned by instructor.
Course Grading

Papers and Field Study: 60%
Online assignments and discussion 40%

Course Papers and Field Study – 60%
60% (600 points) of your final grade will be based on three papers where you will apply the theory and concepts from this course. Detailed instructions for each assigned paper are posted on Canvas under Course Materials / Course Paper Guidelines. Here is an overview of each assignment:

- **Personal Case Study – 100 points.** You will write a case study (2 to 4 pages) that describes an organizational event or experience that was significant or challenging for you. I will provide you feedback, and you are free to amend or rewrite it for your personal case analysis paper.

- **Personal Case Analysis – 200 points.** You will do a four-frame analysis of your personal case study (3 to 5 pages). The purpose is to allow you to integrate Bolman & Deal’s four frames as a diagnostic tool using a situation that is familiar to you.

- **Organizational Field Study – 300 points.** You will choose an organizational site of interest to you to conduct an action research project. This can be formal (business, public agency or school) or informal (club, organization where you volunteer, hospital waiting room, etc.). You will document your work in a paper (5 to 7 pages). The purpose is to build your consulting and analytical skills by applying the Bolman & Deal’s four frame model in a situation that is new or less familiar to you. You may not use your current or former employer for this study.

There are at least four ways to collect data for your field study:

- Direct observation of events and behavior.
- Document analysis (reports, public releases, website, etc.).
- Conversations or interviews with participants (managers, employees, clients, etc.).
- Field experiment; that is, take an action to see how the organization responds (simple examples would be to order an item not on the menu in a restaurant or ask for minutes from a public meeting of elected officials). **You must discuss using this data collection method with me before you embark on it.** We will review ethical considerations and ways to ensure that your activity is not unreasonably disruptive.

Each paper should synthesize, analyze, critique and expand the topics we are studying. They are designed sequentially to build your analytical skills and experience in using Bolman & Deal’s four-frame approach as a diagnostic and consulting tool. The difference in grading points reflects the expected complexity and challenge of each assignment.

Online Discussions and Assignments – 40%
40% (400 points) of your final course grade is active participation in our classroom and on-line discussions, critical reflections, content quizzes, wiki projects and case analysis.
Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentile</th>
<th>Points per Unit</th>
<th>Letter Grade</th>
<th>Percentile</th>
<th>Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>*</td>
<td>4.0</td>
<td>C+ / LP</td>
<td>77% - 79%</td>
<td>2.3</td>
</tr>
<tr>
<td>A / HP</td>
<td>≥ 93%</td>
<td>4.0</td>
<td>C / NP</td>
<td>73% - 76%</td>
<td>2.0</td>
</tr>
<tr>
<td>A / P</td>
<td>90% - 92%</td>
<td>3.7</td>
<td>C- / NP</td>
<td>70% - 72%</td>
<td>1.7</td>
</tr>
<tr>
<td>B+ / P</td>
<td>87% - 89%</td>
<td>3.3</td>
<td>D+ / NP</td>
<td>67% - 69%</td>
<td>1.3</td>
</tr>
<tr>
<td>B / P</td>
<td>83% - 86%</td>
<td>3.0</td>
<td>D / NP</td>
<td>65% - 66%</td>
<td>1.0</td>
</tr>
<tr>
<td>B- / LP</td>
<td>80% - 82%</td>
<td>2.7</td>
<td>F / NP</td>
<td>&lt; 65%</td>
<td>0.0</td>
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</tbody>
</table>

*A+ is not point- or percentage-based and is reserved for truly outstanding work demonstrated in the course.*

**Late Assignments / Extensions / Bonus Assignments**

This is a compressed course with a variety of assignments tied to our learning objectives. Because of the course pace and structure, it is difficult to grant assignment extensions. Extensions to due dates will only be considered in the case of documented illness or family emergency. Late assignments will incur a penalty of 5% for each day the assignment is late.

There are two optional bonus assignments offered in the course. These are positioned in Module 4 and Module 5, each assignment is worth 15 points.

**Course Content Overview**

<table>
<thead>
<tr>
<th>Content Map</th>
<th>Course Module</th>
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</table>
| **Topics:** Introduction / Making Sense of Organizations / Reframing | **Module 1**  
March 18 - 26 |

**Bolman and Deal:**
- Chapter 1: Introduction: The Power of Reframing (pp 3-22)
- Chapter 2: Simple Ideas, Complex Organizations (pp 23-40)

**Other Readings (Harvard Course Pack):**


**YouTube Videos (video links are on Canvas):**
Overview of our text book, *Reframing Organizations* - University of Texas-San Antonio EMBA project.
Ladder of Inference – Cheryl Williams, Vancouver Community College

**Topic: Structural Frame - Organizational Types, Design & Structure**

**Module 2**  
March 25 – April 2

**Bolman and Deal:**
- Chapter 3: Getting Organized (pp 43-68)
- Chapter 4: Structuring and Restructuring (pp 69-94)
- Chapter 5: Organizing Groups and Teams (pp 95-112)

**Other Readings (Harvard Course Pack):**

Personal Case Study (Paper 1) due at the end of this module.
## Content Map

<table>
<thead>
<tr>
<th>Topic: Political Frame – Power / Politics / Conflict / Decision Models</th>
<th>Course Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolman and Deal:</td>
<td>Module 3</td>
</tr>
<tr>
<td>• Chapter 9: Power, Conflict and Coalitions (pp 185-204)</td>
<td>April 1 – 9</td>
</tr>
<tr>
<td>• Chapter 10: The Manager as Politician (pp. 205-224)</td>
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<tr>
<td>• Chapter 11: Organizations as Political Arenas and Political Agents (pp. 225-242)</td>
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### Other Content (Optional):
Thomas-Kilmann Conflict Mode Instrument (TKI). This is a self-assessment that can be purchased online from multiple vendors. Completion is optional – but recommended.

Selection of the organization to be used in Paper 3 (Organizational Field Study) is due in this module.

**Optional:** One-on-one calls with Sherry to discuss Personal Case Analysis and Organizational Field Study.

<table>
<thead>
<tr>
<th>Topic: Human Resource Frame - Individual Attributes / Motivation / Group Dynamics</th>
<th>Course Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolman and Deal:</td>
<td>Module 4</td>
</tr>
<tr>
<td>• Chapter 6: People and Organizations (pp. 115-136)</td>
<td>April 8 – 16</td>
</tr>
<tr>
<td>• Chapter 7: Improving Human Resource Management (pp. 137-160)</td>
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</tr>
<tr>
<td>• Chapter 8: Interpersonal and Group Dynamics (pp 161-182)</td>
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</tbody>
</table>

### Other Readings (Harvard Course Pack):
*Why We Love to Hate HR... and What HR Can Do About It*, Peter Cappelli, Harvard Business Review, July-August 2015.


**Optional:** One-on-one calls with Sherry to discuss Personal Case Analysis and Organizational Field Study.

<table>
<thead>
<tr>
<th>Topics: Symbolic Frame - Culture, Symbols and Socialization</th>
<th>Course Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolman and Deal</td>
<td>Module 5</td>
</tr>
<tr>
<td>• Chapter 12: Organizational Culture and Symbols (pp 245-270)</td>
<td>April 15 - 23</td>
</tr>
<tr>
<td>• Chapter 13: Culture in Action (pp 271-284)</td>
<td></td>
</tr>
<tr>
<td>• Chapter 14: Organization as Theater (pp. 285-302)</td>
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### Other Readings (Harvard Course Pack):

National Cultures and Work-Related Values: *The Hofstede Study*, Herminia Ibarra

Personal Case Analysis (Paper 2) is due in this module.

**Optional:** One-on-one calls with Sherry to discuss Personal Case Analysis and Organizational Field Study.
## Content Map

### Topics: Leadership Practice

**Bolman and Deal**
- Chapter 15: Integrating Frames for Effective Practice (pp. 305-322)
- Chapter 16: Reframing in Action: Opportunities and Perils (pp. 323-336)
- Chapter 17: Reframing Leadership (337-370)
- Chapter 18: Reframing Changes in Organizations (371-392)

**Other Readings (Harvard Course Pack):**

**Other Content:**
Bolman and Deal's **Leadership Orientation Self-Assessment** (link to this online assessment is on Canvas).

**Optional:** One-on-one calls with Sherry to discuss Personal Case Analysis and Organizational Field Study.

### Topics: Organizational Development / Change Management

**Bolman and Deal**
- Chapter 20: Bringing It All Together: Change and Leadership in Action (pp. 407-430)
- Chapter 21: Epilogue: Artistry, Choice and Leadership (pp. 431-434)

**Other Content (Harvard Course Pack):**
Organizational Behavior Simulation: Judgment in a Crisis. This is a one-player simulation which will open on April 29th.

*Our semester ends on May 7th

### Topics: Connecting the Dots

**Organizational Field Study (Paper 3) is due on May 12.**
*This paper is in lieu of a final exam.*

In each Module you can anticipate that there will be:
- **Content delivery**
  - Assigned readings
  - Recorded lectures
  - Links to online resources
- **Interactive Elements**
  - Discussion threads with required responses
    - Text/topic related
    - Case studies
  - Discussion threads with optional responses
  - Water Cooler Chats (more informal and typically optional)
- **Deliverables**
  - An activity (such as the introduction in Module 1)
  - A reflection
  - A quiz or test
- **Papers & field study** – you will choose when/how your work on these. Due dates are shown in the content map.
Alignment to SHRM Competencies

The Society for Human Resource Management (SHRM) has identified the knowledge, skills, abilities and attributes that it believes are most important for successful senior human resource leaders. These are embodied in a set of technical and behavioral competencies published by SHRM. This course addresses the SHRM competencies in the following ways:

<table>
<thead>
<tr>
<th>SHRM Competency</th>
<th>Course Content and Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Acumen</td>
<td>Strategy development, decision-making models, organizational structure (classical, contingency, network, virtual), developing and understanding a business case</td>
</tr>
<tr>
<td>Communication</td>
<td>Effective business writing skills (clear, concise, organized and effectively written papers); Discussion Boards</td>
</tr>
<tr>
<td>Consultation</td>
<td>Organizational field study and Personal Case Study Analysis (application of Bolman and Deal’s four-frame model)</td>
</tr>
<tr>
<td>Critical Evaluation</td>
<td>Organizational field study (sources of data, assessment, interpretation), Simulation (Judgment in a Crises)</td>
</tr>
<tr>
<td>Ethical Practice</td>
<td>Organizational field study (principles of anonymity, confidentiality and conflict of interest)</td>
</tr>
<tr>
<td>Global and Cultural Effectiveness</td>
<td>Organizational culture, global cultural norms (Hoftstede), GLOBE study (global leadership styles)</td>
</tr>
<tr>
<td>Leadership and Navigation</td>
<td>Leadership theory (trait, style, contingency, transformational), situational leadership model, emotional intelligence</td>
</tr>
<tr>
<td>Relationship Management</td>
<td>Conflict styles and resolution techniques (Thomas-Kilmann), power, negotiation, team development, mental models</td>
</tr>
</tbody>
</table>

Technical Support – Online Learning

This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology outweigh the issues that may arise. Just be ready to contact technical support in the event of difficulties. Student support may be reached by calling the Canvas Support Hotline at 1-844-865-2581. There is also a Live Chat which you may link to from the left-panel navigation screen when you are logged in to Canvas. Lastly, here is a link to some other online resources.

Supported Browsers

- Canvas supports use of all the major browsers. Here is a link for additional information.
University Policies and Resources

Statement Regarding Academic Honesty: Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy: [http://ucollege.wustl.edu/faculty/academic_integrity](http://ucollege.wustl.edu/faculty/academic_integrity)

All students are expected to abide by the citation and attribution techniques explained here: [https://owl.english.purdue.edu/owl/section/2/](https://owl.english.purdue.edu/owl/section/2/)

Academic Support: All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone**: Cornerstone provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities. Visit [http://cornerstone.wustl.edu/](http://cornerstone.wustl.edu/) for more information.

- **Writing Center**: The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment. Visit [http://writingcenter.wustl.edu/](http://writingcenter.wustl.edu/) for more information.

- **Arts & Sciences Computing**: Arts & Sciences Computing operates two labs that are open to students, faculty, and staff. Visit [http://computing.artsci.wustl.edu/labs](http://computing.artsci.wustl.edu/labs) for more information.

- **Library**: Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more. Visit [http://library.wustl.edu/](http://library.wustl.edu/) for more information.

Student Accommodations: Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit Canvas’s accessibility statement at: [http://www.blackboard.com/platforms/learn/resources/accessibility.aspx](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx)

Discrimination, Harassment and Consensual Relationships: Washington University has clear policies in place regarding discrimination, harassment and consensual relationships. Details about these policies and how to report violations can be found [here](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx).