



Managing Organizational Behavior

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OVERVIEW

In this course we will explore basic concepts involved in the effective management of the behavior of individuals and groups in the organization as well as the behavior of organizations as human systems. Time permitting, in our class sessions together we will focus on ten themes that sample, but do not exhaust, the issues involved in the management of organizational behavior. They are individual differences at work, work motivation, leadership and managerial style, work groups and teams, organizational design, power and politics, organizational culture, social networks, and organizational change. Our aim is not to have you memorize theories. Rather, it is to demonstrate how scientifically tested theory can be applied to make sense of an infinite number of managerial situations and problems, and in a large number of cases, serve as a basis upon which to generate reasonable solutions.

COURSE REQUIREMENTS & READINGS

Prior to each class session, you are expected to familiarize yourself with the required background readings and (when assigned) case studies) relevant to that session. In addition to readings and case studies, the course includes individual and team exercises. Several of these exercises will be conducted entirely in class (thus requiring little or no preparation on your part). Some exercises are to be prepared at home and submitted in class. Four classes will be taught on the basis of case analyses. For these classes to be effective, it is essential that all students carefully *read the case ahead of the class meeting* and be prepared to answer questions relating to it.

Nearly all of the readings for this course are to be found in this book:

[Stephen P. Robbins & Timothy A. Judge. \(2011\). *Organizational Behavior*](#), Vol. 14/E, Prentice-Hall. ISBN-10: 0136124011, ISBN-13: 9780136124016. We refer to this book in the table below as "TEXT."

Any additional readings will be in the course booklet and are listed in the Table 1.

TABLE 1:

Topics, Readings, and Assignments

DATE	Session	TOPIC	READING	Assignments/Exercises/Comments
31.10	1	Individual differences, personality, emotions	TEXT: Chapters 1, 2, 4, 5, & 6	Team development & diversity exercise (no prep. necessary)
7.11	2 & 3	Motivation & job design	TEXT: Chapters 3, 7, & 8	Goal Setting exercise (prepare in advance – see instructions below)
28.11	4	Leadership	TEXT: Chapters 12	
27/12	5 & 6	Self-fulfilling prophecy & self-efficacy	Eden D. (2003). Self-fulfilling prophecies in organizations. In J. Greenberg (Ed.), <i>Organizational Behavior: The State of the Science</i> (2nd ed., pp. 91-122). Mahwah, NJ: Erlbaum [Posted on VirtualT@U]	Leadership & Motivation exercise (to be submitted by meeting 6 –see instructions below)
27.12	7	Work groups & teams	- TEXT: Chapters 9, 10, & 11 - CASE: Medisys Corp.	Case analysis – prepare case in advance; see questions below)
3.1	8	Organizational design	- TEXT: Chapter 15 - CASE: American Heart Assoc.	Case analysis – prepare case in advance; see questions below)
10.1	9	Power & politics in organizations	TEXT: Chapters 13 & 14	- PC Airlines exercise (no prep). - Submit Network Assessment Exercise [Harvard 9-497-002]
16.1** (from 14:45 until 18:00)	10	Networks in and of organizations	Krackhardt, D. & Hanson, J.R. 1993. “Informal networks: The company behind the chart.” <i>Harvard Business Review</i> July-August 104–111. Reprint: 94306.	Network Assessment Exercise (no additional prep. necessary)
17.1	11	Organizational culture	- TEXT: Chapter 16 - CASE: Sun Hydraulics A&B Combined (Harvard 9-491-119)	- Case analysis – prepare case in advance see questions below)
24.1	12	Organizational change and O.D.	- TEXT: Chapter 18 - CASE: Transforming Human Resources at Novartis [Stanford HR-22]	- Case analysis – prepare case in advance; see questions below)

*** Note – This is a special session to be held on a Monday; Room to be announced.**

TABLE 2

Schedule of Due Dates for Exercises and Examination and Grade Weights

Due Date	Assignment	Percentage of Grade
October 31	First class (nothing due)	
November 7	Goal-setting Exercise	0%
November 28	Managing Motivation/Leadership Style Exercise	10%
December 27	LMP Exercise	10%
January 31	Last class; Reflective Thinking Exercise	10%
February 14	Final examination	30%
March 6	Final Team Project	40%
		100%

REQUIRED READINGS

- [Greenberg, J., & Baron, R. A. \(2008\). *Behavior in organizations* \(9th ed.\). Englewood Cliffs, NJ: Prentice-Hall.](#)
- Eden D. (2003). [Self-fulfilling prophecies in organizations](#). In J. Greenberg (Ed.), [Organizational Behavior: The State of the Science](#) (2nd ed., pp. 91-122). Mahwah, NJ: Lawrence Erlbaum. [Posted on VirtualT@U]
- Any additional material I may assign during the semester
- See Addendum B for several useful web sites that have material relevant to the course. This additional material is rich but optional.

NOTE REGARDING THE CASE STUDIES:

Please be sure to prepare each of the 4 cases for the second part of the course BEFORE they are discussed in class. To prepare the case:

- Read the case, paying close attention to the tables.**
- Make sure that you can answer the questions for that case provided in the syllabus.**

EVALUATION AND GRADING

Your grade in this course will be based on a short, American-style, multiple-choice exam (30% of your final grade); one of two *individual* exercises (a motivation exercise *or* a leadership styles exercise (10%); a *team* leadership-motivation-performance exercise (10%); an individual reflective thinking exercise (10%); and a *team*-based project in organizational consulting (40% of your final grade). Accordingly, your grade will be based on a combination of individual- and

team-based written work as well as your individual performance in the exam. Each of these components is detailed below.

INSTRUCTIONS FOR SPECIFIC ASSIGNMENTS & EXERCISES

TEAM DEVELOPMENT AND DIVERSITY EXERCISE (nothing to prepare in advance)

In our first session we will overview the contents of this course and sharpen some tools that are useful for the analysis of group process and for working effectively in teams. We will also form the study teams that will operate throughout the semester. Aside from the session dedicated to the study of work groups and teams, you will learn about the functioning of such social units from the performance of your own team. As you work with your team, we encourage you to think about the distinction between *content* and *process* and the way in which your team members interact and provide feedback to one another. While we will discuss it in the session on teams, keep attentive to signs that your group may be engaging in [Groupthink](#) or experiencing the [Abilene Paradox](#).

On each occasion that you work as a team (e.g., for the team goal setting exercise, PC Airlines) we will suggest that you appoint, on a rotating basis, a process observer. The observer should abstain from participating actively in the group's deliberations. Rather the observer should monitor the group's *process*—as distinct from its content—and report orally to the group in the form of constructive feedback. The aims of process observation and feedback are to experience group process in a different way, to sharpen all members' awareness of process, and to acquire greater skill in reflection, giving and receiving feedback, and engaging in team learning. Our aim here is to expand your knowledge of group process, to make you a more effective participant in your team, and to increase the effectiveness of your team's functioning for the benefit of all its members during this course. It will also provide you with an applicable perspective on teamwork that can come in handy in future courses in the Sofaer program, as well as in your future managerial roles. In this way, your group process will not only serve as a *medium* of learning; it will become a *topic* of learning. Addendum A describes the process observer's role and guidelines for giving and receiving effective feedback.

GOAL SETTING EXERCISE (required but not graded—individual exercise to submit by the start of session 2)

Research has shown that adults learn best when they are working to achieve specific, difficult, personal and group goals. The aim of this exercise is to get you to identify and define for yourself a set of *short-term, personal learning goals* for the efforts you are about to invest *in this course*. This will help you to develop a focus that will come in handy as you read and when you write up the coming exercises, especially the reflective-thinking exercise. Because this is a general introductory course, it may also help you define a focus for your entire program of management studies. Though not required in other courses, you might consider doing a similar exercise there, too.

Begin by reviewing this syllabus and reading the chapter summaries in the TEXT. Next, consider your unique, personal past, and ideal personal future to which you aspire. Think about what you see yourself doing professionally five, ten, and twenty years from now. What goals *for this particular course* would be relevant for getting you there? Pick the things upon which you intend to focus *in this course*. Obviously, this one introductory course will not be relevant to achieving all of your long-term goals.

To be clear: this is not to be a list of your medium- or long-term career or life goals; this should be a list of short-term goals *for this course*.

Do not list as a goal “to get an A in the course.” That’s obvious and universal.

Write up your list of goals. Please type it on a single 8½ X 11 inch page using 12-point font. Number them and write a few sentences about each. Two or three goals would be too few. More than a dozen would be too many. Be prepared to share your list with the members of your study team and to devise a list of team goals with your team mates before you submit it.

MANAGING WORK MOTIVATION EXERCISE (10% of grade)

The most frequent problem managers present when seeking the help of managerial consultants is a problem with employee motivation. Work motivation is a rich topic in OB because it has its roots in the discipline of psychology and because it has inspired so much theoretical elaboration and empirical research. We shall explore some of the basic approaches that organizational psychologists and others have developed to understand work motivation and some of the applications designed to solve motivational problems at work. The following exercise is intended to help you apply the theories of work motivation to the practical world of management.

- Diagnose a motivation problem that is costing your organization money. It may be focused upon one individual, a team or department, or the entire organization. Select a problem upon which the theories covered in the readings and class sessions have some bearing.
- Describe the organization briefly but with sufficient detail to enable the reader to understand what comes next.
- Describe the origins of the problem, who is involved, and how it is impeding organizational effectiveness. In describing the problem, use at least one content theory (e.g., Alderfer, Herzberg) and one process theory (e.g., VIE, equity). Use more only if it adds appreciably to understanding the problem.
- Devise a plan to manage the situation in a manner that will resolve the conditions that are depressing motivation *without replacing the individual(s) involved*. Your plan should be anchored in the work motivation theories that you have learned and should be practical. Your plan is likely to include more than one element. Enumerate the stages and state a justification for each.
- Plans may go awry. Plan for this, too. Consider the forces that may arise to counter the implementation of your plan. What sources of resistance may thwart your efforts to implement your plan? What can you do to avert or abate these forces?

- If your plan succeeds, what benefits will accrue to the employees involved, to your organization, and to you yourself?
- Thinking ahead, which management practices could you adopt to prevent such motivational problems from occurring in the future?

Your write-up should be no more than four typed 8.5 by 11 inch pages, double spaced, 12-point font. Be prepared to make a brief presentation on your exercise in class.

LEADERSHIP STYLE EXERCISE (10% of grade)

The essence of management is not managing sales, acquisitions, budgets, technology, inventory, capital, or information, important though all these may be. The essence of management is managing *people*. It is through people that managers discharge their other responsibilities. Therefore, this theme goes to the very heart of what it means to be a manager.

Leadership and management may or may not sound synonymous to you. You would be surprised how much ink has been used debating the difference between the two. We shall examine these basic concepts theoretically and practically. We will seek to understand some of the basic approaches to managerial leadership. We will then focus in on transformational leadership, which has come to dominate leadership theory in the last decade. This exercise is designed to help you bring to life the theory of leadership and management style by analyzing a real, live manager.

- Think of a manager whom you know well. It may be your current boss or a manager who is subordinate to you. It may be someone with whom you worked some time in the recent past. It may be you yourself.
- Does this manager show the full range of leadership behavior? Which if any factors of transformational leadership characterize his or her behavior?
- Think of a situation in which the manager you have chosen was using a style that was mismatched with important aspects of the situation.
- Analyze the manager's mix of leadership styles. What dominates his or her leadership behavior, and which styles are secondary? Use one of the approaches to managerial style that you have learned. You may choose to support this analysis by invoking the two dimensions of leader behavior that form the basis for defining managerial style.
- Analyze the manager's situation in terms of situational leadership theory. Make sure you consider, if relevant, the expectations of the manager's peers and subordinates, the manager's own manager, the task-contents of the subordinates' jobs, and the organization's culture.
- Analyze the fit, or misfit, between the manager's style and these situational factors. How does the misfit manifest itself? Describe the costs to the individuals involved and the costs in terms of organizational effectiveness.
- Put yourself in the role of a management consultant. What should the manager do in order to increase effectiveness *without replacing the individual(s) involved*? Consider the possibilities

of changing the managerial style, changing the situation, or both. Take into account whether for this particular manager it is easier to change style or situation.

- Analyze the potential sources of resistance to the changes you recommend. State your plan for overcoming each these.
- What would it take to make this leader more transformational?

Your write-up should be no more than four typed 8.5 by 11 inch pages, double spaced, 12-pitch font. Be prepared to make a brief presentation on your exercise in class.

LEADERSHIP-MOTIVATION-PERFORMANCE (LMP) EXERCISE (10% of grade—concludes first half of course)

The self-fulfilling prophecy (SFP) is part of everyday life, both at work and in nonwork social interaction. From the point of view of managing organizational behavior, SFP can be productive or counter-productive. We shall review theory and research showing how SFP-at-work operates. We shall link SFP to both leadership and motivation, and even to job stress. We shall focus on the central role of self-efficacy, collective efficacy, and means efficacy as crucial determinants of performance. We shall stress how managers and consultants can harness the SFP process to strengthen leadership, enhance motivation, and boost organizational effectiveness. This exercise is designed to help you see the applicability of theory to solving management problems.

- Choose a situation in which you can apply what you have learned about leadership and motivation as manifested in the Pygmalion effect and the self-fulfilling prophecy. It may be an individual or a team that has not been living up to its potential. There may be signs of deficient efficacy beliefs. There may be untapped potential waiting to be activated in some individual employee or team. Perhaps there is a Golem effect that can be reduced or eradicated.
- Analyze the situation. Where is the slack? Whose potential is not being realized? What are the current expectations of the individuals involved? What are the sources of these expectations?
- Enumerate the *concrete managerial leadership acts* designed to improve motivation and performance by preventing negative SFP or promoting positive SFP. They may be leader or peer behaviors directed toward individuals or teams.
- What results do you expect?
- How much will it cost to implement this plan? The costs must be less than the benefits.
- How will you handle resistance, if it occurs?

Your write-up should be no more than four typed 8.5 by 11 inch pages, double spaced, 12-point font. Be prepared to make a brief presentation on your exercise in class.

PC AIRLINES EXERCISE (not graded and nothing to prepare in advance)

Please see the material in your course book.

NETWORK ASSESSMENT EXERCISES (not graded -- individual exercise to submit by session 9)

Please see the material in your course book.

QUESTIONS TO CONSIDER AS YOU PREPARE THE FOUR CASES

- Medisys (Work groups and teams)
 - o How well is this team performing and why?
 - o How does the new parallel development process differ from the sequential approach to product development that had been used by Medisys until now?
 - o In what way does the functional composition of the team impact the dynamics among its members?
 - o What should Merz do to ensure that the team meets its objectives?

- American Heart Association (Organizational Design and Structure)
 - o How does the organizational structure of the Western Division of post-1997 differ from that of before 1997?
 - o After the restructuring, Senior VPs had to oversee 25 or so direct reports. What are the advantages and disadvantages of such a broad span of control?
 - o What factors affect the efficacy of going with the functional structure put in place by Bowser?
 - o If you were part of the task force looking into the restructuring of the national AHA, would you recommend a copy-cat restructuring on the national level? Why or why not?

- Sun Hydraulics (Organizational Culture)
 - o What are the basic norms and values underlying the culture that Bob Koski built at Sun Hydraulics?
 - o What mechanisms are used to reinforce this culture?
 - o How does culture enable the company to operate in the absence of any semblance of a formal organizational structure (i.e., on the basis of what looks to be sheer anarchy)?
 - o As Sun Hydraulics grows, can the culture be maintained. Just how replicable is it?

- Novartis (Organizational Change)
 - o Based on the experience of the global food company discussed in the case, what suggestions would you offer to the Novartis HRIS project team?

- The case highlights several strategies that may be useful for preventing stakeholder to change. What underlies such resistance-prevention strategies?
- Given that it may be impossible in many (most!) cases to completely prevent resistance to change, what tactics does the case suggest to adopt in order to handle such resistance?
- Based on the experiences of these companies, over what period of time would you recommend that Novartis plan on implementing this project?

REFLECTIVE THINKING (10% of grade—individual exercise to submit on last day of class)

Reflective thinking is an important aid to adult learning. One goal—perhaps the ultimate goal—of this course is to develop your ability to formulate your own views, beliefs, and conceptions about important career and personal issues based on careful consideration of scientific evidence and of others’ views. Work on your reflective thinking exercise just began as you read this paragraph, and it will continue till the end of the semester and, we hope, beyond that.

Reflective thinking requires that at the end of a class session, an experiential exercise, or a study team meeting, you devote some time to reflecting on what you have just experienced. It could also be applied at the end of any workday, workweek, project, or assignment at work. You spend at least several minutes—more if it involves reflecting on something that occurred over a prolonged period of time—thinking about the experience you have just been through and what you have learned from it. It may be something theoretical that aids you in bringing some order to some issues that were very confused in your mind until just now. It may be insight into a management issue that has perplexed you for a long time. It could be new insight about human behavior or group functioning. It may be a practical idea that you can apply in a particular situation that has been dogging you of late. It may be something about yourself that you just became aware of. It may be very personal. To insure that you do not “lose” it, reflect on it for a time and jot down what the new learning and insights are. On a subsequent occasion, several hours or days later, read over what you wrote and rewrite it in a more finished form and file it for future reference.

At the end of the semester, you will review all of your reflective thinking logs and write a summary of what you have learned in this course about *yourself*, about *managing* and, especially, *about yourself in the manager role*. It is a rather personal statement and can be written in any format you choose. However, *it should not be a rehash of the course material*.

Your Reflective Thinking Summary should be no more than three typed 8.5-by-11-inch pages, double spaced, 12-point Times New Roman font. If you think you have learned more than can be written in three pages, you should select the most important things. If you have not learned enough to write three pages, where were you during this course?

INSTRUCTIONS FOR YOUR FINAL TEAM PROJECT

We view the final team project as the capstone experience in this course. It is your opportunity to bring together all of the theories and competencies you've mastered as we've explored the field of organizational science. The objective of this project is to have you and your team effectively describe, diagnose and offer potential *theory-based* solutions to an organization/managerial problem that you or one of your teammates has experienced at work.

What to do:

- Work as a team: This is a team project. While you may divide up responsibilities, you will all be collectively responsible for the ENTIRE final project. Accordingly, use the feedback skills gleaned over our time together to ensure that everyone in your team puts in maximum effort and that the final product is one that you can all be proud of and feel that you contributed to.
- Pick an organization: Think about the organizations that you have worked for in the recent past and the problems in these organizations that you have observed. Share these problems with your teammates. Then, as a team, select the organization whose problem(s) you feel would be most interesting to try resolve and give you the best opportunity to apply what you've learned. Some examples might be:
 - o An organization experiencing a high rate of absenteeism and turnover and/or a lower than acceptable rate of employee productivity. Employees complain of low pay, lack of challenge at work, and abusive supervision. Managers complain that the employees are poorly suited for the work.
 - o An organization with serious quality and service-related problems (i.e., high rate of customer complaints; inability to respond in a timely manner to these complaints). The quality manager and customer service managers blame each other, and neither can secure the cooperation of the engineering and production teams to resolve the problem.
- Differential diagnosis:
 - o Describe the symptoms and manifestations of the problems as you observed them and as they were reported to you by others in the organization. Be sure to consider the potential biases underlying others' perceptions of these same problems.
 - o Describe the context within which these problems manifested themselves. These contextual factors could provide important clues as to the source of or solution to these problems.
 - o Using the theories and concepts discussed in the course, try to link the symptoms to some potential root causes. To do this, think of the symptoms as the typically dependent variables examined in the studies we've discussed or read about. Think of the causes as the antecedents or independent variables. What does the literature suggest as to the most critical determinants of the problems that you have observed? How are these links conditioned by the surrounding context? Keep in mind that organizational problems rarely stem from one root cause. You

will likely have to identify a combination of factors all interacting with one another to generate the observed problem.

- Solution development:
 - Using the material covered in the course, what kind of interventions would you suggest that management consider to resolve these problems?
 - Based on what we learned about change management, how would you counsel management to implement these interventions?

How to do it?

- Technical details:
 - 18 pages maximum length (12 point, Times New Roman Font, double spaced; not including references, tables or figures).
 - **Due on February 20, 2012.**
 - Support your arguments by citing the literature. If you cite material gleaned from the TEXT, cite the original article that the TEXT cites as “**cited in Robbins & Judge.**”
- Content details:
 - In addition to referencing material from the TEXT, you will be required to relate and cite at least three studies not included in the reading list for the course as follows:
 - At least one study from any of the scholarly journals listed in Addendum B below.
 - At least two studies from any of the executive journals listed in Addendum B.
 - Additional resource material may be found in the websites listed in Addendum C.
 - Do not write a case study. That is, given the limited space you have to demonstrate your ability to apply the material covered, do not over-describe the organization, context or problem.

Evaluation Criteria (equal weighting for all 4 criteria)

- Range of concepts and theories *reasonably* integrated into the analysis (key is to cite!).
- Depth of the conceptual and theoretical analysis (i.e., degree to which concepts and theories are described and related to the issues addressed in the case).
- Demonstration of empirical support for the problem-cause, and problem-intervention-solution relationships proposed (i.e., evidence from the field to back your arguments).
- Logical flow.

ADDENDUM A

EFFECTIVE FEEDBACK

The purpose of feedback is to facilitate the learning of another individual or of a group. However, this purpose may or may not be achieved depending on a) the content of the feedback, b) the manner in which it is rendered, c) the appropriateness of its timing, and d) the readiness of the receiver to get feedback. In providing another person with feedback, we are using ourselves as a mirror to reflect back to the recipient the unintended impact that his or her behavior has on others. The most important behaviors are those that have impact upon process outcomes that are likely to be in the recipient's blind spots ([JoHari Window](#)). We all stand to gain by learning from others what they see in us that we do not see. Such learning expands our choices, for now we become aware of opportunities for behavioral change that we can initiate in order to improve our interpersonal effectiveness. In day-to-day life, cultural and normative censors inhibit the free flow of potentially useful feedback. Consider how many times you vacillated before telling you boss (if indeed you ever did dare do so) what it is about his or her behavior that aggravates you and impairs your effectiveness. In this workshop nobody is anybody else's boss, and you are not competing with each other for promotions or raises. Therefore, you have the opportunity to establish a group norm that permit and even encourages a group learning culture in which giving and receiving information about the impact of interpersonal behavior (i.e., feedback) is embraced as a learning tool.

The best feedback comes off of your emotional response to what someone did. When you can pinpoint a particular behavior that the recipient just engaged in that made you very angry, curious, ecstatic, motivated, excited, disappointed, elated, frustrated, or the like, making that information available to the person provides him or her with a valuable learning opportunity. Giving feedback of this sort is like giving a gift. As any gift, when you give from your heart it makes the gift especially valuable.

The key to success in giving feedback is to avoid arousing the recipient's defenses. One way to avoid this is to abstain from destructive criticism (e.g., "You are really dumb" or "You have a neurotic disposition"). Restrict negative feedback to what the recipient has *done*, not his or her character, personality, or intelligence. Another way is to sandwich the negative information in between a positive opening and a positive conclusion. We can call this the "Good News–Bad News–Good News Sandwich." A person is more likely to listen to negative feedback if it has been preceded by something positive, if it is targeted to specific behavior, and if it is followed by proposed alternatives that the provider of the feedback deems are more likely to succeed in similar circumstances in the future. Make sure that these suggestions do not sound like prescriptions.

For the recipient, the most constructive learning response to feedback is to absorb it for future use. At the first opportunity, such as in the next workshop session, the recipient should *experiment* with a new leadership behavior or try changing an old leadership behavior that is ineffective according to the feedback. If we succeed in creating a healthy learning climate in the workshop, you can feel free to experiment in the workshop. Why not? None of your fellow

workshop participants is your boss or subordinate. You are colleagues committed to each other's learning. True, experimenting with new behavior involves some risk. However, the risks in the workshop are small. There is a much greater risk involved in *not* getting feedback and *not* learning from experimentation with new behaviors. *Don't squander the opportunity* to reduce your blind spots to expand your effective leadership behavioral repertoire.

Below are some ground rules that will help you give and receive feedback effectively. The list is not exhaustive, and you may add to it as the semester progresses.

GROUND RULES FOR GIVING AND RECEIVING FEEDBACK

GIVING FEEDBACK

- Begin with a confirmatory message. This is the opening "Good News." Even if a group did an overall poor job of discussing an issue, they must have done *something* right. Reinforce that something by recognizing it.
- Be honest. Don't try to turn defeat into victory or failure into success. Recipients will not appreciate "whitewashing" and it will detract from your credibility.
- Be specific. Cite concrete behaviors that the recipient performed (e.g., "You were not cooperative" is not as helpful to the recipient as "You failed to respond to Rachel three times when she asked you for your opinion on how to arrange the agenda.")
- If you are giving feedback to a team, state what belongs to the team as a whole (e.g., "You wasted seven minutes arguing among yourselves about who would keep notes during the meeting.") and what belongs to an individual (e.g., "Dan, you kept insisting that it would be okay to hand-write the summary for a long time after consensus had emerged in the group that it should be typed. This used up a lot of time and caused other team members a great deal of frustration.")
- Use your own feelings to reflect to the recipient what his or her behavior did to you.
- Provide alternatives, not prescriptions.
- *Never* denigrate the recipient as a person. This converts potentially effective negative feedback into destructive criticism. Make the feedback relevant to his or her *behavior*, not basic, enduring, immutable personality traits. Do not generalize from behavior to personality.
- Do not give feedback concerning things the recipient obviously knows about himself and can do nothing to alter (e.g., "You stutter").
- Do not dwell on sore points. Say what you have to say and move on.

- Do not overload the recipient(s) with too much feedback at once. Say the most important things now. There will be other opportunities.

Remember! Your aim in giving feedback is to *help the recipient learn*. The recipient is not on trial. Be frank and describe the recipient's behavior as you observed it and describe your reactions and others' reactions to that behavior. Do not be judgmental. Be empathetic.

RECEIVING FEEDBACK

- **Listen** attentively while getting feedback. Do not respond until the provider has indicated that he or she is finished.
- You may find it helpful to jot down notes while hearing the feedback.
- You are not on trial. Try to resist the natural inclination to defend yourself. You are hearing one person's response to your behavior. That person may be right or wrong. The important thing for you to learn is that someone has perceived you in this way. For you, that should not be a cause for argument and there is no need for you to "correct" the impression.
- When the observer has completed giving the feedback, you may ask for clarification if there is something you did not understand. **Do not argue** about what was said. In this situation, silence is not an admission of guilt.
- The best on-the-spot response to feedback is to say "Thank you." Make use of the feedback later, after you have had time to ponder it.
- At your leisure, consider the implications of being perceived this way, and weigh the cost of not changing your behavior against the potential gains of changing it.
- In the next team meeting, **experiment** with a new leadership behavior or try changing an old leadership behavior that is ineffective according to the feedback.

Groups often develop a norm of reciprocity regarding feedback: those who give feedback expect to receive feedback and those who expect to receive feedback should give feedback.

Learning to give and get feedback is like any learning anything else—you will improve with practice.

ADDENDUM B

Links to Scholarly and Executive Journals to Use in Your Final Team Project

Scholarly Journals

Academy of Management Journal
Academy of Management Review
Administrative Science Quarterly
Applied Psychology: An International Review
European Journal of Work and Organizational Psychology
Group & Organization Management
Human Relations
Journal of Applied Behavioral Science
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Management
Journal of Occupational and Organizational Psychology
Journal of Occupational Health Psychology
Journal of Organizational Behavior
Journal of Vocational Behavior
Leadership Quarterly
Organization Science
Organizational Behavior and Human Decision Processes
Organizational Psychology Review
Personnel Psychology

Executive Journals

California Management Review
Harvard Business Review
MIT Sloan Management Review
Organizational Dynamics

ADDENDUM C

WEB SITES YOU SHOULD KNOW ABOUT AND USE

There are many Internet web sites that provide a plentitude of information about management and organizational behavior. Not all these sites are reliable, and you are well advised to beware if you do not know the individual or organization that posts material to the site. A site you should familiarize yourself with is that of the Academy of Management: <http://www.aomonline.org>. The Academy publishes two of the leading management journals: *Academy of Management Journal* and *Academy of Management Review*. In case you are not yet familiar with these journals, you should become familiar with them during this course. Furthermore, you should surf the separate site maintained by the Academy of Management's OB Division: <http://www.obweb.org>. There you can learn about the Division's activities and download copies of its periodic *Newsletter*. The Academy of Management also holds an annual meeting in August. Most of our OB staff attend it and many present their work there. Some of our masters students have presented their theses there, too. You can access abstracts of papers presented at previous meetings. For example, you can get the announcement of the 2010 meeting by clicking [here](#) and you can peruse the program by clicking [here](#). You can also find programs from past meetings.

Anyone interesting in industrial and organizational psychology, which overlaps heavily with organizational behavior, should surf the web site of the Society for Industrial and Organizational Psychology (SIOP): <http://www.siop.org>, which features a Students tab. You can peruse SIOP's new, official publication, [Industrial and Organizational Psychology: Perspectives on Science and Practice](#), for good review articles to integrate into your final team project.

Another site you can trust is that of the [Institute of Work Psychology](#) (IWP) at the University of Sheffield. The IWP may be England's leading institute dealing with industrial and organizational psychology. You can download many of their research reports and publications by clicking [here](#). IWP holds a biennial international conference; the next one will be in [June, 2012](#).

Another fine web site is that of the Society for Human Resource Management (SHRM). SHRM is the official organization in the United States that certifies HRM practitioners via its testing and licensing procedures. Surf it to find out about all the latest developments in HRM: <http://www.shrm.org/>

[Human Relations](#) is England's and perhaps Europe's best journal for original articles in social science. It also publishes many micro- and macro-OB studies. If you register [here](#), Sage, the publisher of *Human Relations*, will send you periodic email announcements of the contents of each current issue as it is published. This is a free service. [Tavistock Institute](#) in London is a leading research and consulting organization and is the academic home of *Human Relations*.

Europe's new [Organizational Psychology Review](#) is published in association with the [European Association of Work and Organizational Psychology](#) (EAWOP). EAWOP's own outlet is the [European Journal of Work and Organizational Psychology](#). The [International Association for Applied Psychology](#) (IAAP) publishes [Applied Psychology: An International Review](#) and it holds

a conference every four years called the International Congress of Applied Psychology (ICAP), each time on a different continent. The last one was in [Melbourne in 2010](#) and the next one will be in [Paris in 2014](#). Save the date!

Finally, IAAP's Division 1 (Work and Organizational Psychology) has joined with SIOP and EAWOP to create the [Alliance for Organizational Psychology](#). The Alliance is just now getting established. It is the latest development in the growing globalization of the field.