
ORGANIZATIONAL BEHAVIOR

AREA: HUMAN RESOURCES
DIVISION

MASTER IN CORPORATE
COMMUNICATION

NUMBER OF SESSIONS: 15

PROFESSOR **ALBERTO ANDREU PINILLOS**

E mail: Aandreu@ie.edu

Professor of Organisational Behaviour

Alberto Andreu (Madrid, 1963) is married and has two children. He holds a Degree in Law at Universidad Pontificia de Comillas (ICADE-ICAI), a MBA at Instituto de Empresa (IE), and Phd. Candidate in Economics in the Universidad Pontificia de Comillas (ICADE-ICAI). In October 2001 he joined Telefónica. He is a Managing Director of the Corporate Reputation and Sustainability, within the General Chairman's Secretariat.

My main concern is to understand how organizations, and to discover why do things happen in one way or another in organizations; why do projects grind to a halt, why is everything so difficult sometimes, or so easy"- he explains. Sometimes is easy so find CEO's who suffer because they don't find the right switch or lever in their organizations that should be activated in their organizations to make things happens.

Professor Andreu, has develop all his professional career within global institutions, and he combined his career with the academic live. He has wrote a has published several articles in technical publications, and had a biweekly column in the Spanish economic journal Cinco Días.

He still teaches at the IE Business School since 1990, as an associate professor of Organizational Behaviour and Corporate Identity and Culture. Additionally, he holds a seat in the Spanish CSR Council; he is a Member of the Global Compact Spanish Steering Committee; counsellor of the Javier Benjumea's Chair of Ethics at Universidad Pontificia de Comillas (ICADE-ICAI); and General Secretariat of the Spanish Intangibles Institute.

Academic Background

- PhD Candidate in Economics, Universidad Pontificia de Madrid (ICAI-ICADE)
- MBA, Instituto de Empresa.
- Law Degree, Universidad Pontificia de Madrid (ICAI-ICADE)

Professional Background

- Managing Director of the Corporate Reputation and Sustainability; Telefónica S.A (2001-present)
- Manager of Culture and Corporate Identity & Brand, Banco Santander (1999-2001) Manager of Manager of Internal Communication and Chairman's Secretariat, Banco Español de Credito, Banesto (1993-1999)
- Internal Communication Manager, CEPSA (1989-1993)
- Research assistant, IE Business School, (1998)

INTRODUCTION

This course focuses above all on the issues that most of you will have to deal with early in your career. The most important skills at that time have to do with the ability to manage oneself and one's relationships with others in the organization.

In 15 sessions, we will deal with matters affecting individuals' behavior in organizations (leadership, management styles, motivation, interpersonal communication, teamwork, etc.) and matters affecting the way things are done in the company as such an organization (internal communication, managing change, culture, etc.) And to do so we will adopt the dual viewpoint which we all in one way or another have to adopt: as managers and as subordinates. The organizational behavior course consists of this: trying to understand the actions of individuals in organizations and trying to find out how this influences the structure of the company.

Most of the students think, when the course is over, that Organizational Behaviour is the roadmap they need to "survive" within the organizations and get the most of their careers.

OBJECTIVES

- To increase the participants' analytical skills with respect to formal structures, informal structures, individual, interpersonal and group dynamics phenomena in organizational life.
- To increase their understanding of leadership phenomena within organizational contexts.
- To increase their diagnosis and intervention skills.
- To increase an individual's ability to manage his/her own career

METHODOLOGY

The Instituto de IE Business School methodology, and that of the course, is highly practical, being based on the case study method.

But what does this method really consist of? It is a way of reaching general conclusions via specific facts and experiences (practical cases). And above all it is a way of learn about oneself: we all discover "cases", and what we learn from them is what really stays with us. However the most useful aspect of the case method is that one gradually acquires one's own methodology for facing and sometimes solving problems: the important thing is not which conclusions are reached for each case, but how they are arrived at. And what's more, we will each have our own method.

In order to get the most out of each case and the debates that arise on them in class it is essential that you prepare the cases and the assigned reading for each session as well as you can. Preparing a case is not the same thing as reading it. Preparing a case involves reflective, critical and in-depth reading. The better you prepare a case, the more benefit you will get from the explanations and discussions that take place during the session. Good preparation not only helps your learning but, by means of dialogue, also contributes to that of the other participants. Before coming to class it is important for you to spend at least 10 or 15 minutes discussing the case with your fellow team members. Unless otherwise specified for a particular session, it is not necessary to reach a team consensus on the analysis or the recommendations. The important thing is that you should have had the opportunity of contrasting your impressions with other people prior to the general discussion.

Alongside the case method, we will also have some theoretical sessions. Additionally we will have questionnaires, videos and some role playing activities.

PROGRAM

SESSION 1

THE WORK OF THE MANAGER: INTRODUCTION TO THE ORGANIZATIONAL BEHAVIOR COURSE.

TC: What makes a leader? Daniel Goleman (HBR 98606)

TC: What leaders really do, (HBR 90309) R0111F

Preparation notes: This session is a lecture. Students need only bring with them, and have read, the two technical notes that will have been handed out, emphasizing one question: what is the role of the senior executive today?

SESSION 2

THEORY OF THE ORGANIZATION: VARIABLES OF THE ORGANIZATION.

T.N.: Organizational Alignment: The 7-S Model (HBS 9-497-045)

T.N.: Note on organization structure (HBS 9-491-083)

C.P.: Acton-Burneet (HBS 9-476-018)

Preparation notes: To resolve the case, students will have to answer the following questions:

- What is the purpose of setting up the research committee?
- What defects can be seen in the formal and informal structure of the company?
- What groups or 'clans' exist in the company?
- Which types of behavior are the least excusable?

SESSION 3

MANAGEMENT STYLES (I).

TN: Questionnaire: Do you Want to Discover your Leadership Style? Part A (CH05/53-I-M)

TN: Questionnaire: Do You Want To Know Your Leadership Style? (A) (sc/art.rev.)

T.N.: What Makes A Leader? By Daniel Goleman (HBR)

T.N.: Managers And Leaders: Are They Different? By Abraham Zaleznik (sc/co)

Preparation notes: This session is a lecture. Students must bring the completed questionnaire Do you Want to Discover your Leadership Style? following the instructions included with it. In class, the relevant conclusions will be drawn from the questionnaires.

SESSION 4

MANAGEMENT STYLES (II).

Prepare: Read the case and answer the questions below :

P.C.: Elizabeth Best A (HBS 9-675-123)

P.C.: Elizabeth Best B (HBS 9-675-124)

P.C.: Elizabeth Best C (HBS 9-675-125)

What went wrong in part C?

Do you think she can solve this situation? How?

Also, answer the test on leadership style. We will discuss class statistics online.

Preparation notes: To resolve the case, students will have to answer the following questions:

- What are E. Best's main skills?
- Compare the formal and informal structures of the organizations that E. Best passes through: League of women voters / Administration.
- Define E. Best's management style in each post.
- What difficulties does she have in managing the measurement of environmental standards?

SESSION 5

MOTIVATION (I)

TN: One more time, How do you motivate employees? Frederick Herzberg (HBR 87507)I)

TN.: On the Folly of Rewarding A while hoping for B (*Academy of Management Journal* 18: 769-83. 1975)

TN: Questionnaire: 'Arranging job motivations (CH5-0053 –I -M)

Preparation notes: This session is a lecture. Students must bring the completed questionnaire 'Arranging job motivations', following the instructions included with it. In class, the relevant conclusions will be drawn from the questionnaires.

SESSION 6

MOTIVATION (II)

TN: Pygmalion and company management, (HBR REPRINT R0301G)

TN: One more time, How do you motivate employees? (HBR 87507)I)

Preparation notes: To resolve the case, students will have to respond to the following questions:

- What are the basic principles that Juan Carlos Sanz has set himself for choosing a new job?
- What is J.C. Sanz' motivational profile?
- How does each job offer fit J.C. Sanz' motivational profile?
- What work would you recommend to him in view of his profile?

SESSION 7

INTERPERSONAL COMMUNICATION (I)

TN: Barriers and Gateways to Communication, Carl R. Rogers, Fritz J. Roethlisberger (HBR) 91610

TN: Questionnaire : Communication Styles (C) (C02-209-I)

TN: Interpersonal Communication

Preparation notes: This session is a lecture. Students will have to bring with them the completed Egogram questionnaire, which is included in the note on interpersonal communication. In reading the technical note, students will ask themselves about the commonest obstacles to interpersonal communication.

SESSION 8

INTERPERSONAL COMMUNICATION (II)

PC: The Road to Hell (A) (HBS 9-480-074)

PC: The Road to Hell (B) (HBS 9-480-075)

T.N: Managing Oneself by Peter Drucker (HBR 99204)

Preparation notes: Read "The Baker Case" (A) & (B). After reading the case, please imagine yourself in Mr. Baker's position and choose one of the following alternatives:

- a) Have only a goodbye and good-luck get-together with Rennalls, give him any positive feedback that you may think appropriate and avoid addressing any substantive problems.
- b) Get together with him and talk about all his accomplishments and positive qualities, but also mention his problems with some expatriates but avoiding at all costs bringing up the issue of his "racial consciousness".
- c) Get together with Rennalls and talk about all his accomplishments and positive qualities, but also mention his problems with some expatriates and the fact that you think these may be due to his "racial consciousness".

After choosing one of these alternatives, try to answer the following questions:

- What factors should Baker have considered before telling Rennalls his opinion of his behavior?
- How did the final evaluation interview between Baker and Rennalls go? What was done correctly and what was done incorrectly?
- What risk is Baker running with his behavior?

SESSION 9

HOW TO MANAGE INTERPERSONAL CONFLICT

Preparation: Read technical note and case. Answer the questions below,

T.N.: Managing Interpersonal Conflicts, Ware and Barnes (HBS 9-479-004)

T.N.: Conflict Handling Styles Test (CH05/613-I)

P.C.: Sturdivant Electric Corporation (HBS 9-172-123)

Questions:

- a) Make a list of main factors that contribute to conflict between Marsalis and Slatkin.
- b) If you were Carter at the end of the case, what would you do?

Preparation notes: To resolve the case, students will have to answer the following questions:

- What circumstances are likely to lead to conflict in the Sturdivant Electric Corporation?
- What role does Johnson have to assume? Of the three options presented in the technical note (negotiation, control or conflict) which is the most appropriate and why?
- What has to be done once the project is completed?

SESSION 10

THE SUBORDINATE'S DILEMMA

T.N.: Managing Your Boss, John J. Gabarro, John P. Kotter (HBR 93306)

T.N.: Power, Dependence And Effective Management (HBR 77409)

PC: Kapco (A) (Ivey 9-93-D015)

PC: Kapco (B) (Ivey 9-93-D016)

Preparation notes: You will be assigned the role of Matt Gruber, Kapco (A) or Henry Young, Kapco (B).

ASSIGNMENTS

You will be assigned the role of either Matt Gruber, Kapco (A) or Henry Young, Kapco (B). Half the class will receive and prepare the (A) case and the other half of the class will receive and prepare the (B) case. Please do not discuss the case you receive with anyone who received the alternate case prior to class (it will spoil the fun!).

If you are assigned the Kapco Limited (A) case (Matt Gruber), you must answer the following questions:

1. How does Matt see his relations with Henry Young and Don Kershaw?
2. What problems do you think might arise during the time Matt works at Kapco?
3. Should Matt go to Calgary? What are the likely consequences of his decision?

If you are assigned the Kapco Limited (B) case (Henry Young), you must answer the following questions:

1. What is Henry's perception of Matt Gruber?
2. What problems could Henry have anticipated regarding Matt's future in Kapco?
3. Do you think it is important for Matt's future that he accept the Calgary offer?

SESSION 11
RESOLVING TASKS IN GROUPS; TASK LEADERSHIP VS MAINTENANCE LEADERSHIP
Film "12 Angry Men"

Preparation notes: In this session students will follow the instructions given in the analysis guide to "12 Angry Men", watch the film before the session and address the questions it raises.

SESSION 12
COMMUNICATION IN THE ORGANIZATION

T.N: Building your company's vision, James C. Collins, Jerry I. Porras (HBR 96501)

Preparation notes: This session is a lecture. Students must attend having prepared for the session by reading the technical notes.

SESSIONS 13 AND 14
MANAGING CHANGE

T.N: Managing change (HBS 474-187)

T.N: Leading Change: Why Transformation Efforts Fail (REPRINT R0701J)

T.N.: Creating a Climate and Culture For Sustainable Organizational Change (Schneider Et Al., 1996, Organizational Dynamics) (Scanner/otros)

P.C: Quaker Steel and Alloy Corporation (HBS 9-480-063)

Preparation notes: To resolve the case, students will have to answer the following questions:

- What factors determine that Hausser Food will have to face up to a change?
- What factors of the formal and informal structure are holding back a possible organizational change?
- What things need to be transformed at Hausser Food before they can embark upon the change?
- Who should be the change leader?

In the second session we will show examples of organizational changes made in some major corporations.

SESSION 15
WORK-LIFE BALANCE

T.N: Must success cost so much? Fernando Bartolomé (HBR 80203)

T.N: Work Abili. When it's harder to go home, Fernando Bartolomé (HBR 83204)

T.N: Gender Differences in Managerial Behavior: The Ongoing Debate (HBS 9-495-038)

P.C: Janis Jerome (Ivey 9A89C022)

Preparation notes:

- What factors led to Janis Jerome's success and satisfaction, or lack thereof, in the previous jobs she held?
- By looking at Janis Jerome's work life history, do you think that she will be (a) successful and (b) satisfied if she takes a consulting job?
- If you were her sister/brother, how would you help Janis make her decision?

EXAMINATION

EVALUATION SYSTEM

- In class participation:		20%
- Group report:	Sturdivant Electric Corporation	30%
- Final / individual:	Case to be determined	50%

General criteria for evaluating reports

The evaluation will essentially focus on each student's understanding of the situation based on what has been studied in class; the recommendations or action plans resulting from this understanding of the situation; and the ability to communicate the ideas presented and defended by the student. In group reports, all group members will receive the same grade.

Maximum length: 8 pages (in power point)

In class participation evaluation

The daily discussions in class are a unique opportunity for students to develop and show their ability to uphold and defend their own points of view, react spontaneously to different points of view and generate dialogue that is enriching for other participants. Therefore its weight in the evaluation will be considerable (20%).

However, participation in class must be appropriate to the academic goals of the sessions: contributing to moving the discussion forward; giving a new point of view; and, most importantly, contributing to other participants' learning. In other words students learn both from what the teacher says and from other students' contributions.

Consequently participating in class does not mean talking for the sake of talking. **Therefore every day the overall participation of each student will be evaluated using a points system** in accordance with the following criteria:

- **(+3) points:** High quality contributions because you provide an in-depth analysis of a subject, propose specific action plans for a particular problem and above all help to move the class discussion forward whenever it looks like stalling or becoming blocked. Such contributions are infrequent.
- **(+2) points:** Quality contributions that are aligned with the opinions of other students and enrich their point of view. They are frequent.
- **(+1) point:** Contributions are frequent and routine, i.e. replies to simple questions relating to the case, and which serve to open up the discussion dynamics. They are very frequent and are appreciated to the extent that they generate in-class participation and help to get things going.
- **(-1) point:** Contributions that hold up the session, retrace ground already covered or due to lack of attention repeat opinions already expressed or contributions already made previously by other students.
- **(-2) points:** Contributions constituting, or accompanied by, personal attacks on other students will be seriously penalized. On this point, it is essential to distinguish between a debate with opposing opinions and a personal attack to defend these opinions.

At the end of the course, all the points obtained throughout the sessions will be added up to assign overall grades.

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Complementary

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