

MGMT 5350 - Online  
Leading Organizational Change and Development  
Spring 2018

Instructor: Dr. Juliana Lilly Phone: (936) 294-1275 Email: [lilly@shsu.edu](mailto:lilly@shsu.edu)

Textbook: Johns, G. & Saks, A. 2011. Organizational Behaviour: Understanding and managing life at work, 8th ed. Toronto: Pearson/Prentice Hall. ISBN: 978-0-13-505914-2  
Readings as assigned in the tentative schedule.

Course objectives:

- To understand and apply major organizational behavior theories (motivation, social influence, personality, etc.) to specific situations in order to analyze individual behavior in organizational settings.
- To understand and apply major organizational theories (structural design, manufacturing and service technologies) to specific organizations in order to analyze problem situations and to develop potential solutions to problems with organizational structure and work design.
- To understand and analyze an organization from a holistic perspective in order to develop plans for implementing major and minor organizational changes.
- To understand leadership theories and how different leadership styles can be used most effectively in different situations, especially during major organizational change initiatives.

Class format: This class is a seminar class and will meet virtually once a week. Students should attend at least 3 of the virtual sessions. There will be 12 synchronous online lectures/class discussion every Tuesday, from 6:30 to 7:30 p.m. Students should log into the course through Blackboard Collaborate. The basic format will be 30-45 minutes of lecture, followed by class discussion. To receive attendance points, students should attend at least 3 classes during the semester. To receive participation points, students should actively participate in at least 3 different class discussions.

Click the link below (you will need to be logged into Blackboard) for instructions and information about Blackboard Collaborate. Note: All Blackboard Collaborate sessions will be recorded. Then click on Collaborating in the left menu. Click on the title, **Blackboard Collaborate** with the book icon.

[https://shsu.blackboard.com/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id= 3\\_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D\\_46061\\_1%26url%3D](https://shsu.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id= 3_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_46061_1%26url%3D)

Grading:

Exams (2)	100	A = 459 points or higher
Discussion Questions (6)	120	B = 408 - 458
Film summaries (2)	40	C = 357 - 407
Short case questions (4 total)	40	
Daft chap 7 outline (1)	20	
Paragraph case summaries	20	
Case presentation	100	
Response to case presentation	30	
Attendance	20	
Participation	20	
Total points	510	

Student introductions: Students should make a short introduction about themselves and post it under the Class Introductions link by Jan 30<sup>th</sup>.

1. Click on Class Introductions.
2. Click Class Introductions again.
3. Click on Thread: Class Introductions.
4. Click on Juliana Lilly.
5. After reading the post, click on reply.
6. Change subject line to your own name
7. Attach your file or put your information in the text box.
8. Change name of link to file to your own name.
9. Click on submit.
10. As students add their information, click on each one to read their introduction. Feel free to reply to each other to learn more about your similarities and differences. You will need to form case study groups, so the virtual introductions are one way to learn interests, work habits and schedules for working in groups.

Exams: There are two exams worth 50 points each. The first exam (100 questions, 2 hours) will be open between the dates of Feb 7 through Feb 13, and must be completed by Feb 13 at midnight. The second exam (100 questions, 2 hours) will be open between the dates of May 4 through May 10, and must be completed by May 10 at midnight.

Discussion Questions: Students will write one discussion question for articles assigned in the class schedule. Each discussion question is worth 20 points, and it ***should be double-spaced using 12 pt. Times New Roman font***. See separate page explaining what is expected for the discussion questions and how they will be graded. Due dates are posted in the class schedule, and no late work will be accepted.

#### Article List for Discussion Questions

Unless otherwise noted, students should retrieve articles and cases from the library database. Go to the NGL link on the SHSU home page, click on “Articles & More”, “Business”, and then click on Business Source Complete database. Type in the title of the case or article, click on title, and then click on search. A librarian can help if you have problems.

- The Rashomon effect can be found in an e-book in the SHSU library.
  1. From the library home page, click on Books & Media.
  2. Click Ebooks only.
  2. In the search field, type in Moral Imagination and Management Decision Making.
  3. Click on Title.
  4. Click Search.
  5. Click on Online content.
  6. Click on the title under the Table of contents box at bottom of screen.
  7. At the bottom of the page, type 69 in the box between the two arrows and hit enter. This will take you to page 69 where the article begins in the book. The article goes from page 69 to page 88 in the e-book.
- Huseman, R., Hatfield, J. & Miles, E. 1987. A new perspective on equity theory: The equity sensitivity construct. *Academy of Management Review*, 12, 222-234.

- Schein, E. 1996. Culture: The missing concept in organization studies. *Administrative Science Quarterly*, 41, 229-240.
- Zaleznik, A. 2004. Managers and leaders: Are they different? *HBR.org* (See link in schedule)
- Cliffe, S. & Cialdini, R. 2013. The uses (and abuses) of influence. *Harvard Business Review*, 91, 76-81. (See link in schedule)
- Immelt, J. 2017. How I remade GE and what I learned along the way. *Harvard Business Review*, 95, 42-51.

Film Summaries: Students will write a one-page summary of two films. On Jan 30, students should turn in a one-page summary of the film “He said, She said” – a documentary by Deborah Tannen. On Feb 20, students should turn in a one-page summary of the film, “Conformity and Independence” – a film made by Social Psychologist Stanley Milgram.

To access films for viewing assignments

- He Said, She Said
  1. Go to Newton Gresham Library (NGL) home page
  2. Click on Articles & more
  3. Click on Videos / Films Online
  4. Click on Academic Video Online: Premium
  5. In Search field, type “he said she said” and hit enter
  6. Wait a few seconds, and select the first video by Deborah Tannen
- Conformity and Independence  
Use the same directions from He Said, She Said, but type “conformity and independence” in the search field. Select the first video with Stanley Milgram.

Short case questions: Students will answer the questions listed below for the two cases studies entitled, “C & C Grocery” (due Mar 20) and “The Acetate Department” (due Apr 3). Each question is worth 10 points, or 20 points per case study.

Questions for C&C Grocery Store (found in Blackboard under Course Documents)

1. How would the proposed reorganization address the problems mentioned in the case?
2. What disadvantages might emerge over time with the proposed reorganization?

Questions for Acetate Department (found in Blackboard under Course Documents)

1. What type of workflow interdependence (as defined by James Thompson) was occurring before and after the change?
2. Describe what is happening in the acetate case from the cultural perspective of manager, operator and engineer as described by Schein (1996).

Daft Chapter 7 outline: Students will outline the chapter information for 20 points (due Apr 3). The grade will be based on the quality of the outline in terms of content, organization, and thoroughness. (Daft chapter 7 found in blackboard under course documents)

Paragraph case summaries: Students will read the four case studies below and turn in a one-paragraph summary of each case for a total of 20 points. Due on Apr 10.

- Spring High School Case (found in Blackboard under Course Documents)
- Dasgupta, M. 2009. Diffusion of innovative teaching method: Case of the Heritage School. Asian Case Research Journal, 13(2): 275-298. (use library database)
- Chu & Robey 2011. Online learning at Minkuo Hospital. Asian Case Research Journal, 15: 279-304. (use library database)
- Global Mobile Case (found in Blackboard under Course Documents)

Case presentation: Students will form six groups of 4 people to analyze a case study. Each group will choose a case from the “Cases for Presentation List” and answer the following 9 questions in a recorded presentation that should last 15-20 minutes. Presentations are due on April 17 by midnight. The grade (100 pt.) will be based on the presentation and the outline of the answers to each question. All group members will receive the same grade unless there is a problem in the group with non-participation. The outline should contain bullet points, and the total outline should be no longer than 3 pages. Groups may choose one of the published cases to analyze or may analyze a situation in their workplace. Groups choosing to analyze a situation in their workplace must have approval of the instructor by Feb 28 to proceed. Otherwise, the group must choose one of the published cases.

#### Questions to answer for recorded case presentations

1. Give a brief overview of the case and the core change issue that needs to be addressed.
2. Is a Rashomon effect occurring in the case?
3. What should be done in this case to resolve the issue? Analyze the forces creating the need for change.
4. Are there any obvious structural issues contributing to the need for change?
5. Analyze the organization using Joan Woodward’s technical complexity typology, if appropriate.
6. Discuss resistance to change as it pertains to this case. What are some ways to address resistance to change?
7. What motivation theories can be used to encourage the change in behavior needed? How can learning theory, classical conditioning, and reinforcement theory be used to change behavior?
8. How can socialization tactics be used to encourage people to embrace the changes needed in the case? Is a culture change necessary?
9. What type of leadership would be effective in this situation? What type of power and influence tactics should be used to implement the change?

Cases for presentations – each group must choose a different one

- Lampe, A. & Sasse, C. 2012. Copper Ridge, Inc: In search of a new culture. *Business Case Journal*, 10(1): 50-63.
- Leadership and change management: A case study of Pemancar. *Asian Case Research Journal*, 16(1): 115-132.
- Park, J. & Choi, M. 2011. The Seoul National University business school: Managing global challenge and cultural change. *Asian Case Research Journal*, 15(1): 1-36.
- Awasthy, R. Vijayalakshmi, C. & Gupta, R. 2012. Organizational changes in the Bank of Baroda. *Asian Case Research Journal*, 16(1): 65-92.
- Gavino, J., Portugal, E. & Briones, D. 2014. Change management at Mars Publishing House. *Journal of Case Studies*, 32(1): 78-92.
- Kelly, C., Greene, B., Smith, H. & Kern, D. 2015. Building organizational capabilities at Cymstar: The roles of customer needs and company culture. *Journal of the International Academy for Case Studies*, 21(1): 34-46.
- Coder, L. 2013. Time for a change? A human resource education program in flux. *Journal of the International Academy for Case Studies*, 19(1): 59-70.
- Shah, S. & Ghazzawi, I. 2012. BC Frozen Foods Limited: Challenges and change. *Journal of the International Academy for Case Studies* 18(7): 1-16.
- Nelsen, B. & Valadez, M. 2012. Resistance to technological change: The case of the unused calculators. *Journal of Case Studies*, 30(2): 14-20.

Response to case presentation: Students will read the case studies in the “Cases for Presentation List”, watch the recorded presentations, and briefly critique each of the six student case presentations based on how well the 9 assigned questions were answered. The critique may be given verbally during the synchronous virtual class on Apr 24 or May 1. Alternatively, the verbal critique may be recorded and posted on blackboard by Apr 24 at 6:30 p.m.

Participation: Students should actively participate in at least three different class discussions using Blackboard Collaborate. Every class (except Jan 23) will include a 20-30 minute discussion on assigned articles and case studies. Participation is worth 20 points. See instructions above on how to use Blackboard Collaborate.

Attendance: Students should attend at least 3 classes during the semester to receive attendance credit of 20 points. See instructions above on how to use Blackboard Collaborate.

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Examples of Case Studies for reference – not required reading

1. Molineaux, John. 2013. Enabling organizational cultural change using systemic strategic human resource management – a longitudinal case study. *The International Journal of Human Resource Management*, 24(8): 1588-1612.
2. Kohnke, A. & Gonda, T. 2013. Creating a collaborative virtual command center among four separate organizations in the United States Army: An exploratory case study. *Organization Development Journal*, 31(4): 75-92.
3. Moskovich, Y. & Achouch, Y. 2013. Cultural change in the Kibbutz factory ‘Bereshit’ (Genesis): An Israeli case study. *Journal of Organisational Transformation and Social Change*, 10(1): 21-41.
4. Krummaker, S. & Vogel, B. 2012. An in-depth view of the facts, antecedents, and effects of leaders’ change competency; Lessons from a case study. *The Journal of Applied Behavioral Science*, 49(3): 279-307.
5. Lofquist, E. 2011. Doomed to fail: A case study of change implementation collapse in the Norwegian civil aviation industry. *Journal of Change Management*, 11(2): 223-243.

## Tentative Schedule

Jan	23	<p>Reading assignment:</p> <ol style="list-style-type: none"> <li>1. Syllabus</li> </ol> <p>Required assignments:</p> <ol style="list-style-type: none"> <li>1. Syllabus acknowledgement</li> <li>2. Student introductory presentations due Jan 28<sup>th</sup> at 11:59 p.m. (5 pt.)</li> </ol> <p>Virtual class content:</p> <ul style="list-style-type: none"> <li>• Class Introduction</li> </ul> <p>Supplemental learning content</p> <ul style="list-style-type: none"> <li>• Blackboard information – insert web link</li> </ul>
	30	<p>Reading assignment:</p> <ol style="list-style-type: none"> <li>1. Chapters 2 and 3 in textbook</li> <li>2. Article – The Rashomon Effect by P. Werhane (in library ebook)</li> </ol> <p>Viewing assignment:</p> <ol style="list-style-type: none"> <li>1. He said, She said. – see directions for accessing film above</li> </ol> <p><b>Graded assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Discussion Question 1 due on Werhane article at 6:30 p.m. Jan 30 (20 pt.)</b></li> <li>2. <b>One page summary of He said, She said film (20 pt.)</b></li> </ol> <p>Virtual class content:</p> <ul style="list-style-type: none"> <li>• Chapter 2 Personality and Learning</li> <li>• Chapter 3 Perception, Attribution, and Diversity</li> <li>• Werhane article discussion</li> <li>• He said, She said discussion</li> </ul> <p>Supplemental learning content:</p> <ul style="list-style-type: none"> <li>• ABC model of an attitude - <a href="https://www.youtube.com/watch?v=uSFjPlhg3o0">https://www.youtube.com/watch?v=uSFjPlhg3o0</a></li> <li>• Cultural differences in China - <a href="https://www.youtube.com/watch?v=VMwjscSCcf0">https://www.youtube.com/watch?v=VMwjscSCcf0</a></li> <li>• Operant conditioning: Big Bang Theory - <a href="https://www.youtube.com/watch?v=Mt4N9GSBoMI">https://www.youtube.com/watch?v=Mt4N9GSBoMI</a></li> <li>• Attribution error: Susan Boyle - <a href="https://www.youtube.com/watch?v=RxPZh4AnWyk">https://www.youtube.com/watch?v=RxPZh4AnWyk</a></li> </ul>
Feb	6	<p>Reading assignment</p> <ol style="list-style-type: none"> <li>1. Chapters 5 and 7 in textbook</li> <li>2. Article – A New Perspective on Equity Theory... by Huseman, Hatfield &amp; Miles <a href="https://pdfs.semanticscholar.org/1d65/68e33f2ffcccf76d9c5b0a81657389d675cb.pdf">https://pdfs.semanticscholar.org/1d65/68e33f2ffcccf76d9c5b0a81657389d675cb.pdf</a></li> </ol> <p><b>Graded assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Discussion Question 2 due on Huseman, et al. article (20 pt.)</b></li> </ol> <p>Virtual class content:</p> <ul style="list-style-type: none"> <li>• Chapter 5 Theories of Work Motivation</li> <li>• Chapter 7 Groups and Teamwork</li> <li>• Article discussion</li> </ul> <p>Supplemental learning content:</p> <ul style="list-style-type: none"> <li>• Office Space motivation clip - <a href="https://www.youtube.com/watch?v=cgg9byUy-V4">https://www.youtube.com/watch?v=cgg9byUy-V4</a></li> <li>• Equity theory Big Bang Theory - <a href="https://www.youtube.com/watch?v=mlhHTdDqoBc">https://www.youtube.com/watch?v=mlhHTdDqoBc</a></li> </ul>

		<ul style="list-style-type: none"> <li>• Equity theory monkey example - <a href="https://www.youtube.com/watch?v=meiU6TxysCg">https://www.youtube.com/watch?v=meiU6TxysCg</a></li> <li>• Expectancy theory - <a href="https://www.youtube.com/watch?v=duASVeUmE6s">https://www.youtube.com/watch?v=duASVeUmE6s</a></li> <li>• Groupthink example - <a href="https://www.youtube.com/watch?v=GujLcfdovE8">https://www.youtube.com/watch?v=GujLcfdovE8</a></li> <li>• Escalation of commitment - <a href="https://www.youtube.com/watch?v=Rpmmsa7kliM">https://www.youtube.com/watch?v=Rpmmsa7kliM</a></li> </ul>
	13	<b>Exam 1 over chapters 2, 3, 5, and 7 due Feb 18<sup>th</sup> at 11:59 p.m. (50 pt.)</b>
	20	<p>Reading assignment:</p> <ol style="list-style-type: none"> <li>1. Chapter 8 in textbook</li> <li>2. Article – Culture: The missing concept in organization studies by E. Schein</li> </ol> <p>Viewing assignment:</p> <ol style="list-style-type: none"> <li>1. Conformity and Independence – see directions for accessing film above</li> </ol> <p><b>Graded assignment:</b></p> <ol style="list-style-type: none"> <li>1. Discussion Question 3 due on Schein article at 6:30 p.m. Feb 20 (20 pt.)</li> <li>2. One page summary of Conformity and Independence film (20 pt.)</li> </ol> <p>Virtual class content:</p> <ul style="list-style-type: none"> <li>• Chapter 8 Social Influence, Socialization, and Culture</li> <li>• Article discussion</li> <li>• Conformity and Independence discussion</li> </ul> <p>Supplemental learning content</p> <ul style="list-style-type: none"> <li>• Amazon company culture under fire <a href="https://www.youtube.com/watch?v=QzcHhjbea4g">https://www.youtube.com/watch?v=QzcHhjbea4g</a></li> <li>• Apple corporate culture - <a href="https://www.youtube.com/watch?v=EcHpgsTg458">https://www.youtube.com/watch?v=EcHpgsTg458</a></li> <li>• Bystander effect - <a href="https://www.youtube.com/watch?v=OSsPfbup0ac">https://www.youtube.com/watch?v=OSsPfbup0ac</a></li> <li>• Candid Camera conformity example - <a href="https://www.youtube.com/watch?v=BgRoiTWkBHU">https://www.youtube.com/watch?v=BgRoiTWkBHU</a></li> <li>• Bystander effect - <a href="https://www.youtube.com/watch?v=xjrqtT13dGo">https://www.youtube.com/watch?v=xjrqtT13dGo</a></li> </ul>
	27	<p>Reading assignment:</p> <ol style="list-style-type: none"> <li>1. Chapter 9 Leadership</li> <li>2. Article – Managers and Leaders: Are They Different? By Zaleznik <a href="https://hbr.org/2004/01/managers-and-leaders-are-they-different">https://hbr.org/2004/01/managers-and-leaders-are-they-different</a></li> </ol> <p><b>Graded assignment:</b></p> <ol style="list-style-type: none"> <li>1. Discussion Question 4 due on Zaleznik article at 6:30 p.m. Feb 27 (20 pt.)</li> </ol> <p>Virtual class content:</p> <ul style="list-style-type: none"> <li>• Chapter 9 Leadership</li> <li>• Article discussion</li> </ul> <p>Supplemental learning content:</p> <ul style="list-style-type: none"> <li>• Situational leadership examples - <a href="https://www.youtube.com/watch?v=5-YXqlTq7IE">https://www.youtube.com/watch?v=5-YXqlTq7IE</a></li> <li>• Charismatic leadership Jim Jones clip from movie - <a href="https://www.youtube.com/watch?v=kqEYp79NzTQ">https://www.youtube.com/watch?v=kqEYp79NzTQ</a></li> <li>• Jim Jones documentary (45 minutes) - <a href="https://www.youtube.com/watch?v=FQ-FkTLPrAw">https://www.youtube.com/watch?v=FQ-FkTLPrAw</a></li> </ul>
Mar	6	<p>Reading assignment:</p> <ol style="list-style-type: none"> <li>1. Chapter 12 Power, Politics and Ethics</li> <li>2. Article – The Uses (and Abuses) of Influence by S. Cliffe <a href="https://hbr.org/2013/07/the-uses-and-abuses-of-influence">https://hbr.org/2013/07/the-uses-and-abuses-of-influence</a></li> </ol>



		<p><b>Graded assignment:</b></p> <p><b>1. Discussion Question 5 due on Cliffe article at 6:30 p.m. Mar 6 (20 pt.)</b></p> <p>Virtual class content:</p> <ul style="list-style-type: none"> <li>Chapter 12 Power, Politics and Ethics</li> <li>Article discussion</li> </ul> <p>Supplemental learning content</p> <ul style="list-style-type: none"> <li>Influence tactics: Game of Thrones - <a href="https://www.youtube.com/watch?v=tA0eU6FRHDc">https://www.youtube.com/watch?v=tA0eU6FRHDc</a></li> <li>5 bases of power: Game of thrones - <a href="https://www.youtube.com/watch?v=92DU70TQSOg">https://www.youtube.com/watch?v=92DU70TQSOg</a></li> </ul>
	13	Spring Break
	20	<p>Reading assignment:</p> <ol style="list-style-type: none"> <li>Chapter 14 Organizational Structure</li> <li>Case – C &amp; C Grocery (on blackboard under course documents) - Discussion questions in syllabus</li> </ol> <p><b>Graded assignment:</b></p> <p><b>1. C &amp; C Grocery Store discussion questions (20 pt.)</b></p> <p>Virtual class content:</p> <ul style="list-style-type: none"> <li>Chapter 14</li> <li>C &amp; C Grocery Store case discussion</li> </ul> <p>Supplemental learning content</p> <ul style="list-style-type: none"> <li>Division of labor Wilson Football factory - <a href="https://www.youtube.com/watch?v=PkCwsKGO-2o">https://www.youtube.com/watch?v=PkCwsKGO-2o</a></li> </ul>
	27	<p>Reading assignment:</p> <ol style="list-style-type: none"> <li>Chapter 16 Organizational Change, Development, and Innovation</li> <li>Article – How I Remade GE...by Jeffrey Immelt</li> </ol> <p><b>Graded assignment</b></p> <p><b>1. Discussion Question 6 on Immelt article (20 pt.)</b></p> <p>Virtual class content</p> <ul style="list-style-type: none"> <li>Chapter 16</li> <li>Article discussion</li> </ul> <p>Supplemental learning content</p> <ul style="list-style-type: none"> <li>Org development and change examples - <a href="https://www.youtube.com/watch?v=lotVg-jF628">https://www.youtube.com/watch?v=lotVg-jF628</a></li> </ul>
Apr	3	<p>Reading assignment (in blackboard under course documents)</p> <ol style="list-style-type: none"> <li>Daft Chapter 7 Manufacturing and Service Technologies</li> <li>Case – The Acetate Department: Class discussion on questions in syllabus</li> </ol> <p><b>Graded assignment:</b></p> <ol style="list-style-type: none"> <li><b>Acetate Department case questions (20 pt.)</b></li> <li><b>Daft chapter 7 outline (20 pt.)</b></li> </ol> <p>Virtual class content</p> <ul style="list-style-type: none"> <li>Daft Chapter 7</li> <li>Acetate Department case discussion</li> </ul>

		Supplemental learning content <ul style="list-style-type: none"> <li>• Small batch production - <a href="https://www.youtube.com/watch?v=cnTBvyA-zM">https://www.youtube.com/watch?v=cnTBvyA-zM</a></li> <li>• Mass production - <a href="https://www.youtube.com/watch?v=rEyN-HG44Tk">https://www.youtube.com/watch?v=rEyN-HG44Tk</a></li> </ul>
	10	Reading assignment <ol style="list-style-type: none"> <li>1. Spring High School</li> <li>2. Heritage School</li> <li>3. Minkuo Hospital</li> <li>4. Global Mobile</li> </ol> <p><b>Graded assignment:</b></p> <ol style="list-style-type: none"> <li>1. one paragraph summary for each of the four case studies (20 pt.)</li> </ol> <p>Virtual class content</p> <ul style="list-style-type: none"> <li>• Analyze case examples</li> </ul>
	17	<b>Case presentations due</b>
	24	<b>Response to case presentations</b>
May	1	<b>Response to case presentations</b>
	10	<b>Exam 2 over chapters 8, 9, 12, 14, 16 due May 8 at 11:59 p.m.</b>

**Examples of Discussion Questions:** A discussion question should demonstrate that the student understands the reading and can think about the information in a way that expands into other ideas or thoughts not directly addressed by the reading. A discussion question is not a test question. If the question can be answered by reading the article, it is not a good discussion question and will receive a grade no higher than a C. Past examples of questions:

1. What is the difference, if any, between leaders, managers, and supervisors?

The problem with question 1 is that it could be answered by the reading that was assigned. The entire article addressed the difference between all three people; thus, the question is a test question and received a grade of D because it wasn't even a very creative test question.

2. With creativity being such an important part of problem solving and organizational structures become flatter. How do your organizations help to encourage and nurture creativity?

The problem with question 2 is that it has grammatical errors (unacceptable for a graduate level class), and it's extremely shallow. The readings were about creative problem solving, and the question only asks how you encourage creativity. That is not graduate level thinking, and the question received a grade of F.

3. Do you think managers need to blend a combination of both masculine and feminine characteristics in their approach to being a successful leader in the 21<sup>st</sup> century? How does a manager effectively balance feminine characteristics without canceling out their best masculine characteristics?

Question 3 received a grade of A. The reading was about male versus female leadership traits. The student pulled information from the reading and from earlier discussions in class on Hofstede's cultural dimensions to write a question that showed he understood the reading and how the reading fit into a broader context of organizational behavior theory.

4. Is it possible for the delegation of managerial tasks to be perceived as shirking of responsibility? How does a manager determine what tasks are appropriate for delegation versus tasks the manager simply does not care to perform? Is it ethical for a manager to delegate unsavory tasks to his or her employees?

Question 4 received a grade of A. The reading was about empowerment and how delegation of tasks often empowers employees. The student took the reading a step farther by pulling ethics into the issue of task delegation. This demonstrated that the student understood the reading itself and how a positive concept like empowerment (task delegation) could be turned into an ethical dilemma.

Other examples of good questions (B+ or higher):

What does CEO compensation reveal about the American culture and our priorities? Is it socially responsible to pay a CEO \$10 million when a high school teacher makes \$45,000? Why does our culture value the contributions of a CEO that much more than the contributions of a teacher or a police officer? Is the issue of CEO compensation greater than simple cash-option ratios, and perhaps an indication of value-greed conflict?

What would be the effect if business implemented a salary cap like you see in professional sports? In professional sports the salary cap creates somewhat of a level playing field so a wealthy team cannot buy all of the best players. It allows for sports to remain competitive. If this was implemented in business would it also create a more competitive, and level, playing field? Would potential employees then choose their employer based on it being a perfect fit and not because of the pay scale?

We have always been taught that the purpose of business is to make money. If the owners of these corporations are in it to make money, then isn't it their decision on how to compensate their CEO? Why do people outside the company feel the need to govern how these individuals are paid? Would they have the same complaints if they were the ones getting the multi-million dollar packages?