



SYLLABUS
Human Behavior and Organizations: Managing for Excellence in Work Organizations
MW 6-9 K1310

Organizational Behavior/Human Resources Management 501

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Click here for [Supplementary Documents](#)

Office hours: Monday and Wednesday, 4-6
Contact me for additional times

This is a course on how to create, foster and manage organizations in which people thrive and perform at their best. It assumes that employee and group thriving is the key to organizational excellence. The challenge in managing from this perspective is how do you architect contexts (jobs, organizational cultures, structures, processes) that enable employees and groups to thrive? The challenge at a more personal level, is how do you find and/or create a context in which you can thrive and manage at your best? The course maintains this dual focus: 1) on your role as manager, designing and enabling contexts where others can thrive; and 2) on your personal quest to find and create contexts where you flourish and perform at your best. The course draws from a new and exciting paradigm for managerial practice called Positive Organizational Scholarship. The core premise of this paradigm is that managerial excellence (and personal flourishing) is fundamentally tied to creating/enabling organizational contexts that build human strengths and unlock the positive and generative dynamics of vibrant human communities.

The goals for the course:

1. To develop a theory of practice of how to create organizations, units and jobs that foster excellence
2. To enrich your portfolio of practical tools and ideas for putting your theory of practice into use
3. To create opportunities for you to learn about these ideas and tools from: 1) case studies; 2) personal reflection; 3) readings and 4) class discussion.
4. To create a classroom climate where we model and experience the positive organizing dynamics that we will be studying.

Required text:

A course pack of readings is available through the Course Pack Office. In addition, I have several readings that are downloadable from the course website. Many of the readings come from wonderful books that I highly recommend. I note the books that I think you might want to buy with asterisks by the readings. For some weeks I have added extra readings that are not required but which are downloadable off the website and I hope you might find interesting.

Assignments:

There are three sets of products that will compose your grade: learning logs, a case analysis and the best-self exercise. There are no written team projects and no final exam. We will do lots of teamwork in class and the assignments will provide lots of opportunities for you to reflect, analyze and write. We will do reflections at the beginning of class that invite you to link the course topic of the day to your work/life experience. You may want to bring to class a log book or journal to allow for systematic collection of these reflections. As is the case with all Spring classes we are under a tight time frame and as a result **none of the assignments will be accepted late.**

Learning logs: These logs provide you with an opportunity to reflect on the ways in which the issues and concepts raised in class affect you personally and in your role as a manager. The questions to be answered in these logs are attached to the syllabus. I will collect and return your logs twice during the semester. Learning log #1 is due by **May 9**. You can submit the learning logs electronically. Learning log #2 is due by **May 23. No late logs accepted!**

Best-self exercise: This exercise is designed to reveal and inspire you regarding competencies, skills and attitudes that you uniquely bring to your work organization. The assignment is one that seeks input from others that helps you to create different portrait of your managerial strengths It is due on June 11th (12th class).

Executive summary case analysis: Due June 2 -- the CEO of Reuters America, Phil Lynch, will be in class to discuss the case and your analyses.

Evaluation

Final grades will be determined by the following components and weighting:

Self-reflection in learning logs: Set 1	20 points
Self-reflection in learning logs: Set 2	20 points
Best-self exercise	20 points
Case analysis	20 points
Class participation	20 points
Total	100 points

Grading: I must follow the University of Michigan Business School Policy regarding the grading curve. The policy states: "approximately 25% of students will receive the grade "excellent." The 25% limit is an absolute standard in core courses. The ratio of "goods" to "passes" should be about 1 to 1 or approximately 35% for each category. Approximately 5% of students will receive the grade, "low pass." This expectation does not mean an instructor must force a certain percentage of low passes, but it certainly is not expected that a course would have no low passes.

Class 1
4/30W

What is organizational excellence? How do you know when you see it?

([Teaching note: Class 1](#))

Case: Southwest Airlines (Graduate School of Bus Stanford University HR-1A)
(CP—means in Course Pack)

Required: Must read before the first class!

Preparation Questions:

1. What does excellence look like in organizations and in individuals?
2. What does excellence look like in Southwest Airlines?
3. If you were trying to assess excellence where you work, what would you use as indicators?

Video: Celebrate what is right with the world

Extra Reading (on course website—NONE OF THE EXTRA READINGS ARE REQUIRED READING—THEY ARE LISTED TO PROVIDE ADDITIONAL RESOURCES IF YOU ARE INTERESTED IN THE TOPIC OF THE CLASS): Kim Cameron, Jane Dutton and Robert Quinn, Chapter 1 in *Positive Organizational Scholarship* (San Francisco: Berrett-Koehler Publishers, 2003). Forthcoming. Also visit the website for another look at the possibilities associated with Positive Organizational Scholarship at <http://www.bus.umich.edu/Positive/>

Extra Reading: If you become fascinated with Southwest Airlines, there is a terrific new book on the organization by Jody Hoffer Gittel called *The Southwest Airlines Way* (New York; McGraw-Hill, 2003). I recommend several specific chapters below when they pertain to the topic of the day, but it is a wonderful comparative account of why and how Southwest maintains excellence.

Class 2
5/5M

Fostering excellence through the design of jobs

([Teaching note: Class 2](#))

Readings:

M. Seligman, Chapter 10: Work and personal satisfaction. In *Authentic Happiness*, New York: Simon & Schuster, 2002, pages 165-184. (CP)

J. Greenberg and R. Baron, Highlights on job design. In *Behavior in Organizations*, 8th Edition, Prentice Hall, 2003, pages 212-219. (CP)

Preparation Questions:

1. What are the most important features of jobs that drive effectiveness?
2. What could be done to redesign your own job to make you more effective in it?

Class 3
5/7W

Fostering excellence through building and enabling high quality relationships

([Teaching Note: Class 3](#))

Readings:

Chapter 1 from Jane E. Dutton, *Energize your workplace: How to create and sustain high quality relationships at work*, San Francisco: Jossey-Bass, forthcoming, (CP)

Handout: "Relationships: The New Bottom Line in Business." This is chapter 1 from a great book on relationships by Roger Lewin and Birute Regine, *Weaving Complexity and Business*, New York: Textere, 2001, pages 1-16.

Extra Reading (on course website): Jane Dutton and Emily Healthy, "The power of high quality connections at work". In K. Cameron, J. Dutton, R. E. Quinn, *Positive Organizational Scholarship*, San Francisco: Berrett-Koehler, 2003.

Extra Reading (on reserve): Jody Hoffer Gittel, Chapter 3: Southwest Airlines vs. American Airlines – The Power of Relational Coordination. In *The Southwest Airlines Way: Using the Power of Relationships to Achieve High Performance*, New York: McGraw-Hill, 2003, pages 25-43.

Learning Log #1 due by Friday May 9 at 5:00 p.m.

Class 4
5/12M

Fostering excellence through cultivating trust

([Teaching Note: Class 4](#))

Readings:

Paula Caproni, Chapter 3: Building Trust. In *The Practical Coach: Management Skills for Everyday Life*, Prentice Hall, 2000, pages 63-81. (CP)

J. M. Kouzes and B. Z. Posner, Chapter 7: Foster Collaboration: Promoting Cooperative Goals and Mutual Trust. In *The Leadership Challenge*, San Francisco: Jossey-Bass Publishers, 1995, pages 151-179. (CP)

Case: Mike Johnson (A) (CP)

Handout: Mike Johnson (B)

Class 5
5/14W

Fostering excellence through the design of high performance teams

([Teaching Note: Class 5](#))

Reading: "Managing your team" (HBS note 494-081) (CP)

Case: Taran Swan at Nickelodean Latin America ((A) 9-400-036) (CP)

Preparation Questions:

1. Evaluate Swan as a team leader. What are her strengths and weaknesses?
2. How effective is the team? Justify your assessment.
3. Should she appoint an interim director?

Extra Reading (available on reserve if you are interested):

Amy Edmundson, Richard Bohmer and Gary Pisano, "Speeding up team learning," *Harvard Business Review*, October 2001, pages 125-132.

Class 6
5/19M

Fostering excellence through motivation and rewards

([Teaching Note: Class 6](#))

Readings:

Steven Kerr, "On the folly of rewarding A while hoping for B," *Academy of Management Executive*, 1995, Vol. 9, No. 1, pages 7-16. (CP)

James M. Kouzes and Barry Z. Posner, Chapter 12: 150 Ways to Encourage the Heart. In *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others*, San Francisco: Jossey-Bass Publishers, 1999, pages 151-174. (CP)

Case: "The Best-Laid Incentive Plans," *Harvard Business Review*, Jan. 2003, pages 27-33. (CP)

Preparation Questions:

1. Should Rainbarrel revisit its approach to performance management? Yes or no?
2. Come to class with a plan of action and be prepared to defend it!

Extra Reading (on reserve): Jody Hoffer Gittel, Chapter 11: Avoid Finger Pointing—Measure Performance Broadly. In *The Southwest Airlines Way: Using the Power of Relationships to Achieve High Performance*, New York: McGraw-Hill, 2003, pages 139-154.

Extra Reading (on reserve): If you want to follow-up on learning more about the SAS Institute, see Charles O'Reilly and Jeffrey Pfeffer: Chapter 5: The SAS Institute: Succeeding with Old-Fashioned Values in a New Industry. In *Hidden Value: How Great Companies Achieve Extraordinary Results with Ordinary People**. Boston: Harvard Business School Press, 2000, pages 99-120.

Class 7
5/21W

Fostering excellence through organizational culture

([Teaching Note: Class 7](#))

Readings:

Edgar H. Schein, Why does corporate culture matter? In *The Corporate Culture Survival Guide*, San Francisco: Jossey-Bass Publishers, 1999, pages 3-58. (CP)

Andrew Hargadon and Robert Sutton, "Building an innovation factory," *Harvard Business Review*, May-June 2000, (R00304). (CP)

Video case in class: IDEO

Extra Readings after class: There are two great academic articles on IDEO (warning—academic but substantive). They are both available on the course website:

Robert I. Sutton and Andrew Hargadon, "Brainstorming groups in context: Effectiveness in a product design firm." In *Administrative Science Quarterly*, 41 (1996) 685-718 and Andrew Hargadon and Robert I Sutton, "Technology Brokering and Innovation in a Product Development Firm." In *Administrative Science Quarterly*, 42 (1997) 716-749.

Learning log #2 due by Friday, May 23 at 5:00

NO CLASS ON 5-26 Memorial Day

Class 8
5/28W

Fostering excellence through organizational design (Building social and physical architectures that enable)

([Teaching Note: Class 8](#))

Reading:

Robert E. Quinn and Gretchen M. Spreitzer, "The road to empowerment: Seven questions every leader should consider." *Organizational dynamics*, 1997. (CP)

Prepare: Based on your own experience, come into class prepared to talk about physical places and spaces that foster excellence. Feel free to bring in images or other means for displaying features of the space or place that foster excellence.

Case: AES Honeycomb (A) (99-395-132) (CP)

Preparation Questions:

1. Evaluate the strengths and weaknesses of the honeycomb organization.
2. Consider the Shady Point Incident: What went wrong?
3. Considering your answers to 1 and 2, what should Roger Sant do now?

Extra Reading (on course website): Worline, Dutton, Frost, Lilius, Kanov and Maitlis, "The organizing dynamics of resilience."

Class 9

Managing Crises (Cultivating compassion through leadership)

6/2 M

[\(Teaching Note: Class 9\)](#)

Reading:

J. E. Dutton, J. P. Frost, M. Worline, J. Lilius and J. Kanov, "Leading in traumatic times." Harvard Business Review, January 2002. (CP)

Case: The Heart of Reuters (A) (CP)

Due: Executive memo: Case analysis of Reuters case

Special Guest: Phil Lynch, CEO of Reuters, America

Handout: The Heart of Reuters (B)

Class 10
6/4 W

Managing Change: Part 1

[\(Teaching Note: Class 10\)](#)

Reading:

Richard Daft and Robert Lengel, Chapter 5: Vision and Chapter 10: Organizational Fusion. In *Fusion Leadership: Unlocking the subtle forces that change people and organization**. San Francisco: Berrett-Koehler Publishers, Inc., 2000, pages 91-109, 195-212. (CP)

Case: Charlotte Beers at Ogilvey-Mathers Worldwide (A) (9-495-031) (CP)

Preparation Questions:

1. What is Beers trying to accomplish as CEO of Ogilvy & Mather Worldwide?
2. What is your assessment of the vision?
3. What is your assessment of the process Beers and her team went through to create the vision?

Handout: B-case (9-495-032)

Class 11
6/9 M

Managing Change: Part 2

[\(Teaching Note: Class 11\)](#)

Robert E. Quinn, 2003, *Leading Deep Change: Eight Disciplines for Entering the State of Leadership*. We will read 12 short chapters from Bob's brand new book. He has short exercises at the end of each one. Spend time on the chapters that really speak to you. Be prepared to share stories based on your own experience in class. (CP)

Class 12
6/11 W

Managing Yourself (Building on your strengths and the strengths of others)

[\(Teaching Note: Class 12\)](#)

Reading:

Rosamund Stone Zander and Benjamin Zander, Chapter 4: Being a contribution. In *The Art of Possibility**, Boston: Harvard Business School Press, 2000. (CP)

Due: Best Self analysis due in class

Extra Readings (on course website): Donald Clifton and James Harter, "Strengths investment". In K. Cameron, J. Dutton and R. Quinn, *Positive Organizational Scholarship*. San Francisco: Berrett-Koehler, 2003. (You may also want to buy M. Buckingham and D. O. Clifton, *NOW, Discover your strengths**. New York: The Free Press.)

and

(on course website): Jim Collins, Chapter 3: First, who... then what. In *Good to Great: Why Some Companies Make the Leap and Others Don't**, Harper Business Books, 2001, pages 41-64.

Class 13
6/16

Thriving at work through healthy leadership (Cultivating mindfulness and resilience in yourself and in others)

([Teaching Note: Class 13](#))

Readings:

D. Coutu, "How resilience works," Harvard Business Review, 2002. (CP)

Jack Kornfield, Chapter 4: Necessary Healing? In *A Path with Heart*, New York: Bantam Books, 1993, pages 40-55. (CP)

Case: Jeffrey Sloane (Harvard Business School multimedia case)

Handout: Jeffrey Sloane B

For a helpful website on mindfulness research and practice links see: <http://www.umassmed.edu/cfm/> which is the website for the Center for Mindfulness in Medicine, Health Care, and Society (CFM)

Special Guests: Robert Pasick (Executive coach and expert on resilience)
Rita Benn (Mind – Body expert)

Learning Log Questions

Note: Please answer just ONE of the three sets of questions for your first and second learning log. Each question set should be answered in no more than 6 pages (double-spaced). You may answer these questions using insights from a current or past job or organization in which you have worked. I'll assume that you have done the assigned readings that pertain to the questions and hopefully the readings will help orient you to the questions. The questions are designed to have you use the readings (and other knowledge you have) and think about how they apply in your work context. I will respond to the logs by evaluating how reflective, complete and well organized they are. No late logs accepted.

Learning log #1: Due by Friday May 9 at 5:00 (you may submit the logs electronically or by paper)

1. Redesigning your job to enable excellence

- a. Think about your current work orientation (as discussed by Seligman). In what ways is your job a Calling, a Career, a Job?
- b. How would you define excellence in your job?
- c. How might you recraft your job so that it moves you towards a higher level of excellence?
- d. What are the biggest barriers to recrafting your job so that it enables your own excellence? How will you overcome them?
- e. How does the way you imagine recrafting your job build on your strengths?

2. Making job re-design real

- a. Choose a job or set of jobs that you can change in some way in your current (or a past job). Describe the job or jobs as they are currently conducted.
- b. How motivated are people currently in doing the job? Are they striving for excellence? How do you know?
- c. Describe 2 measures that you could take to recraft the job so it enables excellence.
- d. Spend time justifying your prescriptions. Why will they work?

3. Building high quality connections

- a. Select a relationship or connection at work that is important to you. Briefly describe it.
- b. How would you characterize the quality of the connection you have with this person? What are its indicators?
- c. What are the 2 most important steps you could take to improve the quality of the connection with this person? Why do you think they will work?
- d. What are you most concerned about in accomplishing this relational change?
- e. How will you accomplish the change in a way that deals with these concerns?

Learning log #2: Due by Friday May 23 at 5:00 (you may submit logs electronically or on paper)

1. To trust or not to trust? That is the question

- a. Focus on a relationship at work where trust is less than what is necessary to enable excellence (the relationship can be between co-workers, boss and subordinate, co-worker and customer, co-worker and supplier, or it can be between groups that are trying to accomplish some joint task). Describe and illustrate current trust levels.
- b. Identify what you see as the major barriers or obstacles to trust building in this relationship. What makes them barriers?
- c. Identify and carefully describe what action steps could be taken to build trust in this situation.
- d. Justify why you believe these trust-building strategies will work.

2. Being part of an excellent team

- a. Reflect on a time in your life when you have been part of a group or team that is excellent (it can also be one that you have observed). Describe this team when it was at its best—what were the indicators of excellence?
- b. Put on your analysis hat and identify what you believe are the major contributors to this team's excellence. Justify why you single these out as contributors.
- c. Now consider a team that you are currently a member of. Briefly describe the team. What is the one thing you have learned from reflection on the excellent team that you could use to enable excellence in this current team? What excites you most about this possibility? What scares you the most?

3. The power and peril in rewards

- a. Describe a situation that you are aware of in your current or a past workplace where there was major folly (rewarding a and hoping for b).
- b. How did the situation become this way?
- c. What can be done to change it?
- d. Use your best knowledge of how to motivate and your knowledge of practical constraints in the current context to design a change in the rewards and punishments that you think will remove the folly and point the incentives towards excellence.
- e. Justify your design change plans—why will they work?

Supplementary Documents:

- [Appreciative Inquiry](#)
- [Reuters case analysis questions](#)