

BOSTON COLLEGE

S U M M E R S E S S I O N

MGMT1021.01 (3 credits)

Boston College Summer Session 2019

Summer I: May 14th-June 20th, Tuesdays and Thursdays, 6:00 pm to 9:15 pm

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Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

As an introduction to the study of human behavior in organizations, this course aims at increasing an awareness and understanding of individual, interpersonal, group, and organizational events, as well as increasing a student's ability to explain and influence such events. The course deals with concepts that are applicable to institutions of any type; a central thrust of these concepts concerns the way institutions can become more adaptive and effective. The course is designed to help the student understand and influence the groups and organizations to which he/she currently belongs and with which he/she will become involved in a later career. Note: Restrictions only apply to current Boston College students and do not apply to transfer or exchange students.

Required textbook

Davis, G. F., & White, C. J. (2015). *Changing Your Company from the Inside Out*. Harvard Business Review Press.

Canvas

Over the course of the semester I will post readings, assignment information, and partial slide decks on the class Canvas site.

Harvard Business Review Articles

For copyright issues, I cannot post HBR articles on Canvas. You can download them for free by searching <http://library.bc.edu> using the “Articles” tab and entering the title of the article. Scan the list and find the right version of the article. Click the “find it” button and then proceed to follow the links to the article.

Canvas

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, [click here](#).

Course objectives

1. The student will demonstrate the competency to be effective organizational members through understanding of topics such as personality, groups and team dynamics, communication, network, leadership, organizational culture, change, and structure, as evidenced by organizational change, and organizational structure, as evidenced by satisfactory exam performance, quality classroom discussions, team project performance, and reflection memo.
2. The student will demonstrate the ability to design, lead, and manage organizational practices and changes that enhance the performance and wellbeing of organizational members, as evidenced by quality classroom discussion and team project performance.
3. The student will demonstrate the ability to be effective organization members across cultural settings and will learn the impact of culture, gender, and age in organizational behavior as evidenced by mindful discussions of these topics in the classroom and team project performance.
4. The student will demonstrate ethical competency pertaining to decision making in organizational settings as evidenced by quality classroom discussions and reflection memo.

Grading

Course grades will be determined as follows:

Midterm exams (20%)

Final exam (20%)

Class contribution (25%)

Team project (20%)

Personal reflection and development memo (15%)

The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

Deadlines and Late Work

Please submit assignments by their specified due date and time. Late assignments will be lowered a whole grade for each 24-hour period the assignment is late with a 15-minute grace period from the due date/time. For example, if an assignment is due at 11:59 p.m. on a Tuesday, and you turn it in at 12:16 a.m. the next day, your highest possible grade is a B+. If you turn it in at 12:16 a.m. on Thursday, your highest possible grade for that assignment is a C+.

Course Assignments

It is expected that you will spend about 12 hours per week on out-of-class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.

Team project (20%)

The semester-long group project is focused on 1) helping you become a successful social intrapreneur in your future career, and 2) learn how to work effectively in groups. You will be assigned to a group in the beginning of the semester. With your group, you will pick an organization of your interest – it can fall anywhere from a Fortune 500 corporation to a local non-profit organization – and come up with an “intrapreneurial initiative” that will enhance the organization’s both financial and social/environmental bottom lines. An intrapreneurial initiative uses the company’s resources to advance its core business objectives in a new way. It can be a new product or service, but it can also be a change in how the company manages its people or processes, or how it connects with its community. Chapter 2 of *Changing your company from the inside out* describes several types of socially-oriented initiatives:

- Products: selling goods and services whose values extend beyond profit (e.g., eBay’s World of Good marketplace; the Wello water wheel; fair trade products; Bloomberg’s ESG metrics)
- People: making the workplace more just and rewarding (e.g., Cascade Engineering’s Welfare-to-Career program; domestic partner benefits for LGBTQ employees)
- Practices: making how we do it more sustainable (e.g., Ford’s code of human rights; greening the supply chain)
- Public: building the community beyond the walls of the institution (e.g., IBM’s Corporate Service Corps; Goldman Sachs’ 10,000 Women initiative)

The project is cut into four separate deliverables, plus a final group presentation. The first deliverable, due two weeks into the semester, is a proposal of your project idea. Whichever type of initiative you decide to pursue, you will need to demonstrate how it advances the company's core business objectives.

The second deliverable is a thorough diagnosis of the organization. If your organization is a public corporation (e.g., Google or Apple), your diagnosis will be more likely to rely on archival data such as SEC 10-K report and press releases. If your organization is a local organization, you will be encouraged to go to the organization, conduct interviews with key actors in the organization, or do on-site observations. Prior to the midterm, our lecture topics will focus on different dimensions of organizations, which will provide you with different frameworks you can use to analyze your company. Based on your diagnosis, you may revise your initial project idea.

The third deliverable gives you a chance to step back and analyze how your group has been functioning. You will write a short diagnosis of your group process and dynamics, along with a plan for how to improve your group moving forward.

The final report addresses how you will implement the idea in your organization. Based on the lessons from the last module of the course, you will build a specific action plan on how to implement the proposed change in the organization. The plan should leverage what you know about the organization's culture, values, structure, and social networks. This should include a proposed timeline, challenges you expect to face, and how you might overcome those challenges.

The grade breakdown for the different group project components is as follows:

- Idea proposal – 5 pts
- Organization analysis – 8 pts
- Group analysis – 4 pts
- Final report – 8 pts
- Final group presentation – 5 pts

At the end of the semester, group members will be asked to evaluate each other's individual contributions to the group. These evaluations will be factored into individual participation grades.

Exams (20% each)

This course has two exams, a midterm and a final. Both exams will be a combination of multiple choice, short answer, and essay questions. Any material from the daily readings and slides is fair game to include in the exams. The first midterm will cover materials from first half of course, and the final will cover the second half of course.

Exams are closed book and closed notes. No technology (including earbuds, headsets, watches with electronic communication abilities, cell phones, etc.) may be on the desk, used, or viewed during either of the exams. No latecomers will be admitted. Students who miss an exam, without prior permission from their instructor, will not be given a makeup exam. If you are severely ill on the date of the exam to the point that you cannot take it, you absolutely should not take the

exam. In the case of illness, you must supply written medical documentation of your inability to take the exam to your professor either before the exam or as soon after as you are able to do so.

Class Contribution (25%)

An important part of the class is your participation and contribution to the class. There will be several ways you can participate in the class. Students are expected to attend every class session having read and thought about the assigned material (it may not always be reviewed in class). Students should always be prepared to contribute to the class discussions, demonstrating their preparation by their mastery of key ideas from the readings for each session. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. Class discussions provide the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation are discouraged and will be evaluated negatively.

The best class comments:

- make or raise issues that are relevant to the current focus of the class
- show curiosity and a willingness to experiment
- use data to support conclusions
- take into consideration the ideas already offered by others
- offer support for arguments

In addition to readings, I will on occasion give you a small assignment or exercise to do in preparation for a class. Such assignments will not be graded, but their completion may be factored into your participation grade.

You are encouraged to be creative and find other ways to participate or contribute to the class. For example, you can email me anytime materials (news/magazine articles, books, video/audio clips, etc.) that are specifically related to class topics. You can post reactions to the Canvas discussion board. Your participation in your groups will also be a big part of your participation grade.

I also do not have a strict electronics policy in class, aside from during exams. However, I have strong feelings about being respectful to your classmates by listening to their comments and not distracting them with what is on your screens. If courtesy to others is not enough of a reason, it simply is unwise to use electronics during class because there is no easier way to convey to your instructor that you have chosen to disengage from the class. If I feel that you are misusing an electronic device (e.g., surfing the Internet during class), it will adversely affect your participation grade, so use a computer at your own risk. If you need to use a computer because of a language or disability issue, please let me know at the beginning of the semester.

Personal reflection and development memo (15%)

Research reveals that many managerial careers derail for lack of interpersonal skills and the inability to work with others. It also suggests that reflection and setting goals helps you achieve success. The goals of this assignment are to integrate your awareness of yourself with class

concepts and to create a personal development plan. I hope to help you get started on a path of personal development that will help you to achieve your professional goals.

Consider this assignment a journal or memo about your reflections and development plans throughout the duration of the course, or a conceptual toolkit that you can take with you in your future organizational life. It should first contain a summary of the personal assessment (e.g., personality, network) that you will complete during the course. Then you will create personal reflections and personal development plans (templates will be provided on Canvas). The reflections and development plan should identify five areas you want to work on, and an action plan for how you will improve. This should be based on considering all the results/findings and your interpretations. I am looking for specific recommendations (e.g., find and read a book on cross-cultural communication within the next two months, generate three specific practices for improving my cross-cultural communication competency based on the book, consult my friends from different cultural backgrounds about XXX) not general statement such as “improve my cross-cultural communication competency”. More assignment details will be provided on Canvas.

Course Schedule

Note: Course schedule is subject to change. Depending on student background and interest (which will be assessed through a short survey before course starts), some topics might be expanded and some might be dropped. Please check Canvas for the most updated syllabus. I will also notify you of syllabus revisions.

Introduction

#	Date	Topic	Preparations
1	May 14	Introduction & overview	
		Why work?	<ul style="list-style-type: none"> Gutting, “What work is really for” (Canvas) Smith, “Introduction” in <u>The power of meaning</u> (Canvas)
2	May 16	Working in teams	<ul style="list-style-type: none"> Edmondson, <u>Teaming</u>, pp. 11-14 & pp. 45-80 (Canvas)
		Being a social intrapreneur	<ul style="list-style-type: none"> Bring a copy of your completed team charter Davis & White, Chapters 1 & 2 in <u>Changing your Company from the Inside Out</u> (guide for group project) Pfeffer, “Producing sustainable competitive advantage through the effective management of people” (Canvas)

Module 1. Relating to your organization

#	Date	Topic	Preparations
3	May 21	Organizational structure	<ul style="list-style-type: none"> With your team, try to determine your company’s org. structure (try https://www.theofficialboard.com/, and skim their 10-k, which you can access on the SEC site: http://www.sec.gov/edgar/searchedgar/companysearch.html) Nadler & Tushman, pp. 3-25 in <u>Competing by Design</u> (Canvas)

		Culture & socialization	<ul style="list-style-type: none"> • Pascale, “The paradoxes of corporate culture: reconciling ourselves to socialization” (Canvas) • Intrapreneurial venture proposal due
4	May 23	Job design & job crafting	<ul style="list-style-type: none"> • Hackman & Oldham, “Motivation through the design of work” (Canvas) • Wrzesniewski, Berg, & Dutton, “Managing yourself: Turn the job you have into the job you want” (HBR)
		Compensation & reward systems	<ul style="list-style-type: none"> • Prendergast, “Paying for Performance” (Canvas) • Economist, “Doing well by being rather nice” (Canvas)

Module 2. Relating to your social network

#	Date	Topic	Preparations
5	May 28	Networks in and around organizations 1	<ul style="list-style-type: none"> • Davis & White, Chapter 6 in <u>Changing your Company from the Inside Out</u> • Cross & Prusak, “The people who make organizations go – or stop” (HBR)
		Networks in and around organizations 2	<ul style="list-style-type: none"> • Capital Partners: A network organization (Canvas) • Uzzi & Dunlap, “How to build your network” (HBR) • Baker, “Chapter 2: The networking leader” in <u>Networking Smart</u> (Canvas) • Organization analysis due Feb 23 at 5 PM • Midterm review session
6	May 30	In-class midterm	
		Navigating the new world of work	<ul style="list-style-type: none"> • Davis, “The rise and fall of finance and the end of the society of organizations” (Canvas)

Module 3. Relating to yourself and others

#	Date	Topic	Preparations
7	June 4	Thinking and feeling	<ul style="list-style-type: none"> • Bazerman, “Introduction” and “Biases,” Chapters 1 and 2 in <u>Judgment in Managerial Decision Making</u> (Canvas) • Vedder, “How much can we learn from success?” (Canvas)
		Social intelligence and diversity	<ul style="list-style-type: none"> • Watch video by Scott Page on diversity: https://www.youtube.com/watch?v=wULRXoYThDc • Phillips, “How diversity makes us smarter” (Canvas) • OPTIONAL: Burnett, “Does working as a group actually help us learn?” (Canvas)
8	June 6	Group and team dynamics	<ul style="list-style-type: none"> • Duhigg, <u>“What Google Learned From Its Quest to Build the Perfect Team”</u> (Canvas)
		Seeing and beholding others	<ul style="list-style-type: none"> • Gladwell, “Personality Plus,” The New Yorker (Canvas) • Watch the video: https://youtu.be/XWrRu31ZPzo • Group analysis due Mar 28 at 5 PM

Module 4. Leading change

#	Date	Topic	Preparations
9	June 11	Power & influence	<ul style="list-style-type: none"> SKIM: Pfeffer, “Decisions and implementation,” and “Resources, allies, and the new golden rule,” Chapters 1 and 5 in <u>Managing with Power</u> (Canvas)
		Influence & issue framing	<ul style="list-style-type: none"> Cialdini, “Harnessing the science of persuasion” (HBR) Ashford & Detert, “Get the boss to buy in” (HBR) Before class, think of one person in your network that you really want to influence and one specific thing you want to persuade him/her to do.
10	June 13	Leadership	<ul style="list-style-type: none"> George, Sims, McLean, & Mayer, “Discovering Your Authentic Leadership” (HBR)
		Negotiation	<ul style="list-style-type: none"> Bazerman, “Why negotiations go wrong” (Canvas) Negotiation analysis: an introduction (HBS Note)
11	June 18	In-class midterm	
		Negotiation debrief	
12	June 20	Team presentation	<ul style="list-style-type: none"> Team final report due
		Re-visiting work (course wrap-up)	<ul style="list-style-type: none"> Personal reflection and development memo due on June 22nd

Written Work

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

Attendance

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. The student is allowed one absence for a class session (3 hours), after that, each absence will result in a 1-point deduction from your final grade. Arriving late or leaving early will also factor into the instructor’s evaluation of your class participation grade.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts

with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC's commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic

Integrity Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student's work. Please see the Boston College policy on academic integrity for more information.