Instructor: Sherry Harsch-Porter, Ph.D., SPHR, CCP, Board Certified Coach

Office Telephone: 314-963-7878. Meetings and telephone conferences are by mutual agreement.

Email: sharschp@wustl.edu | sherry@porterbay.com

Response Time: Monday-Friday I check emails several times each day and will generally respond the same day. On weekends, I check emails once per day and will respond within 36 hours. I will respond to Blackboard posts within 24-48 hours throughout the week.

Office Hours: You may request a virtual meeting or phone conference by either calling or emailing me.

Course Format – Online
3.0 credit hours
January 16 - Online course opens / 8-week semester begins
March 9 – Semester closes

This is an eight-week, fully online course. The class is asynchronous — meaning there are NO live lectures or required face-to-face meetings. A mid-course video conference (using Black Board Collaborate) may be scheduled based on class need. Content will be delivered through reading, short lectures, videos, paired- or team-discussions and activities.

You are expected to have an active presence within Blackboard (our online classroom) and that is one of the ways in which I will monitor your participation in the course. I am able see when you log into Blackboard and how much time you’ve spent in various areas of the classroom. 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 discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

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
   b. What Is Strategy?, Michael E. Porter
   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. The Leader’s Guide to Corporate Culture (HBR Article Collection)
   g. National Cultures and Work-Related Values: The Hofstede Study, Herminia Ibarra
   h. Leadership That Gets Results, Daniel Goleman
   i. Level 5 Leadership: The Triumph of Humility and Fierce Resolve, Jim Collins
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j. Organizational Behavior **Simulation**: Judgment in a Crisis (*simulation will not be available for use until March 6th*).

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:  
http://cb.hbsp.harvard.edu/cbmp/access/73047467

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

Highly recommended additional reading:
- The Wall Street Journal
- The Economist

**Course Overview**

This compressed online course will focus on the conceptual, technical and interpersonal skills needed to advance in the field of human resources or general management. The particular focus of the course is organizational behavior. 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)

**Learning and Behavioral Objectives:**

1. Develop an understanding of the role played by an institution's external environment as it attempts to meet its organizational objectives.
2. Develop an understanding of the multiple objectives an organization must address to be effective in the long run.
3. Develop the capacity to formulate a long-term strategy for an organization, develop a business model, and design a plan of action to incorporate organizational structure and human capital considerations.
4. Develop an understanding of the various approaches (classical, human relations, systems, contingency) to organizational structure and their relationship to organizational effectiveness. Develop the ability to apply these structural interventions.
5. 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.
6. Be able to intelligently discuss and apply the major theories, concepts, models and frameworks typically associated with the following topical areas:
   a. strategy development
   b. organizational structure and design
   c. organizational power and politics
   d. organizational change
   e. team development
f. intergroup conflict  
g. negotiation  
h. decision making  
i. human capital management  
j. leadership theory

**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 Black Board 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.

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.
**Content Map**

<table>
<thead>
<tr>
<th>Topics: Introduction / Making Sense of Organizations / Reframing</th>
<th>Course Module</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bolman and Deal:</strong></td>
<td><strong>Module 1</strong></td>
</tr>
<tr>
<td>- Chapter 1: Introduction: The Power of Reframing (pp 3-22)</td>
<td><strong>January 16 - 24</strong></td>
</tr>
<tr>
<td>- Chapter 2: Simple Ideas, Complex Organizations (pp 23-40)</td>
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<tr>
<td><strong>Other Readings (Harvard Course Pack):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>YouTube Videos (video links are on Black Board):</strong></td>
<td></td>
</tr>
<tr>
<td>Overview of our text book, Reframing Organizations - University of Texas-San Antonio EMBA project.</td>
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<tr>
<td>Ladder of Inference – Cheryl Williams, Vancouver Community College</td>
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<table>
<thead>
<tr>
<th>Topic: Structural Frame - Organizational Types, Design &amp; Structure</th>
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<tbody>
<tr>
<td><strong>Bolman and Deal:</strong></td>
<td><strong>Module 2</strong></td>
</tr>
<tr>
<td>- Chapter 3: Getting Organized (pp 43-68)</td>
<td><strong>January 23 – 31</strong></td>
</tr>
<tr>
<td>- Chapter 4: Structuring and Restructuring (pp 69-94)</td>
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<tr>
<td>- Chapter 5: Organizing Groups and Teams (pp 95-112)</td>
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<tr>
<td><strong>Other Readings (Harvard Course Pack):</strong></td>
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</table>

**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>January 30 – February 7</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 on-line from multiple vendors. Completion is optional – but recommended.

<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>February 6 - 14</td>
</tr>
<tr>
<td>• Chapter 7: Improving Human Resource Management (pp. 137-160)</td>
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<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>Topic: 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>February 13 - 21</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>
<td></td>
</tr>
</tbody>
</table>

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


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

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

<table>
<thead>
<tr>
<th>Topic: Leadership Practice</th>
<th>Course Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolman and Deal</td>
<td>Module 6</td>
</tr>
<tr>
<td>• Chapter 15: Integrating Frames for Effective Practice (pp. 305-322)</td>
<td>February 20 - March 7</td>
</tr>
<tr>
<td>• Chapter 16: Reframing in Action: Opportunities and Perils (pp. 323-336)</td>
<td></td>
</tr>
<tr>
<td>• Chapter 17: Reframing Leadership (337-370)</td>
<td></td>
</tr>
</tbody>
</table>

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


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<table>
<thead>
<tr>
<th>Content Map</th>
<th>Course Module</th>
</tr>
</thead>
</table>
*March 6 – 9*

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

**Personal Case Analysis (Paper 2) is due at the end of this module.**

**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 March 6th.

*Our semester ends on March 9th

**Topics: Connecting the Dots**

**Organizational Field Study (Paper 3) is due on March 15.**

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  
    - An ethical dilemma  
    - 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 short quiz  
  - Short case study analysis

- **Papers & field study** – you will choose when/how your work on these. Due dates are shown in the content map.

*Updated 1-16-18*
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 (Hofstede), 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. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Blackboard. (This is technical support for any problems you experience within the Blackboard classroom only, not other external software). For additional Blackboard resources, visit the Blackboard Help Page (https://en-us.help.blackboard.com/Learn/Student).

Java and Supported Browsers

- Blackboard works best in Mozilla Firefox. Some Blackboard features will not work well in Chrome or Internet Explorer. You can visit Black Board to check your browser and to get more detailed information on which browser works best for Blackboard, based upon your computer’s operating system.
- Be sure you have downloaded the most recent version Java. This free software program helps you to be able to access Blackboard. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.
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](http://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 Blackboard’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](#)

# Updated 1-16-18