



Course 8338 Organization

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Fall 2009
Office Hours: by appointment
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TEXT

1. **Readings** to be made available through the library. See list at end of this document.

COURSE DESCRIPTION

All managers need to appreciate the value of effective organization and management of human resources. Human capital is a unique source of intellectual capital, and is also the lever through which firm operational tactics and strategies are implemented. The better you manage your people, the better your organization will perform, in terms of sales, and in terms of the bottom line. Complicating this neat relationship is the fact that people are not machines, they have needs, values, and emotions, and the ethics of management imply that employees must be treated with fairness and dignity. This course will draw your attention to the latest thinking on acquiring and developing people, as well as how to align people management practices with business strategy.

This course examines all of the diverse influences on the management of people, in particular considering organizational goals, individual differences, and business strategy. We will discuss the various techniques used to acquire, monitor, develop and reward employees. Specific practices addressed will include planning, job analysis, employee recruitment and selection, performance management, and compensation.

OBJECTIVES

The specific objectives of this course are:

- 1) To be able to differentiate among the human resource activities.
- 2) To increase your knowledge of:
 - a) Factors influencing the management of human resources: organizational influences; business strategies and organizational culture
 - b) setting HRM objectives
 - c) evaluating HRM effectiveness
 - d) planning and acquiring talent using recruitment, and selection activities;
 - e) developing employees through performance assessment,
 - f) compensating employees through equitable pay and benefits;
- 3) To improve your skills in:
 - a) Analysis and diagnosis of HRM challenges.
 - b) Critical thinking and analysis.
 - c) Written and oral communication.
 - d) Working with others.

GRADE DETERMINATION

Group assignment, written report	30%
Group presentation	10%
Decision making exercise	10%
Final exam	50%

Assignments

Team Written Assignment: The Good, the Bad and the Ugly (30%)

This team project is worth a total of 30% of grade. Your team is responsible for an assessment of the organization and/or human resources aspects of an organization that you choose. It may be profit/not-for-profit, public/private, large or small. Your assignment is to write up a 3000 word report on the positive and/or negative aspects of the organization. Whatever aspect you focus on, it **must** have involve a clear and significant behavioural element – i.e. something that is influenced by an aspect of how people are organized and managed.

Each team must select an organization and identify a good, **or** bad, **or** very ugly action that occurred in that organization. Organizations that are the subject of cases, exercises, or videos in this class are **not** suitable choices.

-The Good. An example that significantly enhanced organizational effectiveness, constituted a particularly strong positive ethical stance, or made a clearly positive contribution to society.

-The Bad. An example that significantly damaged organizational effectiveness.

-The Ugly. An example that was particularly unethical and/or socially irresponsible.

The final report must include at least the following: a) identify the organization involved; b) describe the context in which the action occurred; c) describe the aspect of the organization or action that it took; d) describe the impact that this has on performance/value creation/social welfare etc.; e) based on relevant course material, evaluate the organizational aspect or action and its impact (i.e., why you consider the action to be good, bad, or ugly); and f) based on relevant course material, identify recommendations for what the organization should have done in the situation examined and what other organizations could learn. Include references for the sources you use.

Your written report must not exceed 3000 words as measured by the word count feature in Word. You may attach a reasonable number of tables, graphs, figures, appendices, and references in addition to the 3000 words; these attachments do not count as part of your 3000 words.

You will be evaluated on four dimensions: Clarity, completeness, theory, and critical judgment. A document describing these criteria in detail is available on the learning space.

The written report is due as a Word document attached to an email to the course TA at gabriella.cacciotti@gmail.com **to be received on or before 11:59 p.m. on December 12, 2009.**

IMPORTANT: Name your Word document using the following format and place this same name in the subject line of your email in addition to attaching the document to the message: **Team_Number_GBU.doc**

NOTE: Failure to correctly label the file can result in loss of the grade.

NOTE: Academic honesty is extremely important to me. **I DO CONDUCT CHECKS FOR PLAGIARISM. I** have a zero tolerance policy. This means that if you copy a single sentence (or major part of a sentence) and it is detected, then the minimum penalty is that the group receives a zero for the assignment. I reserve the right to increase the penalty as necessary. Similarly, cheating in examinations is not tolerated. If anyone is caught cheating in exams we will seek the maximum penalty allowable under the University regulations.

Oral Presentation (10%)

-Each team will have 10 minutes

-Goal: present the highlights; explain the reading; identify the major ideas; link with other materials.

-This should NOT be simply a listing or re-reading of the article.

-Consider yourselves teachers for 10 minutes.

-Assessment is AS A GROUP although not everyone needs to actually make the presentation.

-You may consider dividing the project into pieces, with one presenter, another developing the slides, another helping to analyze the reading etc.

-Key is effective coordination and accountability

-Grading will be based upon (a) clarity, (b) accuracy, (c) impact and (d) use of time.

-The grades will be assigned on a 10 points scale STARTING from an average grade of 5 – i.e. you must earn points over five.

Group Decision Making Task: “Tinsel Town” (10%)

This is a virtual team decision-making task. You will be assigned to groups of four, in collaboration with two international universities. Each team must make a series of decisions related to screen plays for films that you are producing. You will be working with a budget and various descriptions of the movies, directors, actors, etc. There are 4 roles in each team (marketing, research, script, and talent). So, each role has their own memo as well as a general memo (all attached). They also have a listing of screenplays to consider (attached) and select their choices using the final recomm sheet (attached). Full instructions for this exercise will be given out separately. Your performance on this task will be worth 10% of your overall grade.

Examination (50%)

The examination will involve a short case study with a series of questions which focus on aspects covered in this course.

Class Structure

Classes will integrate lectures, class discussion of the readings, and case analyses, in addition we will view the occasional video and engage in experiential exercises. The **in-class case analysis** will be conducted in groups. The material covered in the case discussions may also appear in the exams. In all case discussions it is important to be prepared before class.

In class you will work on the cases in small groups (already assigned – visiting exchange students not already assigned to a group should let the instructor know at the beginning of the semester) to develop answers to some pre-assigned questions.

The final exam will be open-ended questions. The final is worth 50 percent and is comprehensive. One final date is available for the visiting students only. A second final date is available for all others. Additional opportunities to take the exam will be according to the university schedule.

Class Schedule

<u>Date</u>	<u>Time</u>	<u>Topics</u>	<u>Assignments</u>
2.10 (F)	14:30-18:45	INTRODUCTION - A STRATEGIC VIEW ON PEOPLE AND ORGANIZATIONS <i>-Objectives:</i> -To define the purpose and scope of organizational design -To describe the plan of the course -To introduce the concepts of organizational <i>capabilities</i> , organizational <i>disabilities</i> , organizational <i>culture</i> , the <i>human resource architecture</i> -To describe the impact of HRM on firm performance. - To develop a systems view of HRM; including internal consistency of HR practices and congruence with strategic goals. - To discuss the role of HRM in the development of strategic capabilities.	Read syllabus Read: Chapter 2 The five factors, in Baron & Kreps’ <u>Strategic Human resource Management</u> .

9.10 (F)	14:30-18:45	<p>ORGANIZATIONS AS INFORMATION PROCESSING MACHINES</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> -To understand the tradeoff between <i>mechanistic</i> and <i>organic</i> climates, and how the design choice between them relates to the organization's information-processing requirements -To understand the main sources of information-processing requirements -To become (re)acquainted with the basic structural design alternatives (<i>Functional, Divisional, Matrix</i>), and to understand their main strengths and weaknesses 	<p><i>Read:</i></p> <ul style="list-style-type: none"> -Galbraith, J. (1972). Organization design: An information processing view. <i>Interfaces</i> 4 (3) -Galbraith, J. (1982) Designing the innovative organization. <i>Organizational Dynamics</i> <p><i>Prepare Case:</i></p> <p>N. Nohria, J. Gladstone "Appex Corp.", HBS 491082, (1991)</p>
16.10 (F)	14:30-18:45	<p>BUILDING STRATEGY INTO THE ORGANIZATION</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> -To appreciate how the implementation of strategic choices requires the design of an internally consistent organizational architecture -To describe a general process framework to help you design organizations (and/or to help you evaluate organizational designs) 	<p><i>Read:</i></p> <ul style="list-style-type: none"> -P. Allaire "The CEO as Organizational Architect: An Interview with Xerox's Paul Allaire", <i>Harvard Business Review</i> Article 92501, 1992 -Gulati, R. (2007) Silo Busting. <i>Harvard Business Review</i>. <p><i>Prepare Case:</i></p> <p>M.D. Burton, J.L. Bradach, N. Atkins "Score! Educational Centers" (A), HBS 9-499-056, (1999).</p>
6.11 (F)	14:30-18:45	<p>LINKING PEOPLE & RELATIONSHIPS TO STRUCTURE</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> -To reconsider motivation in light of organization structure and process -To discuss the notion of incomplete contracts, psychological contracts, and decision rights in context of organizational structure -To discuss how social networks influence knowledge flows 	<p><i>Read:</i></p> <ul style="list-style-type: none"> -Rousseau (2004). Psychological contracts in the workplace: Understanding the ties that motivate. <i>Academy of Management Executive</i> 18 (1), 120-127. - The psychological contract: Violations and modifications, from Rousseau 1995, <u>Psychological contracts in organizations</u>. -Abrams et al. (2003). Nurturing interpersonal trust in knowledge-sharing networks. <i>Academy of Management Executive</i>, 17 (4), 64-77. <p><i>Prepare Case:</i></p> <p>PPG: Developing a self-directed</p>

			workforce. HBS 9-693-020 (1992)
13.11 (F)	14:30-18:45	<p>STRATEGIC HUMAN RESOURCE MANAGEMENT</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> -To describe the impact of HRM on firm performance. - To develop a systems view of HRM; including internal consistency of HR practices and congruence with strategic goals. - To discuss the role of HRM in the development of strategic capabilities. 	<p><i>Read:</i></p> <ul style="list-style-type: none"> - Pfeffer, J. (1995). Producing sustainable competitive advantage through the effective management of people. <i>Academy of Management Executive</i>, 9 (1), 55-72 - Rucci, A.J., Kirn, S.P., & Quinn, R.T. (1998). The employee-customer-profit chain at Sears. HBR OnPoint Article (PN 3537). <p><i>Prepare Case:</i></p> <p>M.D. Burton, J.L. Bradach, N. Atkins "Score! Educational Centers" (B), HBS 9-499-056, (1999).</p>
20.11 (F)	14:30-18:45	<p>STAFFING: RECRUITING AND SELECTING TALENT</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> - To understand the war for talent - To describe person-job and person-organization fit - To appreciate the challenge of the staffing hypothesis - To examine some major predictors of job performance 	<p><i>Read:</i></p> <ul style="list-style-type: none"> - Chapter 12, Initial Screening, in Cascio & Aguinis, <u>Applied psychology in human resource management</u>. - Behling, O. (1998). Employee selection: will intelligence and conscientiousness do the job? <i>Academy of Management Executive</i>, 12 (1), 77-86. <p><i>Exercise:</i></p> <p>Hi-tech staffing challenge</p>
27.11 (F)	14:30-18:45	<p>JOB DESIGN</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> -to understand the social and technical aspects of work and job design; -to understand the implications of job design for motivation -to appreciate the challenge of job design for knowledge work - the challenges of virtual teams 	<p><i>Read:</i></p> <ul style="list-style-type: none"> - Mohrman, Designing work for knowledge-based competition. 2003. <p><i>Prepare Case:</i></p> <p><i>Portman Hotel</i>, HBS 489104</p>
4.12 (F)	14:30-18:45	<p>MANAGING PERFORMANCE</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> -To appreciate the principle challenges of performance management - To describe alternative approaches to performance management - To develop feedback skills 	<p><i>Read:</i></p> <ul style="list-style-type: none"> - DeNisi, A. & Kluger, A.N. (2000). Feedback effectiveness: Can 360-degree appraisals be improved? <i>Academy of Management Executive</i>, 14 (1), 129-139.

			<i>Exercise:</i> Developing a team performance appraisal system
11.12 (M)	14:30-18:45	<p><i>TOTAL REWARDS STRATEGY</i></p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> - To understand the role of compensation in influencing performance - To describe a total rewards perspective - To describe the effects of employee ownership 	<p><i>Read:</i></p> <ul style="list-style-type: none"> - Rosen, C. & Quarrey, M. (1987). How well is employee ownership working? <i>Harvard Business Review</i>, Sept-Oct., 4-7. - Kohn, A. (2002). Why incentive plans cannot work. HBS OnPoint PN 2799. - Martocchio <u><i>Strategic Compensation Management</i></u>, Prentice Hall. Chapter 7: Building internally consistent compensation systems, pp. 201-202, 230-239. Chapter 8: Building market competitive compensation systems, pp. 267-269. Chapter 9: Building pay structures that recognize individual contributions, pp.281-289; 310-315 <p><i>Prepare Case:</i></p> <p><i>Visionary Design Systems: Are Incentives Enough? HBS 9-495-011</i></p>

Please note: this schedule is subject to change

Requirements for Non Attending Students

Readings

1. Chapter 1-5 in Baron & Kreps *Strategic Human Resources: Frameworks for general managers*, John Wiley & Sons, pp.16-37.
2. Noe et al. (2006). *Human Resource Management: Gaining a competitive advantage*, McGraw-Hill
3. Pfeffer, J. (1995). Producing sustainable competitive advantage through the effective management of people. *Academy of Management Executive*, **9** (1), 55-72
4. Rucci, A.J., Kirn, S.P., & Quinn, R.T. (1998). The employee-customer-profit chain at Sears. HBR OnPoint Article (PN 3537).
5. Galbraith, J. (1972). Organization design: An information processing view. *Interfaces* 4 (3)
6. Galbraith, J. (1982) Designing the innovative organization. *Organizational Dynamics*
7. P. Allaire “The CEO as Organizational Architect: An Interview with Xerox's Paul Allaire”, *Harvard Business Review* Article 92501, 1992
8. Gulati, R. (2007) Silo Busting. *Harvard Business Review*.
9. Rousseau (1995) The psychological contract: violations and modifications. Reprinted in *The Organizational Behavior Reader*, edited by Osland, Turner, Kolb & Rubin. Prentice Hall, pp. 40-48.
10. Mohrman (2003). Designing work for knowledge-based competition. Chapter 4, in *Managing knowledge for sustained competitive advantage: Designing strategies for effective human resource management*, Jackson, Hitt, DeNisi (eds.) Joseey Bass, pp.94-123.
11. Cascio & Aguinis (2005) *Applied psychology in human resource management*, 6th edition, Chapter 11, Recruitment, pp. 259-276. Prentice Hall.
12. Cascio & Aguinis (2005) *Applied psychology in human resource management*, 6th edition, Chapter 12, Initial screening, pp. 277-307. Prentice Hall.

13. Behling (1998) Employee selection: will intelligence and conscientiousness do the job? Academy of Management Executive, 12 (1), pp. 77-86.
14. Excerpts from: Martocchio Strategic Compensation Management, Prentice Hall.
 - a. Chapter 7: Building internally consistent compensation systems, pp. 201-202, 230-239.
 - b. Chapter 8: Building market competitive compensation systems, pp. 267-269.
 - c. Chapter 9: Building pay structures that recognize individual contributions, pp.281-289; 310-315

Assignments

1 comprehensive written examination based upon these materials.

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