

COURSE OUTLINE
International Class

COURSE: XXXXX

SEMESTER: 03.3. – 16.6.2016

TITLE: Managing Organizations

INSTRUCTOR: Prof. Shay Tzafrir

LECTURE TIME: Thursday, 08:30-10:00 **OFFICE:** 615, Jacob Building

Office Hours: Thursday 11.00-12.00 and by appointment

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READINGS: Reading packet (available at the Moodle)

EVALUATION: Classroom leadership & participation	10%
Articles (Presentation & Summary)	15%
Project presentation	20%
Project	55%

OVERVIEW:

To provide students with an understanding of various organizational systems and ways to improve process, flexibility, efficiency and relations between workers in both union and non-union organizations

CONTENT AREAS:

- Culture
- Human Resource Management
- Trust in the workplace
- Performance Management
- Flexibility and Contingent Work
- Misbehavior
- Absenteeism, Turnover, and Downsizing
- Customer aggressive behavior

ASSESSMENT

Classroom leadership

This course is designed to facilitate active learning. As the course will mainly take the form of a seminar, students will be expected to do the pre-assigned reading and participate actively in class discussions. For various topics on the reading list students will provide a presentation and a critical summary of up to 10 pages.

Classroom leadership & participation – 10%

Article presentation and summary – 15%

Your peers will evaluate you and provide feedback on your performance. I will also evaluate you, by comparing you with your peers.

Individual Project

The project is the opportunity for you to learn more about one component of our class, in depth. The project can take a form that will fit your personal interest. Please refer to **Guidelines for Individual Paper** on pages 7-9 of the Course Outline. The paper should not exceed 10 pages. Examples include:

- Designing an employee wellness program
- Designing and conducting a survey on customer aggressive behavior
- Exploring options for implementing work teams
- How to manage contingent work
- Developing an absence or retention management program
- Developing a proposal for implementing a high performance work system

These projects would likely be most effective if they were directed at a specific organization – particularly one that you work for or are familiar with.

On weeks 10-11 (**June 09 – June 16**) you will present your project (30 minutes + questions). Four weeks after the last day of class (**July 17**) the paper will be submitted as well as the final version of the presentation (PowerPoint file).

Project presentation – 20%; Your peers will evaluate you and provide feedback on your performance.

Performance dimensions:

- ✚ Quality of content
- ✚ Effectiveness in relaying the message
- ✚ Success in generating thinking

Project – 60%

SCHEDULE

Week	Date	Topic	Case/exercise
1.	March 03	Introduction and Overview of Current Issues in Organizations	Class Exercise: Expectations
2.	March 10	Introduction and Overview of Current Issues in Organizations	No Case/Exercise
3.	March 17	Organizational Culture	Class Exercise Student Presentation
4.	March 31	Organizational Trust	Class Exercise: Tower Market Student Presentation
5.	April 07	Performance Management	No Case/Exercise Student Presentation
6.	April 14	Managing by Value	Exercise: The Value of Value
7.	May 05	Misbehavior	Class Exercise: Wakefield Student Presentation
8.	May 19	Customer Aggressive Behavior	Student Presentation
9	May 26	Absenteeism, Turnover, and Downsizing	Class Exercise: Wallaby Coal Mine
10	June 02	Talent Management	Student Presentation
11	June 09	Project Presentations	
12	June 16	Project Presentations	

Week 1 & Week 2 (March 03-March 10)

- ***Introduction and Overview of Current Issues in Organizations***

Class Exercise: Expectations

Week 3 (March 17)

- ***Organizational Culture***

Prescribed Reading

- Cording, M., Harrison, J. S., Hoskisson, R. E., & Jonsen, K. (2014). Walking the talk: A multistakeholder exploration of organizational authenticity, employee productivity, and post-merger performance. *Academy of Management Perspectives*, 28(1), 38-56.
- Nicholson, N. (2008). Evolutionary psychology, organizational culture, and the family firm. *Academy of Management Perspectives*, 22(2), 73-84.
- Romero, E. J., & Cruthirds, K. W. (2006). The use of humor in the workplace. *Academy of Management Perspectives*, 20(2), 58-69.
- Rubinstein, S.A. (2000). The impact of co-management on quality performance: The case of the Saturn corporation. *Industrial and Labor Relations Review*, 53 (2), 197-218.
- Smith, W. P. and Tabak, F. (2009). Monitoring Employee E-mails: Is There Any Room for Privacy? *Academy of Management Perspectives*, November, 33-48.
- Tzafrir, S. S. Gur, A., and Blumen, O. (2015). Employee Social Environment as a tool for Decrease Intention to Leave. *Scandinavian Journal of Management*, 31(1), 136-146.

Class Exercise

Week 4 (March 31)

- ***Organizational Trust***

Prescribed Reading

- Badal, S., & Harter, J. K. (2014). Gender diversity, business-unit engagement, and performance. *Journal of Leadership & Organizational Studies*, 21(4), 354-365.
- Campbell, D. J. (2000). The Proactive Employee: Managing Workplace Initiative, *Academy of Management Executive*, 14(3), 52-66.
- DeConinck, J. B. (2011). The effects of ethical climate on organizational identification, supervisory trust, and turnover among salespeople. *Journal of Business Research*, 64(6), 617-624.
- Mach, M., Dolan, S., and Tzafrir, S. (2010). The differential effect of team members' trust on team performance: The mediation role of team cohesion. *Journal of Organizational and Occupational Psychology*. 83 (3), 771-794.

Exercise: Tower Market

Week 5 (April 07)

● *Performance Management*

Prescribed Reading

Cascio, W. F., & Boudreau, J. W. (2016). The search for global competence: From international HR to talent management. *Journal of World Business*, 51(1), 103-114.

Godard, J. (2001). High performance and the transformation of work? The implications of alternative work practices for the experience and outcomes of work. *Industrial and Labor Relations Review*, 54 (4), 776-805.

Goffin, R. D., Jelley, R. B., Powell, D. M. and Johnston, N. G. (2009). Taking advantage of social comparisons in performance appraisal: The relative percentile method. *Human Resource Management*, 48: 251–268.

Ghorpade J. (2000). Managing five paradoxes of 360-degree feedback. *Academy of Management Executive*, 14, 140 - 150.

Week 6 (April 14)

● *Managing by Values*

Prescribed Reading

Campbell, D. J. (2000). The Proactive Employee: Managing Workplace Initiative, *Academy of Management Executive (1993-2005)*, 14(3), 52-66.

Jaakson, K. (2010). Management by Values: Are some Values Better than Others?, *Journal of Management Development*, 29(9), 795-806.

Exercise: The value of value

Week 7 (May 05)

● *Misbehavior*

Prescribed Reading

Ferguson, M., & Barry, B. (2011). I Know What You Did: The Effects of Interpersonal Deviance on Bystanders. *Journal of Occupational Health Psychology*, 16 (1), 80-94.

Litzky, B. E., Eddleston, K. A., & Kidder, D. L. (2006). The good, the bad, and the misguided: How managers inadvertently encourage deviant behaviors. *Academy of Management Perspectives*, 20(1), 91-103.

Samnani, A. K., Salamon, S. D., & Singh, P. (2014). Negative affect and counterproductive workplace behavior: The moderating role of moral disengagement and gender. *Journal of business ethics*, 119(2), 235-244.

Vardi, Y., & Weitz, E. (2002). Using the theory of reasoned action to predict organizational misbehavior. *Psychological Reports*, 19, 1027-1040.

Exercise: Wakefield

Week 8 (May 19)

- ***Customer Aggressive Behavior***

Prescribed Reading

- Deng, H., Walter, F., Lam, C. K., & ZHAO, H. H. (2016). Spillover effects of emotional labor in customer service encounters toward coworker harming: A resource depletion perspective. *Personnel Psychology*. DOI: 10.1111/peps.12156
- Enosh, G., & Tzafrir, S. S. (2015). The Scope of Client Aggression Toward Social Workers in Israel. *Journal of Aggression, Maltreatment & Trauma*, 24(9), 971-985.
- O'Leary-Kelly, A. M., Griffin, R. W., & Glew, D. J. (1996). Organization-motivated aggression: A research framework. *Academy of Management Review*, 21(1), 225-253.

Week 9 (May 26)

- ***Absenteeism, Turnover, and Downsizing***

Prescribed Reading

- Hareli, S., & Tzafrir, S. S. (2006). The role of causal attributions in survivors' emotional reactions to downsizing. *Human Resource Development Review*, 5(4), 400 – 421.
- Katsikea, E., Theodosiou, M., & Morgan, R. E. (2015). Why people quit: Explaining employee turnover intentions among export sales managers. *International Business Review*, 24(3), 367–379.
- Krug, J., Wright, P., & Kroll, M. (2014). Top management turnover following mergers and acquisitions: solid research to date but much still to be learned. *Academy of Management Perspectives*, 28(2), 147 – 163.
- Tzafrir, S. S., & Enosh, G. (2011). Beyond Attitudes and Norms: Trust Commitment and HR Values as Triggers of Intention to Leave. In Searle, R. H., and Skinner, D (Eds.) *Trust and human Resource management*. UK: Edward Elgar. Pp. 289 - 308.

Exercise: *Wallaby Coal Mine*

Week 10 (June 02)

- ***Talent Management***

Prescribed Reading

- Farndale, E., Scullion, H., & Sparrow, P. (2010). The role of the corporate HR function in global talent management. *Journal of World Business*, 45(2), 161-168.
- Martin, J., & Schmidt, C. (2010). How to keep your top talent. *Harvard Business Review*, 88(5), 54-61.
- Mäkelä, K., Björkman, I., & Ehrnrooth, M. (2010). How do MNCs establish their talent pools? Influences on individuals' likelihood of being labeled as talent. *Journal of World Business*, 45(2), 134-142.
- Stahl, G., Björkman, I., Farndale, E., Morris, S. S., Paauwe, J., Stiles, P., ... & Wright, P. (2012). Six principles of effective global talent management. *Sloan Management Review*, 53(2), 25-42.

Week 11 (July 02)

- ***Project Presentation and Evaluation Exercise***

Week 12 (July 16)

- ***Project Presentation and Evaluation Exercise***

Guidelines for Individual Paper

Failure to follow these instructions will result in essays being returned to the student for rewriting in an acceptable format. Also, plagiarism will not be tolerated in any form, and will result in automatic failure.

Format of Essay

1. Essays should be typewritten using double spacing.
2. Under no circumstances should an essay be typed on both sides of a single page.
3. A margin of around 30 millimetres should be provided on both the left and right sides of the page so that examiners' comments can be made.
4. Quotations of up to two lines should be enclosed in double inverted commas with the appropriate page number. Quotations greater than two lines should be indented and single spaced (inverted commas are unnecessary).
5. Avoid using sexist or other biased language, and use the third-person tense when writing.

Citing References

6. Citations to references in the essay should be as follows:
Deery and Plowman (1998) argue that industrial relations ...
or
Recent developments (e.g., employment contracts) in industrial relations
(Deery & Plowman, 1998) ...
7. When there are **more than two** authors, the first citation should be
Schuler, Dowling, Smart and Huber (1998) argue that HRM ...
Subsequent citations should be: Schuler et al. (1998) assert that HRM ...
or
The importance of HRM (Schuler, Dowling, Smart & Huber, 1998) ...
Subsequent citations should be: The five activities of HRM (Schuler et al.,
1998) ...

8. When there are **two or more** citations within the same parentheses, the order is alphabetized, e.g.,
The recruitment and retention of employees is fundamental to organisations (Deery & Plowman, 1998; Gahan, 1992; Jones, 1990; Smith, 1989).

Quotes

9. When quoting always provide page numbers, e.g.,
"It is assumed that both workers and management share a common objective"
(Deery & Plowman, 1998, p. 5).

or

Deery and Plowman (1998) "assumed that both workers and management share a common objective" (p. 5).

Secondary Sources

10. When you do not have access to the original material that has been cited in another's work, the citation is:
Hyman and Fryer (1975, cited in Deery & Plowman, 1998) argue that rather than there being symmetry in the distribution of power ...

In the References only the actual work read is included e.g., in the above example Deery and Plowman would be included and Hyman and Fryer (1975) would be excluded from the References.

References

11. The reference list appears on a separate page at the end of the essay and includes all references cited in the essay. They are listed in alphabetical order, by the first author's surname, with the title, year of publication, title, and publishing information provided, e.g.,
Iverson, R.D., & Buttigieg, D.M. (1999). Affective, normative, and continuance commitment: Can the 'right kind' of commitment be managed? *Journal of Management Studies*, 36 (3), 307-333.
Murray, B. & Gerhart, B. (1998). An empirical analysis of a skill-based pay program and plant performance outcomes, *Academy of Management Journal*, 41 (1): 68-78.
Schuler, R.S., Dowling, P.J., Smart, J.P., & Huber, V.L. (1992). *Human resource management in Australia* (2nd ed.). Sydney: Harper Educational.
Zatzick, C.D., & Iverson, R.D. (2006). High-commitment management and workforce reduction: competitive advantage or disadvantage? *Academy of Management Journal*. 49 (5), 999-1015.

Guidelines for Articles Written Report

Students will be expected to submit written reports (**10** pages) and present of **one** nominated reading on the course outline. This report should be submitted before the presentation.

Please follow these guidelines in preparing your report:

(a) Content:

- i. Identify the main issues/argument of the articles.
- ii. Critically evaluate the theories/concepts/model used in the articles.
- iii. You may choose to consider these articles in the context of the extant literature in the relevant topic area.
- iv. Consider the implications of the argument/findings of the articles.
- vi. Try to raise at least three issues that will initiate class discussion.

(b) Project Presentation

- i. Use a logical sequence.
- ii. Use PowerPoint - No more than 10 slides
- iii. Good luck !!!!!!!

