Course Overview and Goals

BA 651, Organization Behavior, is designed to provide you with an overview of behavioral science theory, research, and practice. Organizational behavior, commonly referred to as OB, is an interdisciplinary field dedicated to better understanding and managing people at work. This knowledge is essential for developing the managerial skills needed to effectively manage in today’s competitive environment. This course applies theories of individual behavior, group behavior, and organizational dynamics to solve a host of performance-based problems associated with organizational effectiveness. We will examine three general types of issues:

1. Understanding and managing individual behavior in organizations.
2. Understanding and managing group and social processes.
3. Understanding and managing organizational processes and problems.

My academic and practical experience reveal that effective managers possess both a fundamental knowledge of human behavior and a set of practical tools and skills for understanding and managing people and groups within the complex dynamics of organizational life. This course therefore is a combination of theoretical reading and practical application. Classes focus on the application of theory and research that prescribe various approaches for managers and organizations to effectively achieve their goals. It is my sincere desire that you will be able to apply contemporary knowledge about organizational behavior at work.
MBA Program Goals
MBA students will graduate with:

- A solid foundation in theoretical concepts and managerial skills needed to lead business organizations.
- The ability to analyze environments in which managers make and implement business decisions.
- The skills to formulate, communicate, and coordinate strategies to solve business problems and pursue opportunities.

BA 651 contributes to these goals through its student learning outcomes. While the overall objective of this course is to improve the skills you need to become a more effective manager and leader, I expect that you should be able to accomplish the following outcomes:

1. To understand the causes of individual behavior, attitudes, and decision-making and use this knowledge to reinforce and change behavior at work.
2. To increase your personal awareness about your attitudes, styles, preferred working conditions, and interpersonal skills.
3. To apply frameworks for diagnosing the causes and consequences of group behavior.
4. To apply frameworks for diagnosing and improving organizational effectiveness.

Textbook, Cases, & Readings


Course Packet: Available from [https://cb.hbsp.harvard.edu/cbmp/access/20242874](https://cb.hbsp.harvard.edu/cbmp/access/20242874)

Class Format
Multiple learning methods will be used throughout this course including readings, lectures, exercises, cases, class discussions, videos, and projects. Active participation is essential to the learning process. All students will be expected to have read the assigned material and cases before each class, and participate in class discussions and activities. Because students bring with them a wealth of insight, experiences, and perspectives, participation is an essential feature of the course. Students should consider each other, in addition to the above listed learning tools, as important catalysts for learning and treat one another as professional colleagues who deserve respect and consideration.
The readings and cases for the course can be found in the text and in the online packet. The readings and cases are meant to introduce you to the frameworks and perspectives that we will use to analyze organizations. **Be sure to read and prepare before the class date for which the assigned readings are listed.**

**Communication**

I will use email as the main medium to communicate with you outside of class hours. It is the easiest to contact me via email bgalvin@mail.sdsu.edu.

**Grading and Course Requirements**

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<th>Requirement</th>
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<td>Case &amp; class contribution I (individual)</td>
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<tr>
<td>Case &amp; class contribution II (individual)</td>
<td>125</td>
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<tr>
<td>Written case analysis (individual)</td>
<td>75</td>
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<td>Personal Development Plan (individual)</td>
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<td>Focal company presentation (team)</td>
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<td>Quizzes (individual)</td>
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<td>Mid-term exam (individual)</td>
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<td>Final exam (individual)</td>
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**Total Points** 1000

Grades on assignments are not curved during the semester. I will assign standard letter grades (including pluses and minuses). You will need to obtain the following percentages to guarantee the course grade listed. Note that missing the next higher grade by “only” 1 point still misses the grade and is not a basis for adjustment.

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Detailed Course Requirements

Case & Class Contribution

Your learning in this class will come as much from student participation as it will from the instructor’s knowledge. Class contribution evaluations are based on your contributions to class discussions, case analyses, completion of questionnaires, and active participation in group exercises. The quality of your participation is important for your learning, and the learning of your classmates.

Analyzing cases is a good way to apply the content covered in the book. The course outline indicates that we will analyze several cases during the course. Each member of the class is expected to analyze and be prepared to discuss each case. I strongly encourage you to meet with your team members in advance of a case to help prepare for the discussion.

Your role in a case discussion requires you to not only learn the material contained in your textbook but also to assist in the learning of your classmates. To do so, you should attempt to make a meaningful contribution when you have the floor. Blandly summarizing facts in a case, repeating points made by other students, and/or simply agreeing with your classmate’s arguments does not constitute a meaningful contribution. Try to focus on making comments that pass the “so-what” test. Such comments can range from an insightful interpretation of salient facts in a complex case to providing comments that build on prior discussion and move our thinking forward.

During a case discussion it is very important that all of us listen to one another and attempt to build upon or constructively critique prior comments. Friends in other programs or past students may offer to assist you with understanding the case, or you might be tempted to research what happened to the company after the case was written. Engaging in such activities is strongly discouraged. Not only does it impair your learning, but it will also disrupt your section’s learning when you speak up in class. It is important for the class to work through the issues based on case facts. Collective reasoning and discovery are critical to the success of the case method. Please do not research the case company or situation beyond the case facts until after our class discussion.

Below is a list of some behaviors and characteristics that will impact your ability to effectively participate and will be considered when making an evaluation of your performance.

- Being a good listener and staying focused in the moment.
- Make comments that are relevant to the discussion at hand. Do not take the discussion backward. Try to build on comments made by others.
- Use materials contained in your textbook during the discussion. For example, use a particular theory or model to diagnose a situation and to propose solutions.
- Be incisive. Make comments that cut to the core of an issue or problem. Rambling on and on is not the goal. The quality of a comment is valued more than the length of a comment.
- Be able to support and defend your solutions/recommendations.
• Professionally challenge the ideas that are being expressed if appropriate.
• Test new ideas rather than repeat what others are saying. For example, try to avoid repeating case facts without analysis and/or repeat comments already made by someone else. Repeating doesn’t advance the discussion, it frequently takes it backward. Again, listening skills are very important in this regard.

Contribution grades will be based on the value-added of your contribution. Quality is much more important than quantity. People within organizations are evaluated on the value they add to the experience of customers, suppliers, and co-workers, not just their boss. Class contribution is about creating value for the class as a whole, not just trying to tell your professor what you think he/she wants to hear. Below are a few closing tips for meaningful class contribution:

• Trust your own experiences. The course is designed to give you a theoretical framework for making sense of your everyday work experiences. Draw on your experiences to interpret material and illustrate your arguments. Equally important, be prepared to reinterpret your experiences in light of new insights gained from the course.
• Be aware of your own values and biases. "Where you stand depends on where you sit." Your values inevitably influence how you perceive and interpret situations. Rather than deny or hide them, make them explicit (at least to yourself).
• Value the contributions of others. There is never a one-best-way to manage, and different people often come to different conclusions about how they would handle a problem. You can learn as much from listening to your classmates as you can from any book.
• Do not be satisfied with shallow analysis and pat answers of your own, your classmates, or your professor. In the interests of saving time and making a point, we often gloss over subtleties: if something does not sound right, then it probably is not right.

Your contribution grade is based on a similar method that has successfully been used for many years by professors at the Harvard Business School and others. The focus of the method is to assess the extent to which a student contributes to the discussion and the class’s learning. It is important to note that the criterion of contribution includes both the quality and quantity of what a student says during a discussion: Quality is more important. This means that a method or system is needed to assess both the quality and quantity of what people say. The rating system works as follows:

• 5. Reflects an “A+” contribution. Case-breaking and/or extremely insightful comments and/or multiple high level contributions. This level of contribution is extremely rare.
• 4. Very insightful comments, and/or exceptional value added to the discussion, or raised particularly relevant but so far overlooked question. Reflected a great deal of preparation, thought, and integration of text concepts, work from other courses, ideas from other class contributors and cases.
• 3. Average preparation, simple commentary, helped move the discussion along with an incremental advancement over previous comments.
• 2. Statement of facts, rephrasing of another person’s comment already made. Poorly proposed case solutions in which the individual does not provide the detail needed to implement recommendations or cannot defend the rationale of one’s recommendations.
• 1. Comments reflected poor or no preparation, ignorance of contributions already made by others, lack of respect for other contributors, or person fails to respond during a discussion.
• 0. Absent from class.

I have learned through past experience that we are all busy people and that you may have to miss a class because of some personal or professional reason. I also know that all of you can have a bad day because you didn’t feel well, you weren’t able to prepare for a case or discussion because of your workload, you had a hard time getting called on during the case discussion for whatever reason, or you encountered a personal emergency. Further, some people are hesitant or uncomfortable speaking in public or they may not be well versed in English. Finally, others tend to process information in a slower fashion and may have trouble getting involved in a rapidly moving case discussion. To accommodate any reason for a lack of contribution during a discussion, I will drop your two lowest contribution scores from the final evaluation of your contribution grade. I also will pass out cards, which guarantee that you will be called on when you use it. Your daily scores are used to help me keep track of how each student contributes. I will also ask you to provide an evaluation of you and your teammates’ contributions. I will then use these scores to help me determine your contribution score. I will be happy to meet with you if you would like to discuss your contribution during the semester. I will assign a progress report grade (Case & Class Contribution I) part way through the semester so that you can assess how you are doing. If you have concerns about your level of contribution during the semester please see me after class or by appointment during office hours.

**Case Analyses**

The attached schedule shows the case for which you must submit a two-page analysis (see the case marked with ***). Your write up is due at the start of class. Papers turned in after class starts are deducted 5 points for that day and 10 points for each additional day. For your individual case analysis, you are asked to:

1) Identify the most important problem(s) faced by the protagonist (i.e., main character in the case). Quite simply, a problem is defined as a gap between what the protagonist wants in the situation at hand and what he/she is experiencing (i.e., reality). There may be more than one key problem.
2) Identify the causes of the problem using the content/models/theories discussed in current and past readings and class discussions. Remember, causes lead to problems and they may exist at multiple levels: Causes may exist at the individual level [e.g., low motivation], at the group/team level [e.g., dysfunctional group dynamics], and at the organizational level [e.g., organizational culture or structure]. Problems tend to disappear when causes are eliminated.
3) Identification and evaluation of alternative solutions. Alternative solutions need to closely align or map with your causes. They also should be based on consideration of
the content/models/theories discussed in current and past readings and class discussions.

4) Recommend and justify a specific solution. The solution must map to the problem, causes, and alternatives.

There is also extensive information at the end of this syllabus explaining the write-up and grading. Please note that this assignment does not constitute the same type of analysis needed to answer the case discussion questions, which are provided to help you and your team prepare for class discussion. Case analysis can be no longer than two-pages (single-sided, single spaced, 12 point Times New Roman, 1 inch margins throughout).

**Personal Development Plan**

Functional expertise is critical for success, but it is not enough if you desire to reach the highest levels within an organization. Research reveals that many managerial careers derail for lack of interpersonal skills and the inability to work with others. Surveys of MBA recruiters also demonstrate that organizations want to hire MBAs who can work within a team, have strong oral and written communication skills, analytical and problem-solving skills, and interpersonal skills. It is very important for all of us to develop our interpersonal skills over the course of our careers. This component of your grade focuses on using the self-assessment surveys and feedback from others to (1) increase your awareness about yourself along a variety of dimensions that influence your interpersonal skills, managerial style, and emotional intelligence and (2) create a personal development plan. My goal is to help you get started on a path of personal development that will help you to achieve your professional goals.

The course outline identifies the different self-assessments and feedback from others that I would like you to complete and/or collect.

After you complete the self-assessments and collect the feedback, you will write a personal development plan that is based on considering the aggregate of all the information. This report should be three single spaced pages (not including the creation of an action plan and a summary table of your results) and should answer the following questions: (1) What did you learn about yourself? (2) What are your strengths and weaknesses? (3) What were your blind spots (i.e., results/findings that surprised you)? (4) How can your strengths and weaknesses impact (a) your success in the MBA program and (b) your ability to succeed in your career?

The actual development plan should be based on considering all the results/findings and your interpretations. I am looking for specific recommendations (e.g., find and read specific book on active listening within the next two months, generate three specific ideas for improving my listening skills based on this book, and implement and evaluate [discuss how you will evaluate] my success) not general statement such as “improve my listening skills.”

The last page or two of your report should include a summary of the assessments that were taken. These pages are not included in the three page requirement. For each assessment, I want to know the scores you received relative to the norms and interpretations provided in the individual assessment reports (if provided). You do not need to turn in the actual assessment reports: They
are for your records. If you prefer to keep the specific results of certain assessments confidential that is acceptable.

The final plan is due at the start of the final exam. Ten points will be deducted if the plan is not submitted at the start of the final. Papers received over the next few days will be subject to a 10 point deduction for each day the paper is late. Please keep in mind that your grade on this assignment will include an assessment of professionalism. Specifically, I’m looking for something that has a professional image, good grammar, and no typos.

**Focal Company Presentation**

Since group process is a major topic in this class and we strongly believe that one learns better by “doing”, you will be doing a group presentation with approximately 5 or 6 of your classmates. This group project will allow you the chance to directly learn about group dynamics. This project serves several purposes: 1) provides you the chance to directly observe, learn, and apply group process skills, 2) allows you to see how the concepts we are learning about are applied in a real world setting, and 3) provides you with an opportunity to practice your oral presentation skills which are critical for leaders. The group presentation assignment is as follows:

**Organization Culture and Leadership Analysis:**

Your group will select a well-known organization for the purpose of examining how culture and leadership are relevant to the success/failure of your organization of choice. Specifically, the group will need to: 1) provide background on the company, 2) discuss how the concept of culture can be used to understand the organization, 3) discuss the leadership of the organization, 4) discuss how these factors (culture and leadership) have either helped or hindered your organization’s success. Please make sure you thoroughly assess each of these areas.

You are encouraged to do research by: using the internet or the library (books, articles), interviewing employees from the organization, interviewing other experts. Remember to appropriately cite people, articles, the internet, books, etc in your presentation.

**Overall presentation information:** Presentations should be no longer than 10 minutes in duration. Points will be deducted for teams that exceed time allotment. Each team member must participate in the presentation in some visible manner. If a team member is absent, that individual will not get full credit, but the team grade will not be influenced. Try to be creative (e.g., video, audio, powerpoint, skits, etc.) since the mode of presentation will help us to better remember the points made. You may provide supporting materials such as handouts or exhibits to the class. On the day of your presentation, please provide me with a paper copy of the materials you are going to present (e.g., powerpoint slides, handouts, etc.). You may also include a short write-up if you feel that it will help you communicate your learning.

**Remember that the goal of the presentation is to facilitate the education of your classmates!**

**Topical Presentation**
Each team will make one 5-10 minute presentation in which they tie a current event to the core material covered in that day’s assigned readings. This assignment is intended to be informative and fun for your team and the class.

**Quizzes**

Quizzes are designed to help you think about what you have read or completed (e.g., assessments or assignments) in preparation for that day’s class. If you are not in class or late you will not receive credit for the quiz. I will drop one quiz to account for sickness or other mishaps that may keep you from class.

**Exams**

A mid-term and a final exam will be given. Both exams will consist of multiple choice, short answer, and essay formats. The final exam is comprehensive, and will cover all course material. The exams are individual assignments and are closed book. No notes, books or readings will be allowed during the exam. In preparing for the exams, you can discuss class materials with other students. Once the exams have been distributed, all collaborating should stop and no information should be shared with other students (even if they are not in your section). Exam absences must be cleared with the instructor prior to the exam. The only absences definitely excused are those due to illness with a doctor’s note or a death in the family.

**Additional Class Information**

1. **Class Seating**

   Given the class size and the importance of individual participation, I ask that you sit in the same seat throughout the course. At the beginning of the first class, I will record where you are seated. This will be your seat for the rest of the quarter. Also, please bring and display your name cards to every class. As the course progresses, I will get to know each of you, but sometimes it is still helpful to have the name cards.

2. **Laptop Computers**

   Please turn off and put away your laptop computer during class time. You do not need to bring your computer to class, except when I indicate ahead of time.

3. **Student Disabilities or Extenuating Circumstances**

   Please inform me privately if you are working with Student Disability Services and you have received authorization for special accommodations or have any special circumstances arise for you during the semester. That is, if you are having difficulty in class due to extenuating outside circumstances, please talk to me as soon as possible so we can minimize the effects of these circumstances and work with student disability services if necessary.
4. **Cheating**

Individuals engaging in cheating, plagiarism, or other forms of academic dishonesty will be referred to administration officials overseeing student conduct code violations. Students caught engaging in such conduct will receive an “F” on the assignment/ and or semester grade. For the University’s formal definition and discussion of plagiarism, refer to the *Bulletin of the Graduate Division*. 

5. **Information on Blackboard**

I will be using Blackboard ([http://blackboard.sdsu.edu](http://blackboard.sdsu.edu)) – a web-based service, in this course. You were automatically enrolled on the Black Board site for this class when you registered for the course. Please read the following details *carefully*. They explain how to access the Black Board system.

**All Black Board accounts are the same as official SDSU Id and pin numbers. For account information go to the SDSU E-Services Website: [http://www.sdsu.edu/e-services](http://www.sdsu.edu/e-services)**

**Logging into Blackboard:**

1. Go to [http://blackboard.sdsu.edu](http://blackboard.sdsu.edu)
2. Enter your user name and password (this is your university ID and PIN number)
3. Click the Login button
4. If you do not know your PIN number, go to the SDSU e-Services website [http://www.sdsu.edu/e-Services](http://www.sdsu.edu/e-Services)
5. You will be taken to the My SDSU page
6. If you do not see any courses listed on the page, click the Reload or Refresh button.
7. The My Courses module will appear
8. Only courses where the instructor has chosen to use Blackboard will be visible

**Readings and Cases**

The attached schedule shows the assignments, readings, and cases that are assigned for each class. Each case was selected to highlight the application of recently covered content. When reading the book chapters, ask yourself “At what level of analysis am I dealing with? What criteria, types of problems, and causes do these readings help explain?” and “How could I apply this content to a case?” Be prepared to discuss these questions when you come to class.

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**Detailed Assignments**

**Class 1, August 26: Introduction: What is Organizational Behavior?**

**Read:** K&F, Chapter 1
September 2: Holiday no class

Class 2, September 9: Organizational Culture, Socialization, and Mentoring
Read: K&F, Chapter 2

Assignment: CVF Culture Preference (based on K&F chapter reading)

For this case, I do not want you to prepare with your team and I will not be providing any a-priori discussion questions. Our discussion will follow the structure shown in the Case Analysis Grading Sheet and you are left on your own to figure out what is going on in this case.

Class 3, September 16: Understanding Social Perceptions and Managing Diversity
Read: K&F, Chapter 4

Assignment: Complete at least two implicit cognition tests—
https://implicit.harvard.edu/implicit/demo/takeatest.html

Focal Company Assignment: update due today (your group must turn in 1 paragraph listing your company and detailing the type of culture possessed by your company—use the CVF as a framework)

Class 4, September 23: Individual Differences
Read: K&F, Chapter 5

Self Assessment: Big Five Profile (K&F p.121), Core Self-Evaluations (BB), Narcissism (BB).

Case: Gen Y in the Workforce
Discussion Questions:
1. What role did individual differences play in this case?
2. What were the pros and cons of Josh’s behavior?
3. How would you evaluate Sarah’s managerial/leadership skills?
4. What should Sarah do about Josh bypassing her and going directly to the CEO?

Class 5, September 30: Motivation
Read: K&F, Chapter 6

Case: Janice Gall
Discussion Questions:
1. What is your assessment of the work environment and organization culture at Dutch Treats’ Smithtown?
2. Which of the individual differences discussed in Chapter 5 affected Ron’s behavior?
3. Which motivation theories best explain why Ron displayed counterproductive work behavior?
4. What should Janice do going forward?
Class 6, October 7: Motivation II
Read:  K&F, Chapter 7

Case: Karen Leary***
Discussion Questions:
1. What was the core problem in this case?
2. How does equity theory, expectancy theory, and goal setting theory explain the behavior of Karen Leary and Ted Chung?
3. What were the pros and cons of Leary’s style of leadership?
4. How should Leary respond to Chung’s request?

Class 7, October 14: Performance Management—Integrating Goal Setting, Feedback, Reinforcement, and Rewards
Read:  K&F, Chapter 8

Assignment: 360 Feedback (BB)

Case: Harrah’s Entertainment, Inc.: Rewarding Our People
Discussion Questions:
1. Use Figure 8-2 to evaluate the reward system at Harrah’s?
2. How would you evaluate the performance management process (i.e., hiring, developing, goal setting, evaluating, providing feedback, and rewarding) at Harrah’s?
3. Should the reward system be revised or replaced? If yes, provide alternatives.

Class 8, October 21: Groups and Teamwork
Read:  K&F, Chapter 9

Read:  How Pixar Fosters Collective Creativity (Harvard Online Packet)

Self Assessment:  Team Roles Preferences (BB)

Class 9, October 28: Decision Making
Read:  K&F, Chapter 10

Self Assessment:  Decision-Making Style (K&F p.266-267)

Case:  Group Process in the Challenger Launch Decision (A).
Discussion Questions:
1. What types of decision making biases were displayed in this case?
2. How would you describe the decision making process at NASA? Was it ethical?
3. What were the causes of the decision to launch?
4. What changes should NASA make to its culture and decision-making processes to reduce the likelihood of another such disaster in the future?

Class 10, November 4: Conflict and Negotiation
Read:  K&F, Chapter 11
Self Assessment: Workplace Incivility (K&F p.291)

Case: Thomas Green: Power, Office Politics, and a Career in Crisis
Discussion Questions:
1. What was the key problem in this case?
2. What were the causes of the conflict between Frank Davis and Thomas Green?
3. How would you evaluate Thomas Green’s skills at organizational politics?
4. What conflict-handling styles were used by Green, and were they best suited for the situation?
5. What should Shannon do?

November 11: Holiday no class

Class 11, November 18: Influence, Power, and Politics
Read: K&F, Chapter 13

Self Assessment: Political Skill (BB), Job Power Measurement (K&F p.346).

Case: Corning Glass Works: The Z-Glass Project
Discussion Questions:
1. What role does power play in this case?
2. What influence tactics were used by Davidson and MacTavish, and were they best suited for this situation?
3. What role does organizational culture play in this case?
4. What should Davidson do at the end of the case? If you were MacTavish, what would you do? Finally, what if anything should Leibson do?

Class 12, November 25: Leadership
Read: K&F, Chapter 14

Read: Learning Charisma (Harvard Online Packet)

Self Assessment: Motivation to Lead, LMX (K&F p.385)

Class 13, December 2: Organizational Change and Learning
Read: K&F, Chapter 16

Case: Gary Rodkin at Pepsi-Cola North America
Discussion Questions:
1. What were the problems at PCNA?
2. What were the causes of these problems?
3. To what extent was the approach toward change used by Marineau and Rodkin consistent with both Lewin and Kotter’s models of organizational change?
4. What should Rodkin do over the next 12 months?

Class 14, December 9: Company Presentations
Assignment: Self/peer evaluations due

Final Exam, Monday, December 12
BA 651 Organizational Behavior Case Analysis
Guidelines

1) Identification of the problem(s)

a) The authors of your textbook define a problem as existing “when the actual situation and the desired situation differ.” Quite simply, it represents the difference between what you want in a situation and what you are actually achieving or experiencing. For example, the owner of a store may desire to provide timely and responsive customer service, but finds that his/her employees don’t care about responding to customers’ complaints in a timely fashion. This manager clearly has a problem with the customer service being provided by employees.

b) Think in broader terms when trying to identify a problem. If you think too narrowly, you will most likely focus on causes or symptoms of some larger problem. It is very important to consider the goals of the protagonist or the organization as a whole when you attempt to define problems because a goal represents a desired state.

c) Historical cues (e.g., past levels of productivity or sales) or facts (e.g., current measures of effectiveness such as productivity, efficiency, or customer satisfaction) can be used to help identify a problem. Opinions of others beside the protagonist can be useful in identifying problems. Gaps between an organizational vision statement and reality also might indicate a problem.

d) There can be more than one problem in a case. Your task is to consider all potential problems faced by the protagonist or organization as a whole and decide which ones are most important. Be sure to substantiate or thoroughly explain your conclusions.

2) Identification of the causes of the problem

a) Problems can have many causes, and causes can come from different levels of analysis (e.g., individual, group/team, organizational). You must consider different levels of analysis when identifying causes.

b) Use the content/models/theories discussed in your textbook and class to help identify causes. I want you to consider a breadth of causes, not just a chosen few. You will study many models and theories of organizational behavior and each one was proposed to explain some type of outcome. This means that each model or theory offers a host of potential causes.

3) Identification of alternative solutions

a) Relevant alternative solutions are derived directly from potential causes. That is, alternatives are generated to eliminate causes and are based on the analysis performed to identify
problems and causes. It is very important to consider the extent to which alternatives map to causes. You need to explicitly make these linkages.

b) Alternatives should be derived from the content/models/theories discussed in your textbook and class. Alternatives will most likely contain theoretical perspectives that cross levels of analysis when a problem is caused by phenomena that cross levels of analysis.

c) Consider whether or not the alternatives are truly alternatives. That is, it is important to consider if the protagonist or organization can simultaneously implement one, two, or more alternatives. For example, a protagonist or an organization may not be able to implement various alternatives due to a lack of resources or capabilities. Alternatives must be viable.

d) Before you can recommend a specific alternative, you need to evaluate all the alternatives. Explain the pros and cons of each alternative. Why are some alternatives more feasible than others? What are the likely effects of implementing various alternatives? This type of analysis enables you to identify and recommend an alternative that you think best solves the problem or problems in the case.

4) **Recommendation and justification for a specific solution**

   a) Multiple alternatives may be needed to solve a problem. The choice of a solution depends on your analysis of alternatives and the specific causes you are trying to eliminate. Remember, your recommended solution must map back to the original problem(s) and causes. Explicitly makes these connections.

   b) Explicitly justify why your solution is the best choice given the analysis.

   c) Present your recommendations with specific implementation steps.

   d) Be sure to state any assumptions you make in selecting a solution.

   e) Review the resources and support that will be needed to implement your solution.
SELF/PEER EVALUATION FORM (BA651)

Write your name in the space labeled self. You will be evaluating yourself in space A. Write the first and last names of each of the members in your group in the remaining spaces (B-F). Rate each team member on the various performance dimensions using the scale provided (1-10). Then sum up each person’s score at the bottom (max. is 50).

Team Number & Team Name: __________________________________________________________

Team member:
A. (self) __________________________________ D. ________________________________
B. __________________________________ E. ________________________________
C. __________________________________ F. ________________________________

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

1. Meeting attendance: attended all group meetings, arrived on time consistently, and stayed longer than scheduled meeting time when necessary.

Member: A______ B______ C______ D______ E______ F______

2. Quality of contributions: Continuously provided meaningful input which facilitated effective problem solving and decision making. Provided ideas that moved the group forward.

Member: A______ B______ C______ D______ E______ F______

3. Quantity of contributions: Contributed a tremendous amount in making the group project successful, actively participated in all aspects of the group project.

Member: A______ B______ C______ D______ E______ F______

4. Cooperation and teamwork: Led the way in creating an open, cooperative team environment. Encouraged the participation of all group members. Listened to others and disagreed in a constructive manner.

Member: A______ B______ C______ D______ E______ F______

5. Follow-through: Completed assigned work on time and in an error-free manner.

Member: A______ B______ C______ D______ E______ F______

TOTAL SCORE: sum numbers across dimensions for each team member.

Member: A______ B______ C______ D______ E______ F______
# BA 651 Organizational Behavior Case Analysis Grading Sheet

Name: _______________________________

## Overall Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outstanding</strong></td>
<td>extremely thorough and insightful analysis, outstanding recommendations</td>
</tr>
<tr>
<td><strong>Excellent</strong></td>
<td>very thorough and insightful analysis, excellent recommendations</td>
</tr>
<tr>
<td><strong>Strong</strong></td>
<td>thorough and insightful analysis, strong recommendations</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>analysis and recommendations are competent, but not overly thorough or insightful</td>
</tr>
<tr>
<td><strong>Marginal</strong></td>
<td>limited analysis and/or recommendations</td>
</tr>
<tr>
<td><strong>Deficient</strong></td>
<td>insufficient analysis and/or inappropriate recommendations</td>
</tr>
</tbody>
</table>

## Identification of the problem(s): 10 points

- Problem(s) clearly identified
- Problem is most significant/most important in case
- Logic provided to support problem identification
- Identified problem(s) rather than cause(s)

## Identification of the causes of the problem: 15 points

- Breadth of causes identified
- Causes are most significant/most important in case
- Causes drawn from content/models/theories discussed in current and past readings and class discussions
- Causes reflect appropriate levels of analysis

## Identification and evaluation of alternative solutions: 15 points

- Alts well developed & explained (most viable given analysis)
- Alts drawn from content/models/theories discussed in current and past readings and class discussions
- Pros & cons of Alts considered
- Relationship between Alts and causes clearly mapped

## Recommendation and justification for a specific recommended course of action: 20 points

- Justification for recommendation is feasible and fully developed
- Recommendation is the best choice given the analysis
- Recommendation has clear relationship to the problem(s), cause(s), and alts
- Resources and support needed to implement recommendation considered and obstacles discussed
- Implementation steps or plan outlined

## Professionalism of presentation (writing, format, etc.): 15 points

- Well written and easy to read
- Logic clearly presented
- No factual errors
- Depth vs. Breadth
- Consistency of argument
- No typo’s and/or misspellings

(for items marked, ✓ indicates strength, × indicates weakness)