MICHIGAN
BUSINESS SCHOOL

OBHRM 501: Human Behavior and Organizations
Class 1 (4/30/03)
Jane E. Dutton
University of Michigan

Managing for Excellence in Work Organizations

Teaching Note – Prepared by Jason M. Kanov
University of Michigan

Goals of the class:
1) To provide a brief overview of the content and objectives for the entire course.
2) To facilitate student introductions and encourage students to connect their own experiences with the content of the course.
3) To lay a foundation for the course content by introducing terminologies, discussing underlying assumptions, and situating the material in the context of organizational research in general.
4) To introduce and discuss a real-life example of an organization that embodies excellence.

Videos and materials needed:
• Video – Southwest Airlines training video (Not available)
• Video – Celebrate What's Right With the World by Dewitt Jones. Available through Starthrower Distribution Corporation, 26 East Exchange Street, Suite 600, St. Paul, MN 55101.

Description and flow of the class:
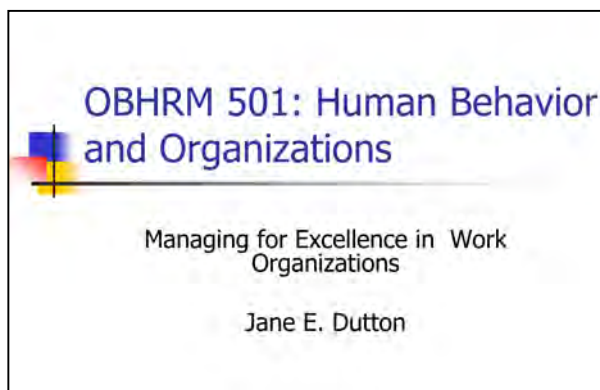
Slide 1

Slide 2

Slide 1   This is the introductory slide for this class. One of the primary goals of this class
               is to introduce and set the tone for the whole course. Being that the content and
               structure of this course is different from a typical core organizational behavior
               course, it may be worthwhile spending more time than one would typically spend
               with the introduction. The following questions can serve as a guide for
               introductory comments.

               What is this class about? – This class is about learning how to unlock greatness
               in people—in self, in others, in groups/teams, in organizations. It is about
               creating, enabling, building, and sustaining excellence.

               Why is this class important? – Providing a rationale for how the various topics
               were selected, why the focus is on enabling excellence, and why it is designed as
               it is may help the students engage more fully with the material. This is also a
               good place to situate the class as an outgrowth of Positive Organizational
               Scholarship

               Who am I (the professor)? – Jane talked about her credentials and background as
               well as her motivation for teaching this class. Being that this is a relatively new
               approach to teaching organizational behavior, it is just as important to seem
               enthusiastic and personally invested in the material as it is to seem credible.

Slide 2   This slide provides an overview of the flow of this class.

Slide 3

Slide 4

Slide 3   This slide outlines the main goals for the entire course. These goals can also be
               thought of as themes that will likely surface time after time in each class
               throughout the semester. Below is a more detailed explanation of some of the
               bullet points in the slide:

               Reveal your theory of practice
               A primary goal of this course is to help students understand why they do the
               things they do. Throughout this course, students will have an opportunity to

MICHIGAN
BUSINESS SCHOOL

reflect on their attitudes and behaviors, and they will be challenged to think critically about *why* they hold these attitudes and engage in these behaviors. To put it more boldly, this class aims to make explicit some of the students' implicit theories about work, relationships, human nature, and life in general.

Build on it
In addition to revealing students' theories of practice, the content covered in this course gives students an opportunity to build on and perhaps even rethink their implicit theories of practice.

Put it to the test
This goal is about helping students understand how to move from theory to practice. Many of the topics that will be covered in this course are easy to talk about but not so easy to put into action.

Open up new possibilities
This is perhaps the primary goal of the class. It is about encouraging students to think 'outside the box' by exposing them to new ideas and practices that are real and that really work. It's about showing them that, even though business is often done in a particular way, it doesn't have to be done that way. Thus, this course can help students develop new perspectives on how business gets done.

Slide 4   This slide sets up an icebreaker exercise that is designed to give all of the students in the class a chance to introduce themselves to each other. In addition to a basic introduction, this icebreaker asks students to identify an asset or experience that they are excited about bringing to the class. There are several reasons for this. First, it encourages students to think about how this class relates to them as individuals. Second, it gives the rest of the class a glimpse at the varied backgrounds represented in the class. Finally, it lets students know early on that their unique experiences and perspectives are valued, respected and important to the content and flow of this course.

So What is Organizational Excellence?

So what does excellence look like at Southwest Airlines?

Slide 5

Drivers of excellence

- Designing jobs (Class 2)
- Fostering high quality relationships (3)
- Cultivating trust (4)
- Creating/supporting high perf. teams(5)
- Motivating and rewarding (6)
- Creating and sustaining cultures (7)
- Building social and physical architectures that enable(8)
- Managing crises (9)
- Managing change (Acting from integrity, courage, compassion) (10)
- Managing change(11)
- Building strengths in self and others (12)
- Cultivating healthy leadership (13)

Slide 6

Slide 5   This slide prompts a discussion about organizational excellence by asking students to draw on what they know about Southwest Airlines (SWA) and identify instances of excellence. Using SWA at this point in the class is useful

MICHIGAN
BUSINESS SCHOOL

because it provides the class with an opportunity to literally see manifestations of excellence in one organization. [Students should have read the SWA case provided in their coursepack before coming to class.]

This slide begins to talk more concretely about organizational excellence. This course conceptualizes excellence in a rather novel way but it is important that students grasp its meaning because it is a term that will be used throughout the course. For this reason, it may be worthwhile to spend some time nailing down what the concept of excellence (for individuals and organizations) means in this course. This course aims to understand how to unleash excellence at three levels: in ourselves, in others, and in our organizations. In this sense, excellence is about understanding what brings you as an individual to life and thinking about how you as a manager can bring others to life.

Discussion about excellence at SWA (30 minutes):
What are some *indicators* of excellence at SWA? What do you see in the case that reflects the excellence of the organization? [Responses to this question are recorded on a board at the front of the room on the right (from the class's perspective).]
- *Sample responses:* Employees are happy; they are willing to work together; they are motivated to work longer hours for less pay; there is a good connection between employees and management; attraction and retention of employees; good labor relations; innovation; outstanding customer service; financial performance; organizational costs are low
- *Additional thought:* Notice that traditional markers of excellence—profitability and cost—may not be mentioned right away. This is interesting because although these indicators are exemplary at SWA, the other less-traditional indicators seem more noteworthy and extraordinary.

What are some *drivers* (causes) of excellence at SWA? [Responses to this question are recorded on a board at the from of the room on the left (from the class's perspective).]
- *Sample responses:* Selection and training practices; an informal culture; a culture that reflects equality throughout the organization; employee recognition by management; an organizational mission/vision that stresses community and teamwork and organizational practices that are consistent with these ideas; the structure of the organization; empowering practices
- *Additional thought:* It may be difficult at times to know whether some of the things that the class identifies are indicators or drivers of excellence. This is an important point that may come up several times throughout this discussion. This is an issue that we will revisit in the "Problems and dilemmas" section.

Video – SWA training video for new employees (8 minutes):
This is a fun video that shows many clips of Southwest employees on the job. The focus of the video is on explaining that the "spirit" of SWA is the key to the organization's success, and it says that the spirit of Southwest is in you—the employees. The video builds on the case by offering more insight into the excellence of SWA – references to "positively outrageous customer service" and the "love" that characterizes the spirit of the organization are two ways in which

excellence is referred to in the video. [The video is shown on a screen between the two boards used in the preceding discussion that have "indicators of excellence" and "drivers of excellence" written on them. This sort of physical arrangement is intended to suggest a movement from drivers of excellence (left) to the organization in action (the video in the center) to indicators of excellence (right).]

Discussion about excellence at SWA based on the video (12 minutes):
Does the video reveal any additional *indicators* of excellence? [Written on the same board as the previously identified indicators.]

- *Sample responses:* The employees are not just satisfied, they are energized; the organization seems able to adapt to changing circumstances; the organization seems healthy, intelligent, and wise
- *Additional thoughts:*
  o This is quite different than what many organizations tend to look like. For example, it is not uncommon for other organizations to make their members feel drained and less capable, as opposed to SWA that seems to energize and empower their employees.
  o This link between excellence and energy is an important theme that will come up repeatedly throughout this course.

Does the video reveal any additional drivers of excellence? [Written on the same board as the previously identified drivers.]

- *Sample responses:* diversity; love; a desire to have fun; competitiveness of the culture; simplicity in how things are structured and executed; employees having internalized a socially valued organizational identity; the founders of SWA having come to the airline industry as outsiders and bringing with them a fresh perspective about how to do things

Slide 6   This slide lists various drivers of excellence that will be covered over the course of the semester. While going through the drivers listed on this slide, we suggest that you try to connect each of them to the drivers that were identified in the preceding discussions about SWA. Doing this can help the class see how this slide builds on those discussions about SWA in setting up the general flow of the class content from week to week. Each driver on this slide can be thought of as a pathway to fostering excellence. The class is set up to examine each of these pathways in turn. The numbers in parentheses at the end of each driver on the slide refers to the class # in which that topic will be covered.

Southwest Airlines: Update

- Continued excellence in quality service
- Exceptional safety records
- Extraordinary efficiency
- Resilience after 9-11
- Loyal, engaged employees
- Strong relational fabric
- Profitability stronger than other airlines
- Successful leadership succession (life after Herb)

Slide 7

Slide 7   This slide presents more recent information about SWA's continued success. The bullet points on this slide can be thought of as additional indicators of organizational excellence. It is important to include slides like this because they remind the class that the excellence of an organization like SWA is associated with more traditional markers of success such as profitability. It also shows that the excellence of the organization is sustainable over time.

Additional information about SWA should be available online and in various publications. Consider including some of this information in slides as well. It is also important to note that SWA continues to have success even though Herb Kelleher is no longer the CEO.
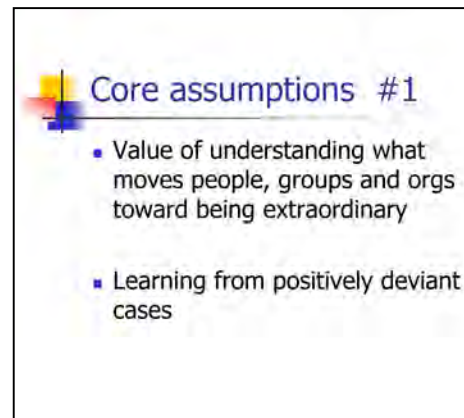
Break (10 minutes)

Some punch lines about the meaning of excellence

- Excellence is multifaceted
  - Individuals (e.g., engagement, adaptability, productivity, creativity, well-being)
  - Groups (e.g, Meeting standards, contribution to members, adaptability, enhanced capability)
  - Orgs (e.g., quality and quantity of output, adaptability, capacity to learn-process and people enhancements over time)
- Excellence at one level infects others
- Multiple drivers
- Often translates into financial performance but financial performance is not sufficient to understand sustainable excellence

Slide 8

Core assumptions #1

- Value of understanding what moves people, groups and orgs toward being extraordinary

- Learning from positively deviant cases

Slide 9

Slide 8   This slide summarizes some take-away ideas about excellence, many of which may have been hinted at in the preceding discussions.

MICHIGAN BUSINESS SCHOOL

Slide 9   This is the first of two slides about the core assumptions that underlie the content and structure of this course. These slides help to set the tone for the whole class and they introduce concepts that help to build a common language for talking about excellence. In this slide, the concept of "positively deviant cases" is introduced.
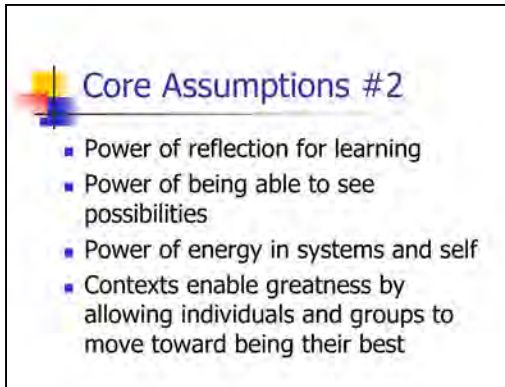

Slide 10

Slide 10   This slide breaks the idea of positive deviance down into individual and organizational factors. "Negative deviance", "normal", and "positive deviance" represent the left, middle, and right of a normal curve, respectively. Typically, there is a focus on achieving normalcy (e.g., health, effectiveness, efficiency, etc.) by seeking out instances of negative deviance and fixing them in some way. The focus of this class (and of Positive Organizational Scholarship in general) is on understanding how to achieve positive deviance (e.g., excellence, etc.). We want to understand what enables positive deviance and what sustains it. [Slide 10 is adapted from Cameron, K. "Organizational Virtuousness and Performance." In K. Cameron, J. Dutton and R. Quinn, 2003, Positive Organizational Scholarship (San Francisco: Berrett-Koehler).]

The language that is used on this slide to depict positive deviance and extraordinary performance is not ideal because we do not have a well-developed language for talking about people and organizations this way. We have many words for negative states and problems but not so many words for the positive.

To help explain this slide, medicine can serve as a useful analogy. For instance, how does a doctor know if someone is healthy? Medical professionals are not trained to focus on qualities and characteristics that are indicators of thriving. Rather, being healthy typically means being free from illness or specific medical problems. Thus, if a doctor cannot find something wrong with you it is assumed that you are healthy. In an organization, things are assumed to be going well if there are no noticeable problems. Such a focus may keep organizations

functioning at a normal or ordinary level of performance but it does not help to foster extraordinary levels of performance.
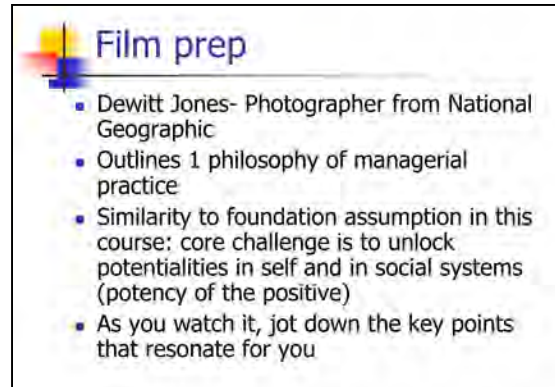
Traditional approaches to understanding organizations that focus on problems and deficits are still important but these approaches are only part of what we should be paying attention to. If problems and deficits are all that we focus on then we will miss a lot of what is going on in organizations. We should also be trying to understand individuals and organizations when they are at their best. What do we know about how/when individuals and organizations are thriving?

Core Assumptions #2 ■ Power of reflection for learning ■ Power of being able to see possibilities ■ Power of energy in systems and self ■ Contexts enable greatness by allowing individuals and groups to move toward being their best	**Film prep** ■ Dewitt Jones- Photographer from National Geographic ■ Outlines 1 philosophy of managerial practice ■ Similarity to foundation assumption in this course: core challenge is to unlock potentialities in self and in social systems (potency of the positive) ■ As you watch it, jot down the key points that resonate for you
Slide 11	Slide 12

Slide 11   This slide presents additional assumptions that underlie the content and structure of this course. The fourth bullet point about contexts enabling greatness by helping to bring out the best in people is particularly important point that will be revisited on many occasions throughout the course.

Slide 12   This slide sets up a video. As students watch the video, they should be noting the ideas that resonate for them as well as those they disagree with or do not buy.

Video "Celebrate what is right with the world" (12 minutes):
"Our perception controls our reality." "You won't see it until you believe it." This video is about developing an approach to management and doing business that starts with looking for what is right or good about something or someone rather that what is wrong or bad. It is about unlocking the potential of people and of situations. "Celebrating what's right gives you the energy to fix what's wrong." The purpose of the video is to open students up to new possibilities in terms of how business is done (or how it could be done).

Discussion about reactions to the video (25 minutes):
A video like this can generate a lot of discussion. On the one hand, it presents a lot of ideas that people want to believe, but on the other hand it seems to be such a far cry from how business is typically done. For this reason, it is realistic to expect that there will be some resistance to the ideas presented in this video. A key managing this discussion is to find a balance between what business is like now and what business could be like.

As students share their thoughts about what resonated with them as they watched the video, it is likely that some students will be skeptical. Here are some examples of skeptical comments you might encounter as well as some suggestions for how to respond to such comments:

- Sometimes you have to be blunt with people; sometimes you have to fire people; sometimes you have to provide corrective feedback. This is all true but some ways of doing this are more enabling (and less damaging) than other ways.
- Would a company like SWA still have the "spirit" if it were not so successful? One way of responding to a question like this would be to turn it around and ask if it would be so successful if it did not have the "spirit". There's no easy answer for either question. The fact is that SWA and other organizations have found unique ways of doing business and they are also very successful. The relationship between this way of doing business and success is what we are exploring in this class.

Additional thoughts:
Traditional ways of doing business may be very different than the approach talked about in this video but that doesn't mean that it has to be this way. According to what is being taught in this course, there is sound reason to think things could be different, but in order for things to change, we must first realize that change is possible. What if we all approached our work by looking to celebrate what is right rather than dwelling on what is wrong?

Change is not only possible; it is also necessary. How will traditional companies that rely on money as their primary motivator motivate their employees now that money is drying up?

The ultimate managerial and personal challenge

- How to architect organizational contexts that enables employees and groups to thrive? (Managing for excellence)

- How to find and create organizational contexts where you thrive and perform at your best?
(Being managed for excellence)

Slide 13

Next class

- Read Seligman and Greenberg and Baron (note it starts midway in a chapter)

- Overheads on the website

- Bring in face card with:
  - Organizational experience
  - Fun fact

- Think strategically about where to sit

Slide 14

Slide 13   This slide restates that this class is about learning how to bring out the best in oneself, in others, and in one's organization. As this course progresses, it should become more and more apparent that talking about how to accomplish these things is relatively easy but it is much more difficult to put these ideas into action.

MICHIGAN
BUSINESS SCHOOL

Slide 14   This is an administrative slide about things to keep in mind for the next class.

Additional Resources:

Appreciative Inquiry (AI) is a practice of accomplishing change by starting with what is right or working well. It relates to the ideas talked about in the video about celebrating what is right. Visit http://appreciativeinquiry.cwru.edu/ for more information. AI is also covered in more detail in the teaching note for class 11.

Puzzles and dilemmas:

1) How can you tell whether something is an indicator or a driver (cause) of excellence (or of any other phenomenon)?
   • While this question may be difficult if not impossible to answer, an important thing to keep in mind is that indicators and drivers are highly interconnected. For example, having employees who are energetic and intrinsically motivated may be a reflection of organizational excellence but this can also help to drive other aspects of excellence such as outstanding customer service. There is the potential for indicators and drivers of excellence to build on each other in a positive spiral or feedback loop.
   • Drawing a distinction between indicators and drivers of various phenomena (e.g., excellence) is something that we try to do throughout the semester. Thus it is important to help the class understand this distinction. Sometimes students may suggest a driver that fits better as an indicator or vice versa. It may therefore be necessary at times to reclassify the students' responses but doing this can serve as a good opportunity to teach students about the distinction.

2) The ideas taught and the language used in this class may conflict with what is taught in other parts of the MBA program.
   • This is true and it is a big part of why we think this is such an important class. A primary goal of this class is to present students with new perspectives and open them up to new possibilities.

MICHIGAN
BUSINESS SCHOOL

OBHRM 501: Human Behavior and Organizations
Class 2 (5/5/03)
Jane E. Dutton
University of Michigan

Fostering Excellence Through the Design of Jobs

Teaching Note – Prepared by Jason M. Kanov
University of Michigan

Goals of the class:
1) To provide an overview of assignments and expectations for the term
2) To introduce three approaches to job design and discuss how these approaches foster excellence
3) To present real life examples of excellence through job design
4) To provide students with an opportunity to apply their job design knowledge and skills to jobs within their own organizations

Videos and materials needed:
- A deck of playing cards and two sets of scorecards (numbered 1-5) to be used in an activity in the second half of the class
- Video – "Interview with Candice Billups" (University of Michigan video). Not currently available, although this video may be available through the POS website by the summer of 2004.
- Video – "Fish! Catch the energy. Release the potential." Available through Charthouse Learning (www.charthouselearning.com). Also see www.fishphilosophy.com

Description and flow of the class:
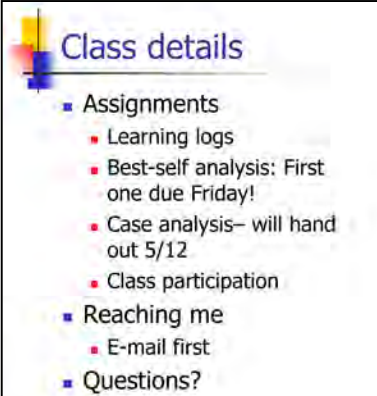
Preparation for an in-class activity: As students arrive to class, each of them should choose and keep a playing card, presented to them face down. Nothing else is said about the cards at this time. [There are enough cards for everyone in the class. There are exactly two jacks and three aces among the cards. The purpose of the cards will be discussed in the second half of the class.]

OBHRM 501 Class #2
Fostering excellence through the design of jobs

- More class details
- Part 1: Core ideas about enabling excellence through job design
- Part 2: Fish Tales case
- Part 3: Exercising your job redesign skills

Slide 1

Class details

- Assignments
  - Learning logs
  - Best-self analysis: First one due Friday!
  - Case analysis– will hand out 5/12
  - Class participation
- Reaching me
  - E-mail first
- Questions?

Slide 2

Slide 1   This slide provides a brief sketch of the flow of the class.
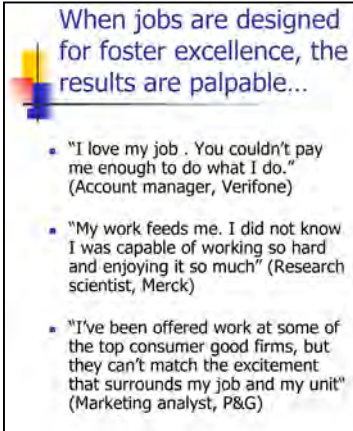
Slide 2   This slide identifies the three graded assignments for the course. It is a good idea to briefly review the content and due dates of each of these assignments (learning logs, best-self analysis, and case analysis) in either class 1 or class 2 to be sure that students understand them. This is also a good opportunity to discuss the purpose of each assignment, expectations, and the grading system that will be used. [See the syllabus and the assignment descriptions included with the supplemental documents for more details about these assignments.]

Core ideas about job design

- The scope and scale of tasks (job enlargement and enrichment)

- The important features of jobs (job characteristic model)

- The importance of work orientation (work as jobs, careers and callings)

Slide 3
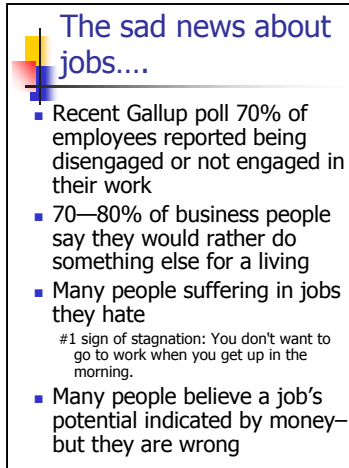
When jobs are designed for foster excellence, the results are palpable...

- "I love my job . You couldn't pay me enough to do what I do." (Account manager, Verifone)

- "My work feeds me. I did not know I was capable of working so hard and enjoying it so much" (Research scientist, Merck)

- "I've been offered work at some of the top consumer good firms, but they can't match the excitement that surrounds my job and my unit" (Marketing analyst, P&G)

Slide 4

Slide 3   This slide introduces and describes the three approaches to job design (job enlargement and enrichment, the job characteristics model, and work orientation). Understanding job design in the context of this class is about understanding how to design jobs for others (and ourselves) in ways that will bring out the best in them (and ourselves).

M MICHIGAN
BUSINESS SCHOOL

Slide 4   This slide basically suggests that the great news about jobs is that when they are designed to foster excellence there can be real and positive outcomes. The three quotes in this slide are provided as support for this main idea. This is a big part of the rationale for why we should care about how jobs are designed.

The sad news about jobs….
- Recent Gallup poll 70% of employees reported being disengaged or not engaged in their work
- 70—80% of business people say they would rather do something else for a living
- Many people suffering in jobs they hate
  #1 sign of stagnation: You don't want to go to work when you get up in the morning.
- Many people believe a job's potential indicated by money—but they are wrong

Slide 5
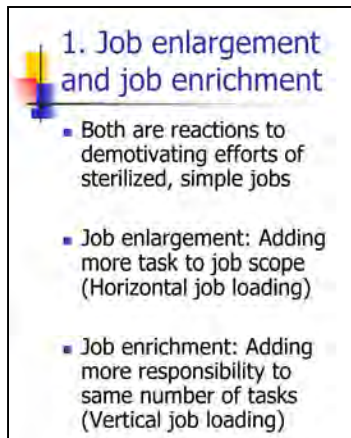
Good news for you
- There are ways to re-craft or redesign jobs that enable excellence

Slide 6

Slide 5   This slide shows some evidence that many people do not find their work to be fulfilling or engaging. This argument can be made even more compelling by including or talking about other types of research findings as well. For instance, research has found various physical and psychological problems in people who hate their jobs. [Physiological evidence is particularly important because it shows that this argument holds up in "hard" science.] It is also compelling to connect fulfilling and engaging work with bottom line indicators of success for individuals and organizations such as income and performance.
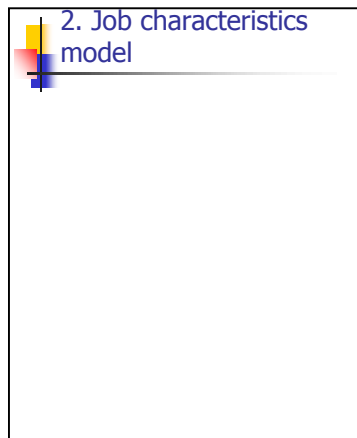
Slide 6   This slide suggests that, in light of the bad news on slide 5, this is not a hopeless situation. There is something that students (as managers) can do—jobs can be re-designed or re-crafted in ways that enable excellence. [This slide sets up the subsequent three slides but it also serves to clarify terminologies. The words re-designing and re-crafting are used interchangeably.]

1. Job enlargement and job enrichment
- Both are reactions to demotivating efforts of sterilized, simple jobs
- Job enlargement: Adding more task to job scope (Horizontal job loading)
- Job enrichment: Adding more responsibility to same number of tasks (Vertical job loading)

Slide 7

2. Job characteristics model

Slide 8

MICHIGAN
BUSINESS SCHOOL

Slide 7   This slide explains the first of three approaches to (re-)designing jobs: job enlargement and job enrichment. [The information in slide draws on the Greenberg & Baron coursepack reading.]

Discussion (10 minutes):
What is an example of job enlargement? Job enrichment?
- Asking for examples of each of these will give you an opportunity to be sure that the students understand the differences between these two types of job design.

What are some problems that job enlargement and enrichment can cause for managers?
- *Sample responses:* Not everyone wants this; not everyone is capable
- *Additional thought:* Managers must assess attitudes and abilities of their employees before attempting to enlarge or enrich jobs.

Slide 8   This slide explains the second of the three approaches to (re-)designing jobs: the job characteristics model. This model suggests that particular characteristics of a job are associated with certain psychological states and these states, in turn, lead to various outcomes. [The information in this slide draws primarily on the Greenberg & Baron coursepack reading.]

Discussion questions (12 minutes):
Which of the core job dimensions seems most important in producing the desired personal and work outcomes? How would you affect this dimension (give an example)?
- Answers to the first question should vary from student to student. In general, answers should reflect the idea that small moves and acts can have important effects on individuals and organizations. [The idea that small moves can have big effects is a recurring theme is this course.]
- As people give examples, have them explain how their suggestions affect a core dimension of the model and how (in terms of the "critical psychological states") this would lead to desirable personal and work outcomes. [Encouraging students to think about how and why their ideas work helps them understand their theories of their practice—why we do what we do and why we think it will be effective. This is a primary goal of this activity.]

If this model works and is so great why don't more organizations use it?
- *Sample responses:* it takes too much time to implement and time is money; if it ain't broke, don't fix it; management often has low expectations of their employees that can be self-fulfilling; people may not believe it will work; not all employees want this (highlights the importance of the "growth need" part of the model).

Slide 9

Slide 10

Slide 9   This slide explains the third of the three approaches to (re-)designing jobs: work orientation. This slide differentiates between three different meanings of work: job, career, and calling. This approach suggests that important differences exist in terms of how people see their work and these differences are important for predicting excellence. An implication of this is that jobs can be designed in ways that shape how people see their work. [This slide draws primarily on the Seligman coursepack reading.]

Video – Interview with Candice Billups (4 minutes):
This brief clip is used to illustrate the idea of a calling. It is an excerpt from an interview with Candice Billups, a hospital cleaner at the University of Michigan hospital. In this clip, Candice talks about her seemingly mundane job in a way that suggests it is more of a calling than a job. She talks enthusiastically about her work and describes it as being very meaningful, purposeful, and energizing.

Discussion about the video (12 minutes):
Is it realistic for everyone to see his or her job as a calling? Should that always be the goal?
- Students may ask questions like this because Candice's attitude about her work is clearly exceptional. This raises the possibility that personality factors may play a big role here in addition to aspects of the job itself. [This issue is included in the Problems and Dilemmas section below.]
What do you think someone like Candice could do for your organization?
- *Sample responses:* she is a living exemplar of what is possible; her attitude and behaviors can positively impact the social fabric of the organization
As a manager, how might you draw on what she brings?
- *Sample responses:* use hiring practices and selection methods that will bring people like Candice into an organization; her attitude could be an important tool in training and socialization practices. [Questions about the extent to which this approach to job design can be explained by individual differences may come up repeatedly throughout the class.]

MICHIGAN
BUSINESS SCHOOL

Slide 10   This quote is used as a lead in to a discussion of the Pike Place Fish Market. On
                  the surface, working in a fish market, like being on the cleaning staff of a
                  hospital, does not seem to be very glamorous or exciting. However, a goal of this
                  class is to show that people can affect the way they do their jobs and experience
                  their work, even when they are working seemingly mundane or tedious jobs like
                  these.

Slide 11   This slide (see below) sets up the video called "Fish!". This video is used to help
                  students see how aspects of job design play out in an organization.   Pike Place
                  Fish Market is used as a real life example of how job design can lead to
                  individual and organizational excellence.

                  Video – "Fish! Catch the energy. Release the potential." (15 minutes):
                  This video is about the Pike Place Fish Market in Seattle. The video identifies
                  and explains key principles behind the way the Pike Place Fish Market does
                  business. As students watch the video, they should think about why this
                  approach to doing business working and how this approach can be understood in
                  terms of the principles of job design.

Slide 11   Slide 12

                  Discussion about the video (10 minutes):
                  What are your reactions to this video (positive and negative)?
                  •   Skeptical - There are perhaps certain things about the type of
                      business or type of workplace that lends itself to this way of doing
                      business (e.g., sales puts you face to face with customer, constantly
                      changing environment, just happens to have the right mix of people).
                  •   Jobs can't always be designed to fit everyone. Some people may just
                      not fit certain jobs no matter how they are designed.
                  •   Outrageous behaviors are not beneficial to an organization if the
                      culture does not support them.
                  •   If whole organizations can't be this way, maybe a part of it can.

Additional thought:
This example (and others) shows that this seemingly outrageous way of doing business really does happen and it really can work to produce excellence. It may be hard to implement and it may not always be a good fit but our goal is not to turn every workplace into a fish market. Rather, the goal is to try and understand what is going on with people and organizations that make these positive things happen when they do work.
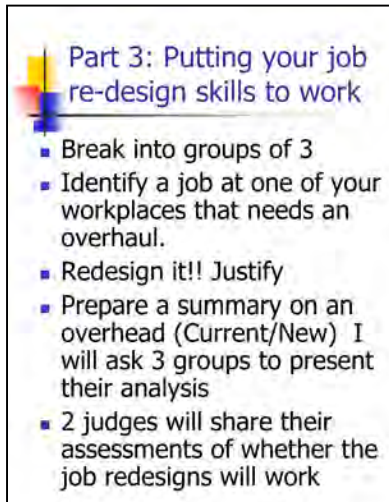
Slide 12   This slide is designed to illustrate how an organization like Pike Place Fish Market taps the wellspring of human excellence. The picture in the slide depicts "Individuals' willingness and capacity to perform excellently" as a battery. "Positive meaning" (i.e., how we think about ourselves and our work), "positive emotion" (and its positive physiological effects), "challenge", and "skills and knowledge" are depicted as energy sources that fuel and recharge the battery. The idea is that these energy sources literally build people's desire and capability to achieve excellence. [Other images could be used as well—this is just one example invented by Jane Dutton.]

Discussion (5 minutes):
A main idea here is that there are various constraints that can limit a person's willingness or capacity to achieve excellence, but as managers we can still help people perform to the best of their ability. It is important for managers to understand how to bring out the best in people while recognizing that one person's best is likely to be different from the next person's.
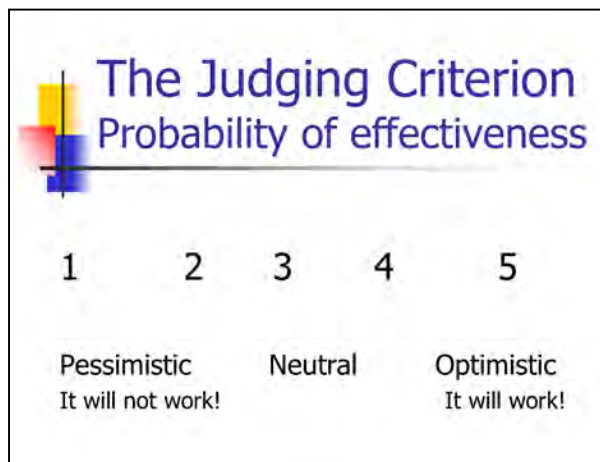
Break (10 minutes)

Part 3: Putting your job re-design skills to work

- Break into groups of 3
- Identify a job at one of your workplaces that needs an overhaul.
- Redesign it!! Justify
- Prepare a summary on an overhead (Current/New) I will ask 3 groups to present their analysis
- 2 judges will share their assessments of whether the job redesigns will work

Slide 13

The Judging Criterion
Probability of effectiveness

1   2   3   4   5

Pessimistic   Neutral   Optimistic
It will not work!   It will work!

Slide 14

Slide 13   This slide introduces a group activity that allows students to apply what they have learned about job design to their own organizations. For this activity, students are to break into groups of three and each group is to identify and redesign a job at one of the group members' organizations. On an overhead transparency, the group is to briefly describe what the job is, what it is like now,

MICHIGAN
BUSINESS SCHOOL

what it could be like, how it should be changed to be this way, and why those changes will produce the desired results. (15 minutes)

At the end of 15 minutes, 3 groups are randomly picked to present their summaries to the class and two students are randomly picked to be judges. The playing cards that students selected before the start of the class will determine who the judges and presenters will be. Any group that has an ace among the three members' cards will have to present. The two judges are the students who have the jacks.

Slide 14   This slide depicts the scoring system that the two judges will use to rate the three groups' presentations. Ratings are based on how likely it is that a group's plan for job redesign will work. Each group has five minutes to present their summary. After each presentation, both judges give their scores and are asked to justify their scores. The combined score for each group is recorded on the board at the front of the classroom. [Judges are each given a set of scorecards. Each set consists of five sheets of paper. One sheet has a large "1" written on it, the second has a large "2", etc.]

As the three groups present, the rest of the class should be thinking about common themes and common challenges that they see across the presentations. After the three groups present, a discussion about the activity can be opened to the whole class.

Discussion about the activity and job design in general (25 minutes):
What are the promises of job design? What are the potential strengths of this way of enabling excellence?
- *Sample responses:* Job design can increase involvement among organizational members; it can boost the bottom line; it helps managers discover new proficiencies in their employees; it has positive learning and motivational effects

What are the challenges of job design?
- *Sample responses:* It can be difficult to find the right people for the right jobs; we don't have accurate ways of assessing people to see who has the right attitude and/or ability and who does not; it is difficult to implement change; any particular strategy must fit with the organization's culture; requires a high level of trust that can be difficult to create; it may get written off as a fad (important for ideas like these to be genuine); organizational decision makers are often too focused on short-term results to implement a plan for long-term change
- *Additional thought:* One thing this activity demonstrates is that job design is easy to talk about but not so easy to implement and sustain. This is generally the case with most if not all of the pathways to excellence that will be covered in this course.

Slide 15

Slide 15   This slide summarizes the important take-away ideas about job design.

<u>Problems and Dilemmas:</u>

1) To what extent is the fostering of excellence through job design constrained by individual differences?
    - This is specifically addressed at various times during the lecture. For instance, the job characteristics model includes employee "growth need strength" (GNS) as a moderating factor. Variability in employee attitudes and abilities may, for example, make it unrealistic for managers to expect to be able to transform everyone's work into a calling. However, it is important to stress that these approaches to job design can help employees (and organizations) realize their unique potential even though this potential may vary considerably from person to person (or organization to organization).

2) It is difficult to implement change, particularly when the current state of things is good enough.
    - One thing to keep in mind here is that expectations are often self-fulfilling. A manager who does not expect much of his or her employees may unwittingly be contributing to their underachievement. Similarly, pessimistic or ingenuous attempts at implement change are not likely to lead to success. A positive attitude is a very important ingredient in implementing the approaches to job design discussed in this class.

3) How do lower-level employees implement these ideas from the bottom up, particularly when their organizations don't seem to buy into these approaches in the first place? Is there a way for them to manage their managers?

MICHIGAN
BUSINESS SCHOOL

- This is an important issue to consider, as many students may not be in management or decision-making positions. It might be worthwhile to present this issue to the class and spend some time discussing it.

MICHIGAN
BUSINESS SCHOOL

OBHRM 501: Human Behavior and Organizations
Class 3 (5/7/03)
Jane E. Dutton
University of Michigan Business School

Fostering Excellence Through Building and Enabling High Quality Connections (HQC) – Part 1

Teaching Note – Prepared by Jason M. Kanov
University of Michigan

Goals of the class:
1) To develop an understanding of what HQCs are and why they are important.
2) To provide students with first-hand illustrations of the power of HQCs (and LQCs).
3) To develop an understanding of respectful engagement as a strategy for building HQCs.

Videos and materials needed:
- Video – "The Doctor" starring William Hurt. (Available at any video rental store.)

Description and flow of the class:

Slide 1

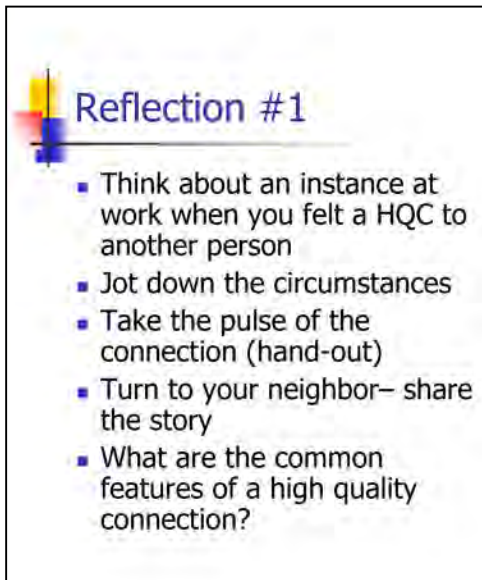

Slide 2

Slide 1   This slide provides a very general overview of the flow of the class. Note that
                 this class is part 1 of a 2-part class on building and enabling HQC. In addition to
                 talking through the content of this slide, consider providing a quick overview of

the goals of the class and an explanation of how this week's class fits in with the general flow of the course.

Slide 2   This slide provides some general information about HQCs based on the Dutton coursepack reading.
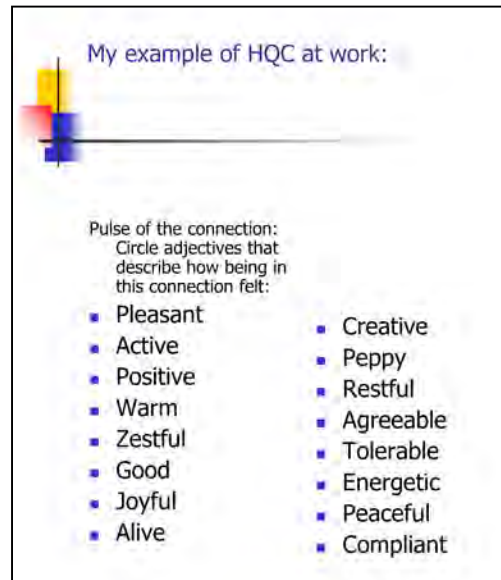
Additional thoughts:
- HQC can be built or destroyed in a second (potentiality and fragility)
- Use of the word connection instead of relationship is deliberate. "Relationship" suggests something lasting and enduring. "Connections" can occur more immediately and are not necessarily enduring.

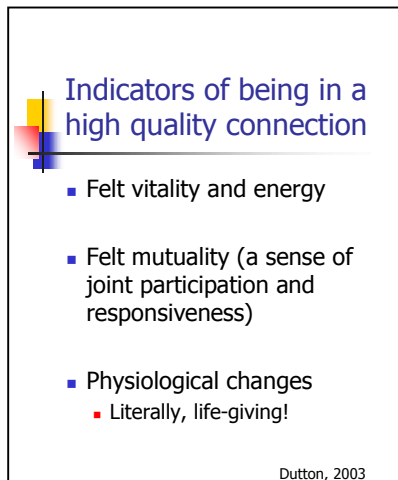| Reflection #1	My example of HQC at work:
■ Think about an instance at work when you felt a HQC to another person ■ Jot down the circumstances ■ Take the pulse of the connection (hand-out) ■ Turn to your neighbor– share the story ■ What are the common features of a high quality connection?	Pulse of the connection: Circle adjectives that describe how being in this connection felt: ■ Pleasant ■ Creative ■ Active ■ Peppy ■ Positive ■ Restful ■ Warm ■ Agreeable ■ Zestful ■ Tolerable ■ Good ■ Energetic ■ Joyful ■ Peaceful ■ Alive ■ Compliant
Slide 3	Slide 4

Slide 3   This is a reflection exercise designed to draw students into a discussion of HQCs at work by getting them to think about their own experiences with HQCs. The pulse of the connection refers to what it feels like to be in the connection (see slide 4). Students should take 1-2 minutes to think about a HQC that they have been a part of and then another 2-3 minutes to share their thoughts with a classmate. After spending about 5 minutes with the reflection exercise, a discussion about the common features of HQCs can be opened to the whole class.

Slide 4   This slide contains various adjectives that students may or may not use to describe the feeling of being in an HQC. The list is useful because it provides students with a common language for talking about their HQCs—they may not be used to talking about how their connections to others feels. HQCs are not necessarily associated with all of these feelings in this list nor is this list of adjectives intended to be exhaustive. [Consider distributing this slide as a handout.]

Discussion of Reflection 1 (12 minutes):
What are some common features of a HQC that you noticed in your discussion
with your classmate during the reflection exercise? In other words, what are
some indicators of being in a HQC?

- *Sample responses:* They are somewhat unexpected but a pleasant
  surprise; there is a sense of mutual trust and mutual respect (evident in
  how the interactions unfolded, the language that was used, the feel of the
  dialogue); one leaves such a connection feeling appreciated; the other
  person is responsive and supportive
- *Additional thoughts:*
    - HQCs are not only nice to have, they are important because they
      are associated with positive physiological and emotional
      outcomes.
    - Words are a cheap (i.e., inexpensive) way to build HQCs.
      Simply choosing the right words can go a long way toward
      building HQCs.
    - HQCs can be calculated (i.e., you can deliberately seek them
      out) but they must still come from a genuine place.
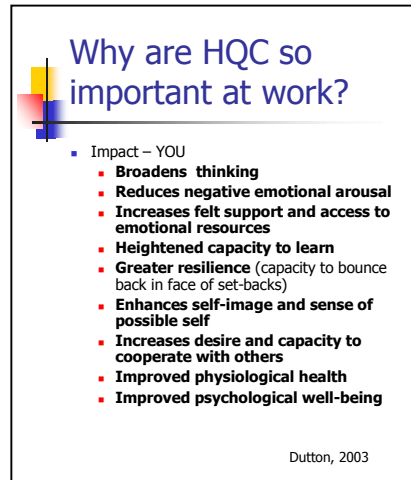

Indicators of being in a
high quality connection

- Felt vitality and energy

- Felt mutuality (a sense of
  joint participation and
  responsiveness)

- Physiological changes
  - Literally, life-giving!

Dutton, 2003

Slide 5

Why are HQC so
important at work?

- Impact – YOU
  - Broadens thinking
  - Reduces negative emotional arousal
  - Increases felt support and access to
    emotional resources
  - Heightened capacity to learn
  - Greater resilience (capacity to bounce
    back in face of set-backs)
  - Enhances self-image and sense of
    possible self
  - Increases desire and capacity to
    cooperate with others
  - Improved physiological health
  - Improved psychological well-being

Dutton, 2003

Slide 6

Slide 5   This slide summarizes a few important indicators of being in a HQC based on the
           Dutton coursepack reading. Some of these indicators may have come up during
           the previous discussion. It is important to note that HQCs are not just about
           being nice to others—some people are nice or friendly to everyone and others are
           less so. The key to HQCs is that they energize people and enable them.

Slide 6   This slide draws on the Dutton coursepack reading to summarize some of the
           ways HQCs at work affect individuals. While it is important to briefly talk
           through the individual bullet points on the slide, the punch line here is that there
           are a lot of bullet points. That is, HQCs have many positive effects. Also note
           that these effects are cognitive, emotional, psychological, and physiological.

MICHIGAN
BUSINESS SCHOOL
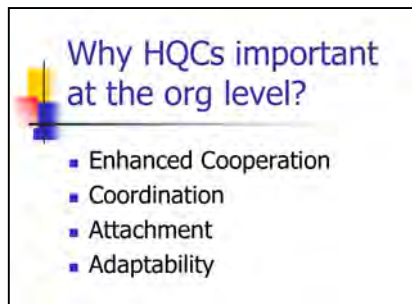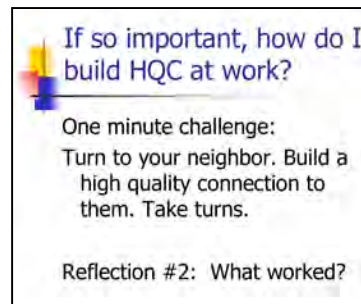
Slide 7

Slide 8

Slide 7   This slide draws on the Dutton coursepack reading to summarize some of the
                ways HQCs benefit organizations (as opposed to individuals).

                Additional thoughts:
                •   The tremendous costs associated with Low Quality Connections (LQCs)
                     strengthen the case for the value of HQCs.
                •   Studies of energy networks in organizations look at the pattern of
                     relationships in terms of who energizes others and who de-energizes
                     others. Findings suggest that people cluster around those who energize
                     others (analogous to the heliotropic effect) and migrate away from those
                     who de-energize others. Those who are corrosive sometimes even end
                     up isolated from others within a network.

   Discussion about corrosive connections (10 minutes):
                Can you cultivate positive things and build HQCs with people who tend to be
                corrosive? Or is mitigating their negativity the best you can do?
                •   Share a story or two about high and low quality connections and invite
                     students to share their own stories.
   How do you deal with someone who is generally difficult or corrosive in his or
                her interactions with you? [See Peter Frost's research on toxin handling.]
                •   *Sample responses:* Avoid the person; defend yourself; be proactive in
                     trying to change the person; reach out to that person
                •   *Additional thoughts:*
                     o   You won't have a HQC with everyone so it is important to build
                          a strong social network that can help to support you.
                     o   If the quality of the relational fabric of an organization is poor
                          that should be enough of a reason to leave the organization.

Slide 8   This slide describes a short activity designed to let students try to put what they
                are learning into action and then reflect on the experience. This activity is
                intended to help students understand how to build HQCs. Invite students to share
                their reflections about the activity with the whole class. [The activity, Reflection
                2, and discussion can be done in about 10 minutes.]

MICHIGAN
BUSINESS SCHOOL
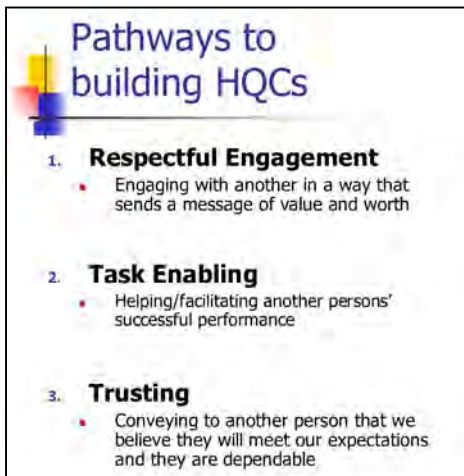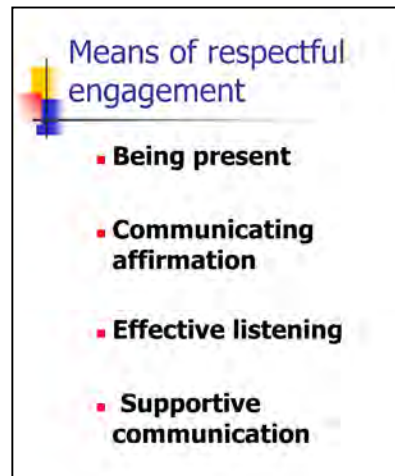
Slide 9

Slide 10

Slide 9   This slide provides a brief description of the three primary ways of creating HQCs (based on the Dutton coursepack reading). [The remainder of this class will be spent talking about respectful engagement. The other two pathways will be discussed in the next class.]

Video clip from the movie "The Doctor":
A video can be used at this point to introduce the can be used at this point to introduce the idea of respectful engagement. This clip from "The Doctor" is particularly useful for providing a clear look at the power of respectful engagement. In this clip, a reputable but seemingly insensitive and egotistical doctor (William Hurt) goes in for a medical examination with a female doctor about a throat problem that he has been having. The interaction between the two characters during the examination can be thought of as **dis**respectful engagement. Thus the clip offers insight into the idea of respectful engagement by looking at its opposite. [The clip is of Hurt's first exam with the female doctor and it is about 5 minutes long.]

As students watch this clip, they should think about what is going on in the interaction between the patient (Hurt) and the female doctor. How would you describe the quality of their connection? Do they seem to be engaging in respectful (or disrespectful) engagement? [Consider writing these instructions or other guiding questions on an overhead slide or on the board.]

Discussion about the video (15 minutes):
What happened (in the clip)? What was the interaction like?
- *Sample responses:* Tense; insincere questioning; lack of cooperation; the female doctor was bossy, blunt, and formal; she was very unemotional (robotic) and displayed no empathy or compassion; she did things for the patient (in a way that suggests a lack of trust); the interaction seems like a contest or power struggle [As students give their responses, follow up by asking them to explain why specific behaviors are disrespectful.]

⧄ MICHIGAN
BUSINESS SCHOOL

- *Additional thoughts:* There was a downward dynamic in the interaction such that each "move" one person makes invites a response from the other (like a dance). In other words, they got off to a bad start that getting worse as the interaction progressed and it didn't take much for the interaction to go sour. [This can be connected to "thin slices" research. A compelling finding from this literature is that, for professors, the first 30 seconds of the first class of a semester are 70% predictive of the students' evaluations filled out at the end of a 14 week class.]

What are the most important elements of respectful engagement? [This question is intended to set up the next slide.]

- *Sample responses:* Acknowledge others' emotions and allow them to express them; listen attentively to others

Slide 11   This slide highlights some key ways of engaging with someone respectfully. [Consider having a brief discussion about how each of these could be enacted in an interaction (particularly "being present" and "communicating affirmation"). For instance, how could you indicate to others that you are "present" in an interaction? See the Dutton coursepack chapter for more information.]

Break (10 minutes)

General thoughts:
- This stuff about enabling HQCs and respectful engagement may seem rather soft and easy but it is actually quite difficult to do; it is work and it takes skill.
- Taking the time and energy to learn how to do this is worth the investment in terms of organizational profitability—your organization will be better off.
- Contexts can sometimes make it difficult to enact these ideas.
- Challenge yourself to incorporate these ideas in your daily practices.

Getting down to business: Effective listening

- In groups of 3, 1 person is observer, 1 person is storyteller and 1 is listener
- **Storyteller**: Tell the listener about a situation where you experienced disrespectful engagement at work
- **Listener**: Use effective listening to hear the story
- **Observer**: Use the observation scorecard to note the listening behaviors used
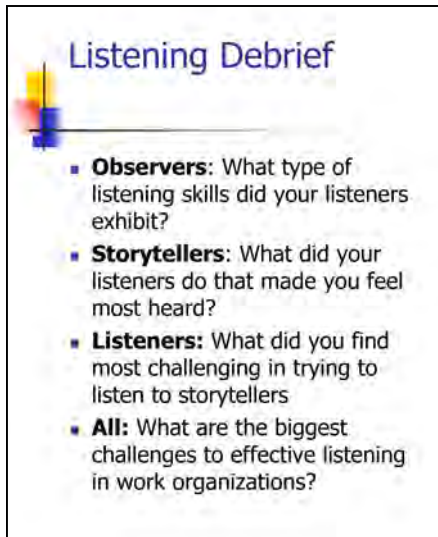
Slide 11

Slide 11   This slide describes an exercise for practicing effective listening (one of the means of respectful engagement listed on slide 10). It also lets students reflect on and share their own experiences at work. The class should form groups of three and each person in each group should take on one of the roles described in slide 11. (This activity should take about 10-15 minutes).

[Consider providing students with a checklist of specific listening skills to serve as a guide for observers during the activity. Refer to Dutton (2003)* for additional information about practicing effective listening.

    *   Dutton, J. E. (2003). Energize your workplace: How to build high quality connections at work. Jossey-Bass.

Additional thoughts:
Depending on what a storyteller needs in a situation, the "danger signs for poor listening" may not always be dangerous. Listeners should figure out what the storytellers want (by asking or reading them in some other way) before deciding what responses are most appropriate. The main idea with the danger signs is that listeners should do their best to "read" the storytellers and act accordingly rather than just assume that the "dangerous" behaviors will be helpful.

Listening Debrief

- **Observers**: What type of listening skills did your listeners exhibit?
- **Storytellers**: What did your listeners do that made you feel most heard?
- **Listeners**: What did you find most challenging in trying to listen to storytellers
- **All:** What are the biggest challenges to effective listening in work organizations?

Slide 13

6 features of supportive communication

1. **Problem-oriented not person-oriented**
2. **Congruent, not incongruent**
3. **Descriptive, not evaluative**
4. **Validating, not invalidating**
5. **Specific, not global**
6. **Owned, not disowned**

Slide 14

Slide 13   This slide is structured to set up a discussion based on the effective listening activity. The questions on the slide are each directed at the various roles although anyone should feel free to respond to the questions. It is helpful, however, to have students identify what role they took during the activity before they offer their responses.

Discussion (30 minutes):
What type of listening skills did listeners exhibit?
- *Sample responses:* Body language – leaning in, nodding, eye contact; saying "I am a good listener"

MICHIGAN BUSINESS SCHOOL

What is the hardest thing about listening?
- *Sample responses:* Being totally focused on the person to whom you are listening; not letting your mind wander
- *Additional thoughts:* It is a good idea for listeners to be honest about what they can **and** cannot do in any situation. If you cannot give someone your attention the best thing to do may be to let them know and tell them when you will be able to listen.

What are the biggest challenges to effective listening in organizations?
- *Sample responses:* put down (literally or figuratively) what you are doing to listen to someone else; making time

Follow-up questions:

Do any of you have bosses who are good at communicating that they are listening or that s/he is there for you (present and attentive)? What does s/he do?
- *Sample responses:* Turning off the phone, computer, or other potential distraction; they express what they need in order to be present (e.g., please give me advanced notice before coming to talk to me)
- *Additional thoughts:* Speakers need to respect potential listeners by allowing them to be ready to listen. This could involve creating specific time for listening or explicitly structuring listening (and non-listening) time into a workday.

Slide 14   This slide provides some detail about supportive communication, the last of the four means of respectful engagement listed on slide 10. Consider taking a few minutes to discuss examples of things one should say or not when attempting to engage in supportive communication. [Refer to Dutton (2003) for additional information about supportive communication.]

To end this class, it may be worthwhile to include a summary slide that reviews what was covered in this class and previews what will be covered in part 2.

Problems and Dilemmas:

1) In interactions with others, whose "fault" is it when things go badly? For instance, in the movie clip from "The Doctor", students may blame the patient for the LQC while others might blame the doctor.
   - The main idea here is that both people contribute to the downward spiral regardless of who starts it. Moreover, a downward spiral in an interaction can be set off by very small moves.
2) What can you do to break the downward spiral?
   - Recognize how the situations you are in (i.e., the context) affect the way you see and interpret things.
   - Reflect on your own behaviors to see if there are things you are doing that are evoking negative responses from others.
3) It is relatively easy to build HQCs and enable others when things are going well. How can we find ways to build HQCs and enable others during difficult times?

MICHIGAN
BUSINESS SCHOOL

OBHRM 501: Human Behavior and Organizations
Class 4 (5/12/03)
Jane E. Dutton
University of Michigan

Building High Quality Connections (HQC) – Part 2

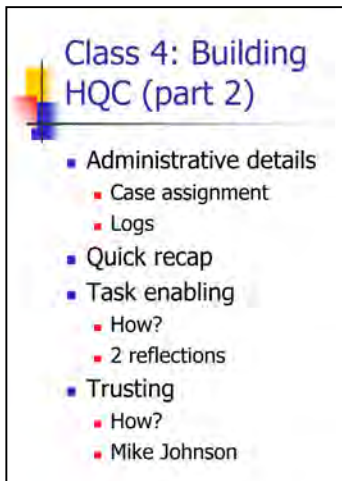Teaching Note – Prepared by Jason M. Kanov
University of Michigan

Goals of the class:
1) To help students see and appreciate the power of HQCs.
2) To develop an understanding of task enabling and trusting as two pathways to HQCs.
3) To use exercises and reflections to help students put their knowledge of task enabling and communicating trust into action.
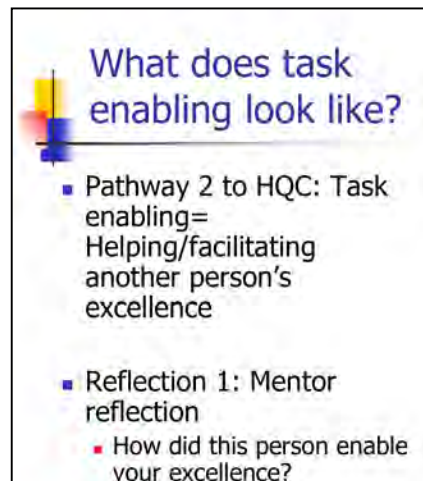
Videos and materials needed:
• Video – "Dead Poets Society" (Available at any video rental store.)
• Part B of the Mike Johnson case. (This case was written by Michele Williams and Steve Stumpf and is included in the coursepack).

Description and flow of the class:

Class 4: Building HQC (part 2)
- Administrative details
  - Case assignment
  - Logs
- Quick recap
- Task enabling
  - How?
  - 2 reflections
- Trusting
  - How?
  - Mike Johnson

Slide 1

What does task enabling look like?

- Pathway 2 to HQC: Task enabling= Helping/facilitating another person's excellence

- Reflection 1: Mentor reflection
  - How did this person enable your excellence?

Slide 2

Slide 1   This slide outlines the flow of the class. "Administrative details" refers to information about how the first assignment (Learning Log 1) was graded.

As this is Part 2 of a 2-part class, it would be worthwhile to take a minute or two to review what was covered in Part 1. Slide 9 from Class 3 can be used to remind the students about respectful engagement, task enabling, and trust as the three pathways for building and enabling HQC. Recall that class 3 focused on respectful engagement whereas this class focuses on task enabling and trust.

Slide 2   This slide briefly explains what task enabling is (by drawing on the Dutton coursepack reading) and it suggests a couple of different ways for thinking about task enabling.

Reflection 1 – This is a reflection exercise that asks students to think of someone in their lives who played a significant role in mentoring them. What are two or three things this person did that singled this person out as a mentor? [Students should think about this for 2 or 3 minutes and jot down some of their thoughts.]

Discussion about the reflection exercise (12 minutes):
This discussion gives students an opportunity to discuss the behaviors and qualities that they wrote down during the reflection exercise. As a way of enriching the discussion, encourage students to explain a few details about the context of the relationship as they respond. [Students' responses can be recorded on an overhead transparency or on the board at the front of the room.]
- *Sample responses:* exposing you to new experiences and information; encouraging growth and development on company time; spending time talking about goals for the future; teaching tacit knowledge; giving responsibility and autonomy; coaching; providing emotional support; providing feedback and encouragement; instilling confidence; being personally invested in your well-being; providing a comfort zone

Example (Video) – Reflecting on one's own experiences is one way of illustrating the importance of task enabling. Another way is to let students see it happen. A scene from the movie "Dead Poets Society" can be used to as an example of task enabling. In the scene, Robin Williams' character enables one of his students (Mr. Anderson) to create poetry in front of his classmates. [The scene is about 5 minutes long.)

Discussion about the video (5 minutes):
What did Robin Williams do to enable this student?
- *Sample responses:* He gave the student confidence; empathized with the student; buffered/protected the student from the rest of the class but also challenged him; let the student lead (taught by following the lead); established a give-and-take relationship; built rapport with the student; set a tone of support and safety with the whole class; displayed energy and enthusiasm (helped to energize the student)
What did you see in these two examples that you have also seen at work in your own organizations? (3 minutes)

Dominant forms of task enabling

- Teaching (informational)
  - e.g, sharing what works and why
- Nurturing (developmental)
  - e.g, providing emotional support
- Advocating (political)
  - e.g, provide visibility, shield from danger
- Accommodating (granting flexibility)
  - e.g, cutting slack, adjusting demands

From Dutton, 2003

Slide 3

Reflection 2: What type of task enabling am I doing at work and who am I doing it with?

Task Enabling Use at Work

Who?	How?

Slide 4

Slide 3   This slide summarizes and explains various forms of task enabling. As a way of transitioning to this slide, you can try to keep the previous discussions alive by connecting what is in this slide to specific things that were said in the preceding discussion. [The list on this slide is not exhaustive.]

Slide 4   This is another reflection exercise that is intended to get the students to think about task enabling in their own organization. Students should begin by drawing the table on a sheet of paper. In the left column, they should identify the people whom they are enabling, and in the right column, they should write the way(s) in which they enable each person. Note the Reflection 1 asked students to think about ways someone else has enabled them whereas Reflection 2 asks students to think about ways that they enable others. This exercise should take 3-5 minutes.

From Dutton, 2003

This exercise is taken from:
     Dutton, J. E. (2003). Energize your workplace: How to build high quality connections at work. Jossey-Bass.

Discussion about Reflection 2 (12 minutes):
What strikes you the most as you do this reflection? What interesting things do you notice? [Asking for specific examples can help to enrich the discussion.]
- *Sample responses:* the people you enable also seem to enable you (mutuality); you can enable people above you as well as those below you (successful people enable those above them)
- *Additional thought:* Task enabling assumes interdependency upwards, downwards, and laterally within a hierarchy. It is an important way to effect change in an organization.

What are some tactics discussed in class that you are not using? Why?
- *Sample responses:* advocating because not often in a position to do it [implies that one can only advocate for someone below them]

MICHIGAN
BUSINESS SCHOOL

- Consider asking follow-up questions. For example, ask the class if anyone ever advocates for someone above them and if so how do they do it.
    - *Sample responses:* Deflecting negativity off of someone; warning people about something that may put them politically at risk
    - *Additional thought:* Here are two possible explanations for why we don't use certain forms of enabling. It may be that each of us is better at certain types of enabling than others. Or it may be that we customize are ways of enabling based on what is called for or appropriate in a situation. Realistically, it's probably a little of both.
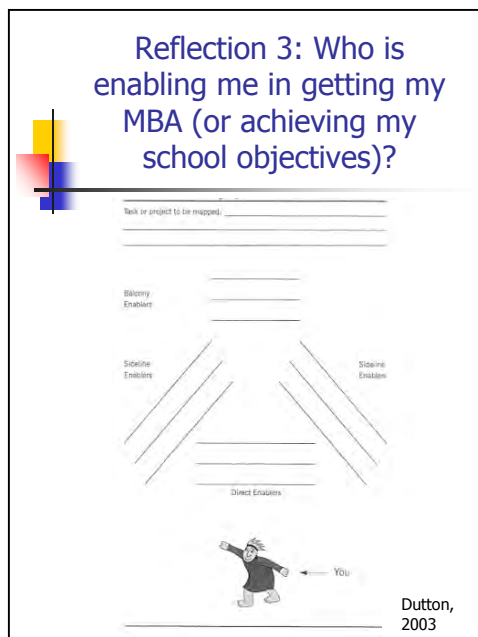
Slide 5
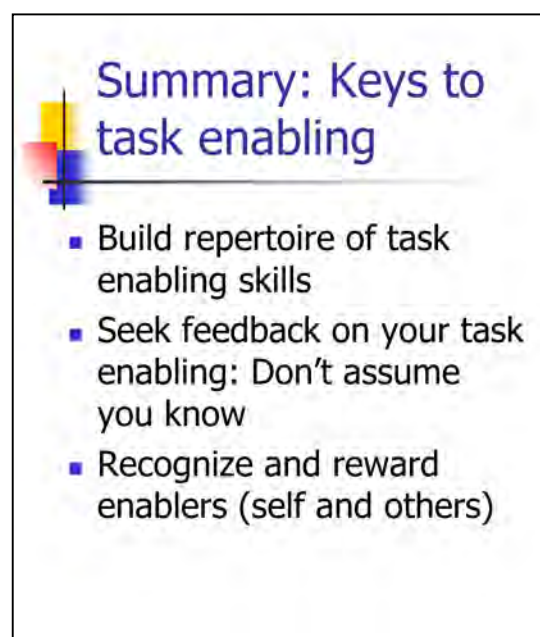
Slide 6

Slide 5   This slide sets up another reflection exercise (also from Dutton (2003)) that prompts a different way of thinking about task enabling. In the figure, the person at the bottom is you (the student) on stage. The "direct enablers" are those people who are most instrumental in enabling you. (They are sitting in the audience right in front of you.) The "sideline enablers" are those people who are not as visible as the direct enablers and therefore enable you more indirectly. (They are sitting further away than the direct enablers.) The "balcony enablers" are those people from your past or present who enable you by inspiring you. (They are sitting the furthest away.) To complete this exercise, students should think of some task they are currently accountable for doing (e.g., getting an MBA) and use this framework for mapping who is enabling them and from what vantage point they are doing it. [The figure on this slide could be distributed to students as a handout. Students should work on this for 3-5 minutes.]

M MICHIGAN
BUSINESS SCHOOL

Discussion about Reflection 3 (15 minutes):
What did you notice while doing this reflection?

- *Sample responses:* It's interesting how many people there are around us that enable us; the people who enable us are often those closest to us (physically and emotionally); people who are close to us play a particularly important role in enabling <u>and</u> disabling us; it would be much more difficult to do something if everyone was against us or not supportive; it's good to surround ourselves with people who enable us.
- *Additional thoughts:* Thinking about your accomplishments in light of who is enabling you is something that we don't do very often in this culture. This culture often advocates doing things on your own but in reality there are many people who help us along the way by enabling us. People who are out there in the "balcony" are actually closer than we realize. We need to reward these people and keep them close. We need to honor our enablement structure.

What surprises you the most after doing this exercise?

- *Sample responses:* People who are less than what they could be can still be enabling; some people play a much more significant role in our lives than we may realize on a day-to-day basis when we are not thinking about enabling.

What are major barriers to task enabling in your work organization? Why isn't there more task enabling going on in organizations?

- *Sample responses:* It is necessary to have foundations of trust and respect for this to happen and that can be difficult to build [this will be covered later in this class]; competition interferes; common incentive and reward structures (winner take all) don't support this [this will be covered in class 6]; enabling is often regarded as going above and beyond [as we have seen, however, it plays a more central role than we realize]; people are too self-centered and this is encouraged by the way organizations are set up; the belief that individuals can make a difference is not present in most organizations; mediocre expectations do not encourage people to bring out the best in themselves and others
- *Additional thoughts:* It is important to identify instances of enabling that are going on in our organizations so that we can build on these instances and strengthen them.

Slide 6   This slide summarizes some key points about task enabling. The second point about seeking feedback about your task enabling is particularly important. Expressing that you care whether or not you are enabling someone else can send an important message to others in and of itself.

Break (10 minutes)
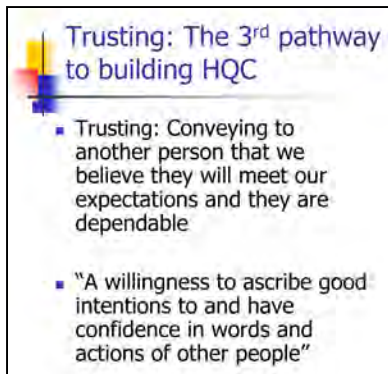
Slide 7   Slide 8
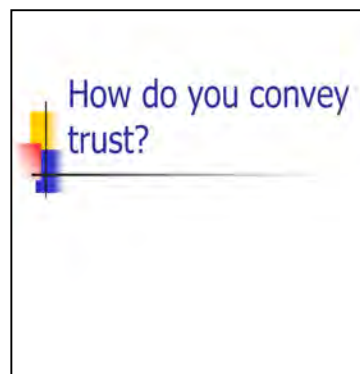
Slide 7   This slide introduces trust as the third pathway to building and enabling HQC. Both definitions on the slide are taken from the coursepack readings (Caproni; Kouzes & Posner). It is not new to say that trust is important in organizations but the following implication of trust research is new.
- An understanding of the managerial implications of the research on trust usually starts and ends with this question – What can I as a manager do to make others <u>trust me</u>?
- In contrast, this class takes the opposite approach to understanding how to build trust by asking the following question – What can I do as a manager to <u>convey trust in others</u>?

Slide 8   This slide is used to start a discussion about students' own experiences with conveying trust. The goal is to get students to share their own thoughts about can do (or what they have done) to convey trust in others. [To enrich the discussion, encourage students to elaborate their responses by explaining how they would accomplish these things. Also, asking them to explain why they think each practice will help to convey trust will help to reveal their theories of practice.]

Discussion about how to convey trust (20 minutes):
- *Sample responses:* Give responsibility to others; provide others with valuable information and resources; solicit feedback from others; ask others for their input when making decisions; be consistent and reliable (do what you say you will do); give others flexibility by letting them do things their own way (avoid micro managing); establish common ground between self and others; do not violate others' confidence; give credit where credit is due; don't over promise and then under deliver – be realistic about what you can <u>and</u> can't do; admit when you are wrong
- *Additional thoughts:* For these practices to be meaningful, they have to be genuine, there has to be something at stake, and you have to follow through. For instance, giving people responsibility on a menial or unimportant task is not going to convey trust. Similarly, giving others resources that are not of value to you is unlikely to convey trust. Involving others in decision-making will convey trust only if the decisions matter <u>and</u> you actually use their input in making decisions. Conveying trust involves taking risks.

Slide 9

Slide 10

Slide 9   This slide summarizes a variety of ways of conveying trust to others. [The information in this slide is based on the coursepack readings but it can also be connected to specific comments the students made during the preceding discussion.]

Additional thoughts:
The practices on this slide should be thought of as orienting ideas. As a manager, you have to customize your approach. Moreover, everything you do or don't do should be done in moderation and it must be genuine. You will have to figure out what is and is not appropriate in any given situation.

Slide 10   This slide sets up a role-playing activity that is based on the Mike Johnson case. Students should have read this case before coming to class.

The instructions about "trying to accomplish your objectives" are intentionally vague. Each person will have to decide what his or her objectives are and how s/he will accomplish them. Once the trios have formed, students should take a couple of minutes to think about what they will do before they start the activity. The whole activity should take about 10 minutes.]

| Slide 11 | Slide 12 |

Slide 11   This slide is used to structure a discussion about the Mike Johnson role-play exercise. Before talking about the role-play itself, it might be useful to spend a minute or two discussing the case in general so to be sure that everyone in the class is on the same page. The basic dilemma is that Mike has to deliver some personally relevant bad news to his client (Pat) while maintaining a relationship with Pat.

Discussion about the role-play exercise (20 minutes):
Ask all of the Mikes in the room what they did during the role-play. What were they trying to accomplish?

- *Sample responses:* Get Pat to take my analysis seriously; be heard; build a relationship with Pat; set up the interaction so I could change Pat's mind but make it seem like it was Pat's idea; establish credibility; change Pat's mind [notice that there are a number of different objectives here – some are more focused on building a trusting connection while others are about achieving some end.]
- *Additional thoughts:* The first move in an activity like this can have a big effect on how the interaction unfolds. Also, the first move is very dependent on what you perceived Pat's personality to be like.

Ask all of the Pats whether or not they trusted the Mikes during the role-play.

- *Main idea:* Different approaches taken by Mike led to different outcomes. [Asking this question as a follow-up after talking to each of the Mikes would help to illustrate how various approaches have different effects on trust.]

Ask all of the observers to comment on what the Mikes did well in building a relationship with the Pats.

- *Sample responses:* Began with what was right; took a conversational approach; acknowledged Pat's assets; Mike revealed his own vulnerability (i.e., the difficulty of his situation); expressed empathy for Pat's feelings; did not rush things; did not jump to conclusions but

instead let the data speak for itself; took an objective approach; asked Pat for her opinions and thoughts

This is a good time to hand out Part B of the case and give the class a few minutes to read it. Based on the information in Part B, ask the whole class to comment on any valuable actions that the Mike (in the case) took in his interaction with Pat.

- *Sample responses:* He tried to treat Pat as a collaborator; he emphasized that the analysis is a work in progress; he simply presented the information but let Pat make the decisions; he took a non-threatening approach by revealing the information gradually and not forcing an immediate decision; he involved Pat in the evaluation process by initiating a discussion about the preliminary findings very early in the process (week 3 of a 12 week evaluation); arranged for private and informal discussions

- *Additional thoughts:* In an interaction like this, it is important for Mike to have an idea of what Pat is like as a person. However, it is important to develop an impression of Pat by drawing on multiple perspectives rather than just one's own perspective to minimize the likelihood of one's perception turning into a self-fulfilling prophecy.

Slide 12   This slide summarizes what was talked about in the second half of the class (about trust). Whenever possible, it is a good idea to try to connect the ideas in this slide to specific points that were made during the class discussions. The idea that small moves matter is an important theme in this course. Small moves make a big difference, particularly over time because moves that occur early in an interaction can have a big effect on what happens later. Trust as a foundation for excellence is another theme that will come up many times throughout the course.

MICHIGAN
BUSINESS SCHOOL

OBHRM 501: Human Behavior and Organizations
Class 5 (5/14/03)
Jane E. Dutton
University of Michigan Business School

Managing Teams to Enable Excellence

Teaching Note – Prepared by Jason M. Kanov
University of Michigan

Goals of the class:

1) To develop an understanding of how managing teams can be a pathway to enabling individual, organizational, and team excellence.
2) To analyze and discuss a real-life example of team excellence.
3) To give students an opportunity to put what they have been learning about teams into action.

Videos and materials needed:

- Video – Taran Swan at Nickelodeon Latin America. (Available at http://harvardbusinessonline.hbsp.harvard.edu)
- Materials for the Tower Building Activity:
  - 50 sheets of cardstock paper and 2 pairs of scissors per every 4-5 students in the class
  - A timer
  - A measuring tape
  - A prize for the winning team

Description and flow of the class:

Slide 1

Slide 2

Slide 1   This slide provides an overview of the flow of the class. Managing teams is yet another pathway to enabling excellence.

Slide 2   This slide introduces a reflection exercise that is designed to get students to think about and describe their own experiences with an excellent team. For the purposes of this class, a team consists of three or more people. [Students should take 3-4 minutes to think about their experiences. They should also write down what they see as indicators and drivers of excellence as if they were trying to explain them to someone else.]
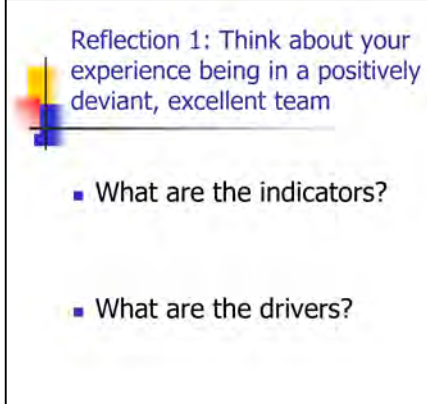
Discussion about Reflection 1 (10 minutes):
This is an opportunity for students to discuss what they wrote down during the reflection. To enrich the discussion, encourage students to explain a bit about the team in addition to identifying various indicators and/or drivers of excellence that they identified. To add structure to the discussion, consider listing the drivers that the students identify on the left side of the board at the front of the classroom, and list the indicators on the right side of the board. Noting the students' responses in this way can help you connect their responses to what was covered in the "Managing Your Team" coursepack article.
- *Sample responses for* **indicators**: Good results; "collaborative competence" or a high level of coordination; members shared with each other yet also challenged each other; team members went "above and beyond"; members knew when and how to help each other; friendship among members
- *Sample response for* **drivers**: Clarity of roles; members had creative input into how things were done; clear mission and vision; ownership over the process and the product; a structure that was both competitive and collaborative; strong belief in their leader; "leadership fluidity" (different people were able to lead as it became necessary); constant feedback; mutual respect and trust for each other

This discussion is a good opportunity to help the students distinguish between indicators and drivers. However, as in previous classes, it is not always clear whether a particular quality is an indicator or a driver. One thing to point out if and when this issue arises is the idea of positive spirals or feedback loops—emergent qualities that indicate excellence can also help to drive excellence.

Indicators of team excellence

- Does team output meet the standards of those who have to use it? (performance competence)

- Does the team experience contribute to personal well being and development of members? (growing competence)

- Does the team experience enhance the capability of the members to work and learn together in the future? (learning competence)

Slide 3

So what happened?

- T.S. did not appoint an interim director. Wked 60-70 hrs and Tues a.m. meeting via conference call
- Del Vall and McCarty become point people
- "What would Taran have done?"
- Baby, not return to Nick L.A , met goals-Sr staff great outside offers
- Feb 1999-Steven Grieder =new gen mgr.

Slide 4

Slide 3   This slide summarizes some of what was covered in the "Managing Your Team" coursepack article. A key idea here is that it is important to pay attention to all three types of excellence indicators when looking for indicators of team excellence. In many organizations, "performance competence" is often the sole focus. However, "growing competence" and "learning competence" should be weighted just as heavily because they are important for making excellence sustainable in teams as a whole and among individual members.]

Noting that these three factors all came into play in the Taran Swan at Nickelodeon Latin America case (Harvard Business School # 9-400-036) is a simple way of transitioning to a discussion about the case. [Students should read the case before coming to class.]

Discussion about the case (30 minutes):
[The question to keep in mind throughout this discussion is, Should we appoint an interim director for Swan? Before asking the class to answer this, however, it is important to emphasize that this decision should be made based on what the class knows about Nickelodeon and Swan's team rather than what they know about teams and organizations in general based on their past experiences. The following discussion is designed to help the class adopt this perspective. The format of the discussion is based on suggestions from the Teaching Note for the case (Harvard Business School # 5-400-071).]

Set up the board at the front of the classroom in the following way to aid the discussion. The basic flow of the discussion is designed to answer several basic questions: 1) What are the contextual challenges that Nick LA faces? 2) What is

MICHIGAN BUSINESS SCHOOL

Swan's team like? 3) Is this an effective/excellent team and if so how do you know? [Ask follow-up questions as necessary so that students have an opportunity to explain what they mean by their responses.]

Context (Nick LA)	Team	Effectiveness (Excellence)
Diverse cultures	Team Culture:	Indicators/drivers:
Diverse infrastructures	Questioning/evaluative;	Dedicated involvement
Political uncertainty	Learning is encouraged;	Members put forth lots of effort
Market uncertainty	Trusting; Positive spirals	Members were highly engaged
Marketing challenges	Outside-of-box thinking;	Met and beat targets under budget
Preserving brand core (knowing kids) across cultures	Cooperative; Flexible	Innovative/creative
Team challenges:	Team Design:	Promoted brand awareness internally
Structural/physical separation	People new to positions;	[Do these points reflect the three
Off-shore market	Diverse membership; Right	ways of thinking about
The team is new	people, right role, right time;	effectiveness discussed earlier?]
Many members commute	Management of boundaries	
Spanish language barrier	Team Process:	
Main point:	Rotating positions; Regular	
The context was challenging	meetings; Things done with	
	enthusiasm; Big picture in mind	
	Swan's management style:	
	Questioning/challenging; High	
	Expectations; No hidden agenda	
	(team's success was ultimate	
	goal); Encouraged and allowed	
	her team to grow; Built people's	
	confidence; Trusts her team	

Now it is time to decide whether or not to appoint an interim director while Swan is on leave. Taking a vote (yes vs. no) lets you see what everyone in the class thinks. It allows encourages students to commit to a position that you can then call on them to defend. As the students explain why they voted as they did, you can record their responses on the board in two columns – reasons for yes and reasons for no.

- *Sample responses for* **yes**: Conflict may erupt without a clear leader; a final authority is necessary to make the hard decisions; coordination will deteriorate without Swan; it could be difficult to bring in newcomers; should take advantage of this opportunity to train/groom Swan's eventual successor

- *Sample responses for* **no**: Not necessary because the team is far enough along; the team is already used to her not being there all of the time; it could confuse or disrupt role clarity; Swan's leave is not permanent so it could be difficult when she comes back.

To what extent are the suggestions you (the class) made based on what is in the case as opposed to what you know and have experienced in your own lives?

- This question can be used to generate additional discussion or it can be posed rhetorically to make a few points. First, a decision like this will of course draw on both. Second, even though thinking about what you would "normally" do in a situation is hard to avoid, it is very important to be able to treat each situation as unique (e.g., unique team culture,

process, design, style, etc.) when making a decision. Normal practice is not always good practice.

After this discussion but before showing the following video, consider taking 3-4 minutes to discuss Swan's weaknesses as a manager as a way of emphasizing that good management practices are not and cannot be flawless at all times.
- *Examples of possible weaknesses*: She did not speak fluent Spanish; she did not always make the right personnel decisions (e.g., with Byrne); too much questioning/challenging of employees can end up discouraging employees.]

Video – "Taran Swan at Nickelodeon Latin America" (7 minutes):
In the video, Taran Swan talks about her management style. She reveals some of what was on her mind as the case was unfolding and she talks a bit about what eventually happened.   As the class watches the video, they should pay attention to any qualities about Swan that strike them. Is there anything about her that they would like to emulate? Does anything about this case or about Swan as a person and a manager resonate with them?
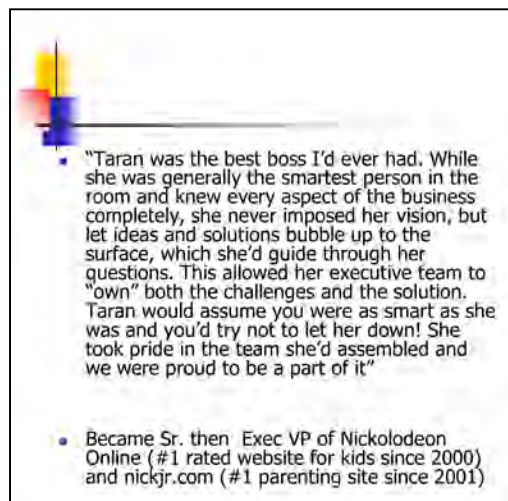
Discussion about the video (7 minutes):
What did she say that resonated with you?
- *Sample responses:* Her team members don't work in a vacuum (they need to see the big picture); as a manager, it is important to grow people regardless of whether or not they will be your successor; the success of the team/business takes precedence over her individual success; she has very high standards but provided her team with ways to reach them.

Slide 4   Along with the video, this slide summarizes some of what happened to Swan and Nickelodeon Latin America after the events in the case unfolded.

"Taran was the best boss I'd ever had. While she was generally the smartest person in the room and knew every aspect of the business completely, she never imposed her vision, but let ideas and solutions bubble up to the surface, which she'd guide through her questions. This allowed her executive team to "own" both the challenges and the solution. Taran would assume you were as smart as she was and you'd try not to let her down! She took pride in the team she'd assembled and we were proud to be a part of it"

- Became Sr. then Exec VP of Nickolodeon Online (#1 rated website for kids since 2000) and nickjr.com (#1 parenting site since 2001)

Slide 5

Tower building challenge
- Divide into groups of 4-5
- You are teams of manufacturers who are each trying to build the tallest structure. Equal resources
- Planning period:15 minutes
- Building: 12 minutes (remember– NO TALKING during the building period)

Slide 6

Slide 5   This slide has a quote from Grieder (Swan's successor) about Swan and some more recent information about Swan (through 2001).

Break (10 minutes)

Slide 6   This slide introduces a tower building activity. The first step is for students to teams. Once teams are formed, review the Tower Building Activity Instructions with the class. The instructions describe the rules and the nature of the activity in much more detail than what is on the slide (see below). Consider creating a handout or another slide that includes all of the bolded information below so that the students can refer to it during the activity. (The Tower Building Activity was created by Monica C. Worline.)

Instructions for the Tower Building Activity:
1. Divide into groups of 4 or 5.

2. Tell the groups that this is a manufacturing competition to see who can build the tallest structure.

3. Distribute resources to each group – emphasize that groups have equal resources.

4. Tell the rules:

   1. **There is a planning and a building period.**
   2. **No touching the paper or the scissors during the planning period.**
   3. **The planning period will last for 15 minutes.**
   4. **At the end of the planning period, the building period will begin. The instructor will alert people when the building period begins.**
   5. **During the building period, no talking is allowed.**
   6. **The building period will last for 12 minutes.**
   7. **The structure must stand on the desk.**
   8. **The structure must be free-standing – no propping up, holding it up, using scissors in it, etc.**
   9. **Each piece of paper that goes into the structure must be cut at least once.**
   10. **The tallest structure standing at the end of the building period wins.**

5. Answer questions before beginning the planning period. Make sure everyone understands the rules before beginning the planning period.

6. Time the planning period.

7. Interrupt the planning period when time is up. Announce the building period – no more talking. Enforce the talking rule.

8. Announce the end of the building period. Name a winner. Small prizes help a little, but it is fun even without prizes.

9. Allow groups to see what other groups have done.

10. Ask people to return to their groups and talk about what happened during the exercise.

Slide 7

Slide 8

Slide 7   This slide is for use at then end of the activity after a winner has been decided. The questions on the slide can be raised to generate discussion about the activity.

Discussion about the activity (25 minutes):
What were the most important contributors to your effectiveness? [All teams can answer this question but note how well each team did as they respond.]
- *Sample responses:* Clear goals; clear roles (division of labor); innovation on the fly; experimentation; having a back-up plan; good emergent leadership; built-in adjustment/flexibility measures

What would you do differently? What did you learn that you could take with you to another team in your own organization?
- *Sample responses:* Develop a better knowledge of the materials/resources; have a back-up plan

What are some interesting things that you observed during the process?
- *Sample responses:*
  - o Multiple mechanisms (not just back-up plans) are necessary for making corrective adjustments (e.g., communication systems, feedback systems, etc.)
  - o It may have been helpful that there was no talking during the building phase because it didn't get too chaotic
  - o Teams were really engaged for the first part of the building phase and each thought they were doing well until they started looking around the room to see how they compared to other teams. At that point, it was too late to change what they were doing even if they didn't compare well.
  - o Team members became less engaged and even "pulled out" in a sense when it seemed inevitable that their team would not win.

What can you take away from this activity that you could use to enable energy in a team or build a positive energy dynamic in a group?

- *Sample responses:* Create an atmosphere of friendly competition; do fun things together as a team

Additional discussion questions that could be used at the end of this activity:

→ Compare experiences of highest and lowest performing groups.

- What were key facts in your success/failure?
- How did you organize to design a structure?
- How did you organize to manufacture the structure?

→ Across all groups: How did your design activity and organization differ from your manufacturing activity and organization?

→ How did you go about organizing the construction?

- Did you impose a rational structure on the task? (top-down strategy)
- Or, did you let a structure emerge in the task? (bottom-up strategy)
- How did you divide the labor in your group? Did you plan for it or did it emerge?

→ Did you get lost in the competition? Were you aware of what other groups were doing? Did that influence what your group did? How did it feel to be in play?

Slide 8   This slide lists the main takeaways about enabling team excellence. The last point about leading from an authentic self is a big part of Swan's style. The implication is that, as a manager or team leader, you may not be able to do things just as Swan did, but whatever you do end up doing should be genuine.

Problems and Dilemmas:

1) It is difficult to keep all three ways of evaluating effectiveness/excellence in mind.
   - During the activity, many teams felt as though they had failed because they did not win, even those that produced a good structure.
   - As a manager or team leader, it is particularly important to be able to help the team see that excellence is not based solely on performance.

2) It is difficult to sustain the energy and enthusiasm of a team during down times or times of adversity.
   - In the activity, it was easy to be energized and engaged at first because it was a fun activity and everyone felt like they had a chance to win.
   - As teams saw how they were doing relative to other teams, the energy seemed to escape from some teams.
   - What can managers or team leaders do to get their teams through difficult times in a way that enables excellence?

MICHIGAN
BUSINESS SCHOOL

MICHIGAN
BUSINESS SCHOOL

OBHRM 501: Human Behavior and Organizations
Class 6 (5/19/03)
Jane E. Dutton
University of Michigan Business School

Fostering Excellence Through Motivation and Rewards
Teaching Note – Prepared by Jason M. Kanov
University of Michigan

Goals of the class:
1) To elaborate you understanding of motivation.
   a. Develop your understanding for how to motivate others
   b. Reflect on your own experiences to understand your own motivation
2) To appreciate individual and system effects of motivation possibilities.

Videos and materials needed:
- Video – "The Royal Treatment" (This is a video about SAS Institute that was aired on 60 Minutes on October 13, 2002. The video is available through CBS.)

Description and flow of the class:

Class 6: Fostering excellence through motivation and rewards

- So how is it going? Midway course evaluation
- Some core motivational ideas
- SAS: an example
- Break
- Putting the ideas to test
  - The Folly at Rainbarrel

Slide 1

Before we start

- Goal 1: to elaborate your understanding of motivation
  - Understanding how to motivate others
  - Understanding your own motivation

- Goal 2: to appreciate individual and system effects on motivational possibilities

Slide 2

Slide 1   This slide provides an overview of the flow of the class. Being that this is about the midpoint of the course, have the class spend the first 5-10 minutes of class filling out (anonymously) a mid-course evaluation. Here are some examples of questions that you could consider using for the evaluation:
- Identify and describe strengths of the course (features of the course that are contributing to your learning).
- Identify and describe specific action(s) that realistically could be taken that would make the course more effective for your learning.
- Should I eliminate (make with E) or keep (mark with K) the following materials in the class? [Below this question, provide lists of the all of the supplemental materials that have been used thus far in the course. Have one list for cases, one list for coursepack readings, and one list for videos and exercises.]

Slide 2   This slide describes the goals of the class.

Additional thought:
Students probably know or are familiar with most of today's subject matter (as they may be with most of what is taught in this course) but they probably don't think about any of it on a regular basis (if ever). Thus, an additional goal of this class is to help students better understand what they already "know" and help them find ways of using this knowledge more consistently in their daily practices.

[Motivation is a difficult subject to teach because there are many approaches to understanding motivation that one can take and they are not easy to integrate. While each of these varied approaches is helpful to understand in its own right, the goal of this class is to provide students with an integrated understanding of these approaches that they can actually use in motivating themselves and others. The next 20-30 minutes are structured to provide a lecture-based overview of several approaches to understanding human motivation (e.g., a needs-based approach, a goal-setting approach, and a fairness approach). The coursepack chapter about encouraging the heart (by Kouzes and Posner) can then be introduced as a useful framework for integrating these motivational theories in practical ways.]

Slide 3   [This slide is not included in the teaching note.] The purpose of this slide is to introduce needs-based theories of motivation, particularly Maslow's Need Hierarchy Theory and Alderfer's ERG Theory. The main idea of this needs approach is that people have needs and attempting to satisfy these needs is what motivates people. [Refer to organizational behavior textbooks for figures that can be used to illustrate these theories.]

Maslow's theory says that people have five primary types of needs that are activated in a hierarchical manner. His theory is often depicted in the form of a pyramid with five levels. From the base (lowest level) to the top, the order of needs is as follows: Physiological needs, safety needs, social needs (these three are called "deficiency needs"), esteem needs, and self-actualization needs (these two are called "growth needs"). Lowest order needs (i.e., those closest to the base of the pyramid) must be fulfilled before higher order needs are triggered.

MICHIGAN
BUSINESS SCHOOL

Deficiency Needs – if any of these needs are unmet people will be first and foremost motivated to fill them (in order from the base of the pyramid up).

- Physiological needs are fundamental biological drives (need for food, air, water, etc.) that stand at the base of the pyramid. Organizations must provide employees with a salary that allows for this. They can also provide opportunities for employees to rest and engage in physical activity. People who are too hungry or ill to work cannot make a meaningful contribution.
- Safety needs are level two of the pyramid and are about protecting people from physical and/or psychological harm. Organizations must provide safe and secure environments that allow people to do their jobs without fear of harm. Hard hats, life and health insurances, security, tenure, and no-layoff agreements are examples of things that fulfill employees' safety needs.
- Social needs are those involved affiliation and connection to others (level three). Organizations can help employees satisfy these needs in variety of ways such as encouraging participation in social events.

Growth Needs – These are higher order needs that people strive to satisfy once their deficiency needs are met. Thus deficiency needs motivate people as long as they are unmet, but once they are satisfied the growth needs have the most motivating potential. This explains why money is limited in its ability to motivate people.

- Esteem needs involve wanting to feel good about oneself and have a positive sense of self-worth.
- Self-actualization needs are about reaching ones full potential and finding meaning in who one is and what one does.

Alderfer's ERG Theory is similar to Maslow's but it has a more simplistic structure and has received more empirical support. Alderfer's theory has three levels of needs: existence needs (combines physiological and safety needs), relational needs (social needs), and growth needs (esteem and self-actualization needs).

Discussion about the needs theories (10 minutes):
What are some implications of a needs-based understanding of motivation? [The discussion generated by this question serves as a lead in to the next slide.]

- *Sample responses*: certain needs must be satisfied before others; most companies satisfy deficiency needs but very more in meeting higher order needs; companies that don't know how to meet growth needs (or don't realize that they should) might just throw more money at people; needs models don't leave much room for differences between people—suggest that everyone has the same needs hierarchy.

Slide 4

Slide 4   This slide provides a brief description of what organizations should do for their employees in light of a needs-based understanding of motivation. [Each of the four bullet points is something an organization can do to motivate its employees.]

Slide 5   [This slide is not included in the teaching note.] The purpose of this slide is to introduce goal setting as another approach to understanding motivation. Goal setting is a big area of study in organizational research. It is based on the idea that people are motivated to strive for and attain goals. The core assumption of goal-setting theory is that assigned goals influence people's beliefs about their ability to perform the task and this affects motivation and performance. [Illustrations of goal-setting theory are included as figures in most organizational behavior textbooks.]

When people are challenged to achieve a goal they must internalize a desire to reach the goal (goal commitment) and they must believe that they can reach the goal (self-efficacy beliefs). An important implication of this approach is that goals are not necessarily motivating. That is, goals will not be motivating if people do not see them as worth attaining, they seem too lofty or too easy, or there is no clear way of achieving them.

Slide 6

Slide 6   This slide reviews some implications of goal-setting theory. Goals should be specific (as opposed to vague), challenging (as opposed to very easy or impossible), and there should be feedback given all along the way to achieving the goal. [Doing the things that are listed on this slide does not guarantee that goals will be motivating—there are few if any guarantees in the research saying that if you do A people will definitely be motivated.]

Slide 7   [This slide is not included in the teaching note.] The purpose of this slide is to introduce a third approach to understanding motivation that is based on different ways of thinking about fairness. The main idea of this fairness approach is that motivation can be affected by social comparisons that people make between themselves and others. There are a variety of ways that people judge fairness (e.g., distributive justice, procedural justice, interactional justice) and each of these can have a unique effect on people's motivation. [See organizational textbooks for illustrations and more detailed explanations of perceived fairness, justice, and/or equity.]

Slide 8   Slide 9

Slide 8   This slide summarizes some implications of a fairness approach to understanding motivation. The key ideas here are to strive for equity in rewarding employees and make the process of rewarding employees transparent.

Slide 9   This slide introduces a fourth approach to understanding motivation that incorporates ideas from the previous three approaches (all of which are primarily focused on understanding how people think), and it also draws on research aimed at understanding how people feel. [The ideas in this slide and following three slides are based on 7 essentials for encouraging the heart as identified in the Kouzes and Posner coursepack reading. There are 4 reflections that are associated with the next few slides that can either be written on the board, an overhead slide, or distributed as a handout.]
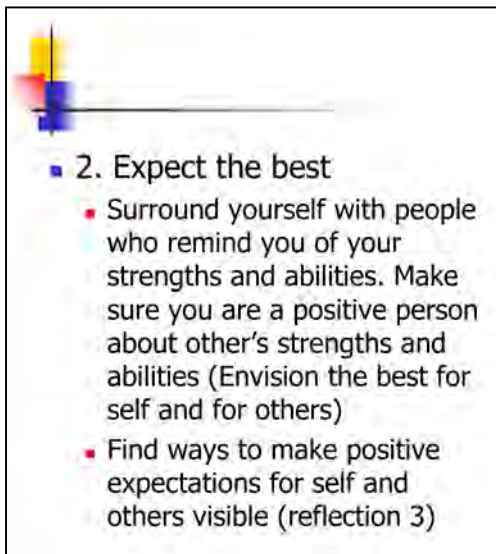
MICHIGAN
BUSINESS SCHOOL

Slide 9 describes the first essential—"setting clear standards" (this can be linked to goal-setting theory). The ideas in this slide can help us understand motivation in ourselves as well as how to motivate others.
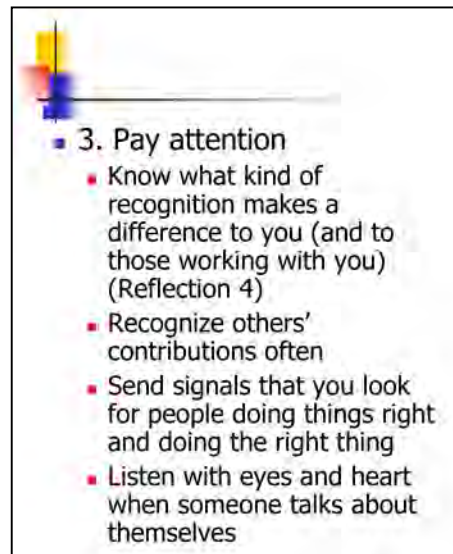
Reflections 1 & 2:
After a brief explanation of slide 9, have the class take about 3 minutes to write answers to the following two reflection questions:
- What are the values you believe should guide your daily actions?
- Do the goals that you are striving for at work fit these values?

Briefly discuss (3-5 minutes) the reflection by asking the class what observations they made while doing these reflections. The purpose of these two reflection questions is to encourage students to think about the alignment between their own personal values and the goals they set for themselves.

2. Expect the best
- Surround yourself with people who remind you of your strengths and abilities. Make sure you are a positive person about other's strengths and abilities (Envision the best for self and for others)
- Find ways to make positive expectations for self and others visible (reflection 3)

Slide 10

3. Pay attention
- Know what kind of recognition makes a difference to you (and to those working with you) (Reflection 4)
- Recognize others' contributions often
- Send signals that you look for people doing things right and doing the right thing
- Listen with eyes and heart when someone talks about themselves

Slide 11

Slide 10   "Expecting the best" is the second essential for encouraging the heart identified by Kouzes and Posner.

Reflection 3:
After a brief explanation of slide 10, have the class take about 3 minutes to write a response to the following reflection question:
- Consider and record 3 ways that you are or will make your positive expectations for yourself visible through your daily work.

Discussion about Reflection 3 (5 minutes):
Briefly discuss (3-5 minutes) the reflection by asking the class to share their responses.
- *Sample responses:* Keeping some sort of "smile file" where one can save supportive remarks, compliments, or positive feedback that is received on the job; telling yourself "you can do it"

M MICHIGAN
BUSINESS SCHOOL

Slide 11   "Paying attention" is the third essential identified by Kouzes and Posner.
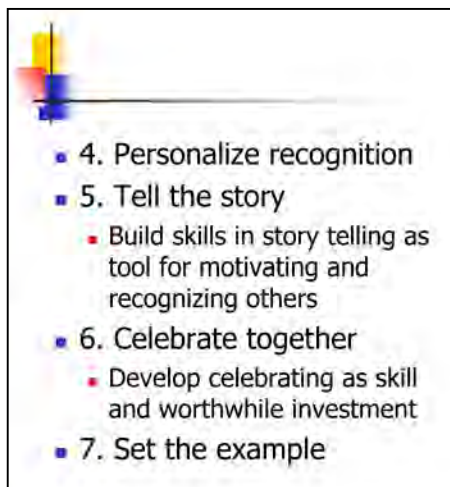
Reflection 4:
After a brief explanation of slide 10, have the class take about 3 minutes to write
responses to the following reflection questions:
  • What are the most potent ways for you to be recognized?
  • Do you know the most effective ways to recognize the people around
    you?

Discussion about Reflection 4 (5 minutes):
Do you think it is important for people around you to know how you like to be
recognized? How could you communicate this type of information to them?
  • *Sample responses:* Convey what you like indirectly through modeling
    (do it for others); let people know when they recognize you in a way that
    you really appreciate; take the time to recognize others in ways that they
    appreciate
  • *Additional thought:* Don't assume you know how others prefer to be
    recognized—take time to find out and then do it

4. Personalize recognition
5. Tell the story
  ▪ Build skills in story telling as
    tool for motivating and
    recognizing others
6. Celebrate together
  ▪ Develop celebrating as skill
    and worthwhile investment
7. Set the example

SAS Institute: A
positively deviant case

How do their practices
  reflect good motivational
  principles?

Slide 12   Slide 13

Slide 12   This slide lists the remaining four essentials for encouraging the heart from the
            Kouzes and Posner coursepack reading. [All 7 essentials can be covered in more
            or less detail depending on what you want to emphasize in class.]

Slide 13   This slide is a set up for a video about SAS Institute. [The video is used to
            introduce students to another positively deviant organization. Employees at SAS
            seem to be highly motivated to do their job and stay with their organization
            compared to other employees at other organizations in the same industry.]

            Video – "The Royal Treatment" (15 minutes):
            SAS is a software development firm that has been written about in a book called
            "Hidden Value"*. Employees at this firm are paid *less* than the industry
            standard, they receive a tremendous amount of perks with their job, and they are

required to work only 35 hours per week. Moreover, the company as a whole has never laid people off and it has a 3% turnover rate (in an industry that averages 20%). The video shows what life is like for employees at SAS. Having students keep the following questions in mind while watching the video will help to guide the subsequent discussion:
- How do SAS's practices reflect good motivational principles?
- What specific motivational principles are being enacted?
- What are your reactions to the video (positive or negative)?

*   O'Reilly III, C. A. & Pfeffer, J. (2000). *Hidden Value: How great companies achieve extraordinary results with ordinary people.* Boston, MA: Harvard Business School Press.

Discussion about the video (20 minutes):
Remind the students of the three questions above and ask them to share their observations and reactions.
- *Sample responses:* This place is like Disneyland—you just don't see this type of culture in most organizations; the organization satisfies so many needs in all facets of people's lives (e.g., social needs, basic health, safety, and security needs); the culture provides people with the ultimate work/life balance—there is a great deal of consistency between the rhetoric and the reality; the culture lets people structure their days in their own way thus enabling each person to meet his or her own needs effectively; the CEO embodies the culture of the organization; the fact that the organization has never laid people off helps employees feel safe and encourages them to make full use of the perks that are available to them without fear of negative repercussions (note that there is no evidence that downsizing increases profitability); perhaps the "materials and practices" of SAS can be reproduced but that would not necessarily reproduce the culture—the right attitude and integrity has to be there (the culture has to grow from an authentic place); SAS is a privately owned company—can public companies be this way?; it's typically easier to assess success through things like shareholder value than it is to look at aspects of an organization's culture—we don't have reliable ways of measuring success at the human level nor do we really try to develop these; why don't we have more companies like Southwest Airlines and SAS? (see "problems and dilemmas" below for more on this question)

Break (15 minutes)

MICHIGAN
BUSINESS SCHOOL

Slide 14

Slide 15

Slide 14   This statement about SAS's strategy clearly articulates the importance of forming long-term and lasting relationships with the organization's customers, business partners, and employees. It also provides a rationale for why this is so important for doing business. Most noteworthy, however, is that the organization's culture and practices are actually consistent with this strategy statement.

Slide 15   This slide calls attention to SAS's core values as articulated by the organization itself. Organizations that say these sorts of things but then act in ways that contradict these values are probably going to be worse off than organizations that never articulated such values in the first place.

Slide 16

Slide 17

Slide 16   Now students will have a chance to apply what they have learned about motivation and reward systems to the fictional case of Rainbarrel that is talked about in "The Best Laid Incentive Plans". [This is included in the coursepack. Students should have read this before coming to class.] Before discussing the case, have the students split into groups of 3 to discuss the case and answer the following questions (15 minutes):
- What is the problem at Rainbarrel?
- What would you change or what action would you take to fix the problem?
- Why?

Discussion about Rainbarrel (30 minutes):
As this discussion proceeds, encourage students to draw on the Kerr coursepack reading as well as what they learned about motivation in the first half of the class. Asking follow up questions is one way of getting students to think more specifically about how mismanaged reward systems may be contributing to the problems they identify. To facilitate the discussion, consider setting up the board at the front of the classroom as follows and noting students' responses:

Problem – Where is the folly?	Action – What should be done?	Why?
Too top-down of an approach	Collective approach (implement an integrative performance system)	
Employees have no sense of ownership with respect to the changes	Give regular feedback to employees (create more of a learning dynamic)	
Poor communication throughout org	Fire Hiram	
Misguided/damaging practices	Provide more rationale for the changes	
Too focused on numbers (narrow focus)	Revise the changes using input from employees	
Metrics too narrow (too black and white)		
New rules pushed people to beat system		
Deep cultural problems		
Is Hiram the problem?		
He is desperate		
He is mean		
Humiliation is his game		
He is trying to be fair		
He is trying to be cost effective		
He is just doing his job		
Good ideas but poor process		
Believes employees must be managed (cannot be left alone)		
He treats people as commodities		

As students offer their responses, note the variety of perspectives they have about what the problem is. Each perspective invites particular courses of action at the expense of others. Throughout the discussion, it may be worthwhile to attempt to align the various courses of action that students suggest with their belief about what the actual problem is. As a way of enriching the discussion, you may also want to ask students to explain why they expect each of their suggested courses of action will be effective and list these responses in the "Why?" column next to the respective actions.

Main ideas:
- Calls attention to the importance of the process <u>and</u> content of performance management systems
- Underscores the importance of understanding performance management as part of how to actualize the values of a business
- Changes such as the ones made at Rainbarrel always reflect underlying assumptions about people and about doing business. In this case, an assumption seems to be that employees were not working hard enough in the first place. Before implementing changes, it is important to consider carefully what your assumptions are.

Slide 17 This slide provides an overview of some of the problems at Rainbarrel in terms of the folly of rewarding A but hoping for B (based on the Kerr coursepack reading), rationales for why these problems may be occurring, and suggestions for how to fix these problems. A primary goal of the Rainbarrel case is to demonstrate how a well-intentioned approach to change (such as Hiram's approach in the case) can be so problematic—it's because of the folly. Thus, the Rainbarrel case helps to demonstrate the importance of considering the folly in the face of problems. [Wherever possible, connect the ideas that are in this slide to the ideas contributed by the class during the preceding discussion.]

Slide 18

Slide 18 This slide summarizes some take-away ideas from the class. Some key ideas are as follows:
- Rewards matter
- Punishments are very ineffective in producing desired behaviors; rewards are far more effective

MICHIGAN
BUSINESS SCHOOL

- Rewards don't have to be costly—intangible rewards can be even more meaningful and produce more long-term benefits than tangible rewards

Problems and Dilemmas:

1) How do the various approaches to motivation relate to a push/pull perspective?
   - Many people seem pushed (to keep their job and maintain their salary) as opposed to being pulled to achieve greatness. How do you "pull" people who seem largely pushed?

2) Why aren't there more companies like Southwest Airlines and SAS?
   - This is a driving question for the whole course but it is also a question for which there is no clear answer.

3) When it comes to motivating others, it is important not to assume that you know what they want or what is best for them.
   - This idea of not assuming is a recurring theme in this course. Good managers find ways of figuring out what their employees need and want and they try to address these needs and wants accordingly.

M

MICHIGAN
BUSINESS SCHOOL

OBHRM 501: Human Behavior and Organizations
Class 7 (5/21/03)
Jane E. Dutton
University of Michigan

Enabling Excellence Through Culture

Teaching Note – Prepared by Jason M. Kanov and Jacoba M. Lilius
University of Michigan

Goals of the class:
1) To respond to the student's feedback (collected the previous class).
2) To introduce the concept of culture, and connect it to organizational excellence.
3) To provide an example (IDEO) of an organization with a culture that enables excellence through creativity.
4) To allow the students to experience and overcome potential barriers to cross-cultural communication using a role-play exercise.

Videos and materials needed:
- Copies of Dividend magazine (this is the University of Michigan Business School magazine) – 1 copy per every 3 or 4 students. See the description of slide 5 for additional information.
- Video – "The Deep Dive" (This is a segment about IDEO that was shown on Nightline aired on July 13, 1999. The video is available through ABC News.)

Description and Flow of the Class:

Class 7: Enabling excellence through the culture

Cultural concepts
    What is culture?
    The nesting of cultures
    How org cultures enables excellence
Enabling a creative culture: IDEO
Break
"Reading" culture: The land of Xions

Slide 1

Your feedback

- What you like:
    - Awareness of new strategies for improving conditions
    - Readings and videos
    - Openness, small group involvement, class discussion, safe environment

- What you would like improvement on
    - Discussions– need focus. Cut length- faster
    - Applications to real hr issues/examples of how improved/ more negative examples
    - Too much sitting
    - Powerpoints before class

Slide 2

Slide 1   This slide provides a brief overview of the flow of the class.

Slide 2   This slide summarizes the mid-term feedback the students provided in the previous class. The slide describes what the students seem to enjoy about the class, and it also identifies some aspects of the class that could be improved. In addition to listing the areas that could be improved, it is a good idea to also describe any efforts you will be making in order to make these improvements. [Reviewing this feedback with the class should take approximately 5 minutes.]

So what is organizational culture?

■ Shared assumptions, beliefs and values that distinguish a social collective and shape patterns of behavior

■ Grabbing culture: like putting "hand in a cloud" but you sense it the minute you walk through the door

Slide 3

Three levels of culture

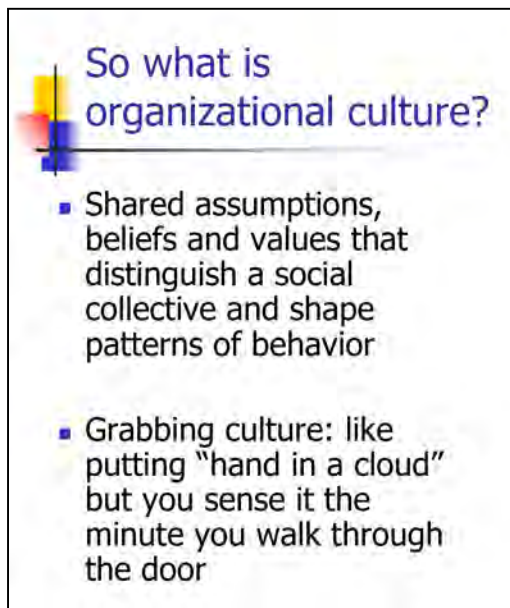1. Artifacts (what a newcomer of visitor or consultant would notice)
   ■ E.g., Style of dress, level of emotionality , physical layout, degree of formality of contacts, stories, symbols, myths
2. Espoused values (what a newcomer would be told is the reason whey things are the way they are and how they should be)
   ■ E.g., Company philosophy, goals, explicit and implicit norms
3. Basic, taken- for-granted assumptions
   ■ About the org and its work, about people, about proper ways to organize, about time and place, about rewards and punishments

Slide 4

Slide 3   This slide introduces some basic ideas about organizational culture.

Additional thoughts:
• There are many definitions of culture that exist in the organizational literature, but the one that appears on this slide (*shared assumptions, beliefs and values that distinguish a social collective and shape patterns of behavior*) is the one that fits best with purposes of the class.
• Culture can be hard to put your finger on. That is, it is difficult to say exactly what an organization's culture is like, yet at the same time, it is very easy to feel when you enter an organizational context.

Slide 4   The information in this slide is based on the Schein coursepack reading. It describes three levels of culture, from the most to the least visible (artifacts being the most visible and basic underlying assumptions being the least visible). As a way of transitioning to this slide, explain that it is at the level of artifacts that culture is tangible, but that it is at the level of basic assumptions that culture is truly defined.

■ MICHIGAN
BUSINESS SCHOOL

Note that culture is very difficult and very slow to change because it is these assumptions that must be changed – it would take at a minimum 10 years to make a real culture change. Connect this difficulty with the notion that new strategies are often implemented without consideration of the basic culture to explain why change efforts often fail—it leads to situations in which organizational culture and strategy are not aligned.

U of M Business School Cultural detectives (quick break-out)

- Artifacts?

- Espoused values

- Basic underlying assumptions

Slide 5

A new strategy: A new culture?

Leading in Thought and Action

Conjoining Theory and Action

Innovating In Business Education

Capitalizing On Co-Creation Opportunities

Developing Broad-Based Intellectual Capital With Impact

Slide 6

Slide 5   This slide describes a break out exercise that is intended to get the students to identify concrete aspects of the three levels of culture in a real organization. The organization that will be investigated is the University of Michigan Business School.

For this activity, students are asked to break into groups of 4 and each group is given a copy of the University of Michigan Business School's Dividend magazine. Groups are then asked to identify evidence of cultural artifacts, espoused values, and basic underlying assumptions based on what they see in the magazine and what they know or have experienced as members of the business school. (10 minutes)

Discussion about the group activity (15-20 minutes):
This discussion gives the groups an opportunity to share their ideas with the class. To enrich the discussion, you may also want to prompt them to reflect on other related cultural levels. For example, if they identify a cultural artifact, try to push them to think about what this artifact suggests in terms of cultural values or underlying assumptions

M MICHIGAN
BUSINESS SCHOOL

- *Sample responses:*
    - Artifacts – Limousines that take executives to and from the airport (The students are then pushed to think about what this artifact suggests in terms of values or assumptions)
   - *Some responses:* care for stakeholders; elitism; arrogance

Artifacts	Espoused Values	Basic Underlying Assumptions
Beautiful surroundings (e.g. courtyard)	We are a world class business school	Aesthetics reflect quality
Diversity in featured career opportunities	Be interdisciplinary	Well-roundedness is important
Tozzi Center	We want to be high tech and connected to Wall St.	Technology is the way to advancement
Alumni connections	You should give back	It is important to foster the next generation of students
Cultural diversity	We strive to maintain a diverse student population	Diversity in background and experience is beneficial to the learning experience.
Limousines for executives	We care about prestige	Success = $$$

Slide 6   This slide depicts a figure that has been developed by members of the business school (from the deans to the support staff) as an articulation of their new strategy, "Leading in Thought and Action". The top section of the figure says, "Conjoining Theory and Action". The middle left section says, "Innovating In Business Education". The middle right section says, "Capitalizing On Co-Creation Opportunities". The base of the triangle says, "Developing Broad-Based Intellectual Capital With Impact".

The purpose of this slide is to foster discussion about alignment between a new strategy and organizational culture. For example, the triangle is a representation of the Business School's strategy. It was used to engage students in a discussion about how the current Business School culture supports (or not) the strategy.

Slide 7
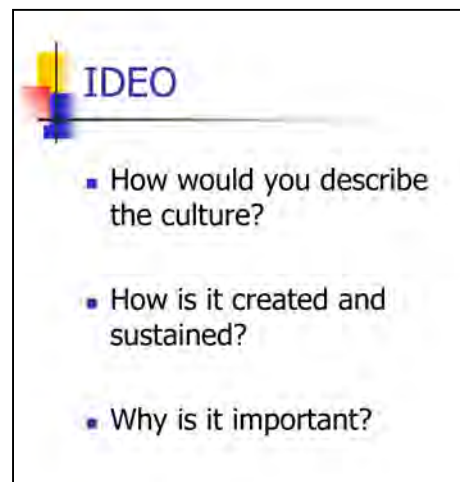
Slide 8

Slide 7   This slide helps the students to see how cultures can be nested within other cultures. For example, the culture of the Business School (unit culture) is nested within the U of M's organizational culture, which is nested within the professional-industry culture, which is nested within a national culture.

Slide 8   Video – "The Deep Dive" (25 minutes):
This slide provides the students with some guiding questions to keep in mind as they watch a video clip featuring IDEO. The purpose of this video is to provide students with a concrete example of a positively deviant organization for analysis and discussion. IDEO is an organization with a strong culture that encourages excellence through creativity.

Discussion about the video (20 minutes):
The guiding questions from slide 8 can be used to initiate the discussion. As students identify aspects of the culture, ask them to think about the aspects of the organizational practices and process that enable these aspects. Offer your own insights to connect the students' comments to the main ideas you are trying to convey.

How would you describe the culture?
- *Sample responses:* open; encouraging of people to be creative; fun; there is personality in every cubicle; non-threatening; value placed on out-of-the-box thinking; not experts at products, but process; judgment is suspended

How is the culture created and sustained?
- *Sample responses:* flat (non-hierarchical) structure; recruiting and hiring practices (selecting for diversity in background and attitudes); evaluation practices (peer evaluations); rewarding groups (not individuals)

IDEO: a learning culture
 	
• "We pick the things each client does well and assimilate them into our methodology. We're not good at innovating because of our flawless intellects, but because we've done thousands of products and we've been mindful"
David Kelley
	How do cultures enable excellence?
	
	• Cultivate positive emotions that fuels motivation and creates resources
	• Creates challenge and impart skills that can contribute to flow and high aspirations
	• Enables creation of positive meaning that motivates, inspires
	• Facilitates creation and fueling of HQC
	• Creates coherence and integrity with strategy
	  • Align values, beliefs and actions
	  • Facilitate communication
	  • Enable control

Slide 9	Slide 10

Slide 9   This slide is a quote from the CEO of IDEO that is used to demonstrate the concept of mindfulness as a collective process. Note that this process is very difficult to imitate as a competitor.

Slide 10   This slide is very important because is makes the link between organizational culture and excellence. As you go through the points on this slide that describe how culture can enable organizational excellence, try to connect the points back to concrete examples from the IDEO video or other examples that may have come up in discussion.

Break (10 minutes)

The second half of the class uses a role-playing exercise to provide students with an opportunity to experience some potential difficulties associated with cross-cultural communication and interaction. Although the activity that Jane used in teaching this class is not available, the following is a brief description of the activity that will hopefully help you select or develop an activity that fits with the goals of this class.

The premise of the activity that Jane used is as follows: American journalists must negotiate with 'Xions' (people from a fictional foreign land) in order to gain permission to take pictures of gardens that have never before been photographed. While this is not made explicit prior to the exercise, the Xions have many different cultural norms and expectations that the Americans must pick up on and follow if they are to gain access to the gardens.

This is a group activity such that each student will be a member of a group of either three Xions or three American journalists. During the activity, each group of Xions will be paired with a different group of Americans. If the number of students in the class is not divisible by 6, the extra students can act as observers for the interactions. Once the groups are formed, the Xions and the Americans should be separated, given instructions about their respective roles, and given about 10 minutes to prepare for their roles. When the activity begins the Americans should spend some time getting to know the Xions before attempting to make their request.

As a way of debriefing the activity, begin by discussing what happened across all of the groups and then discuss the challenges that groups faced during the activity. Below are some examples of discussion questions:
- How many groups achieved their outcome? (It may be that the majority of groups will be unsuccessful.)
- What was the most difficult part about this interaction?
- What approaches worked (or did not work)? What were the keys to success (for those groups that succeeded)?
- What role, if any, did stereotyping play during this activity?
- What did you do to build a positive connection during the interaction? (E.g., you could express interpersonal attunement by asking questions like "Do you understand English?" or "Do you want me to slow down?")

M MICHIGAN
BUSINESS SCHOOL

It is also important to spend some time discussing the broader implications of challenges faced in this activity.

- How can you utilize your experience here today or your experience in industry to lead you to cross-cultural competence?
  - o *Sample responses:* ease into the culture; engage fully in the culture (ask many questions); show respect through interest; share aspects of own culture; research the other culture carefully before attempting to interact (noted that in this case, many of the barriers to communication could have been avoided with even basic research that the students didn't have opportunity to conduct); keep an open mind.
  - o *Additional thought:* An important part of cross-cultural competence is being able to show it – for example, being able to indicate that you are keeping an open mind. How do you do this?

Slide 11

Sources of miscommunication across cultures

- Language barriers
- Different communication styles
  - Courtesy conventions
  - Phasing
  - Objectivity
  - Specificity
  - Assertiveness
  - Candor
- Non-verbals (e.g., distance, physical contact, eye contact gestures)

Slide 12

Wrap-up on culture and excellence

- Powerful force with nested levels of impact
- Often difficult to define– though we feel its impact!
- Can be important source of resources, (vitality, knowledge, skills, norms) that enable or disable the org to achieve its strategic objectives (and you to achieve your work objectives)

Slide 11   Use this slide to summarize and expand on the difficulties that the students identified during the debriefing of the activity. It is important to emphasize how challenging these difficulties may be to overcome. Note that even in the present exercise in which people may have had a heightened awareness of cultural barriers, they were still very difficult to work through.

- Courtesy conventions – Each culture has conventions for courtesy– people who don't conform to these conventions may viewed as rude. For example, the American convention of asking, "How are you?" without expecting an answer may create an impression that Americans are insincere to those from other cultures.

MICHIGAN
BUSINESS SCHOOL

- <u>Phasing</u> – This can affect how and when business subjects are discussed. Different expectations exist across cultures about necessities and wasting time as do different assumptions about mixing business with pleasure.
- <u>Objectivity</u> – Culture affects the preferences and expectations about logic, precision, and orderliness. Less orderly can seem chaotic; being precision–oriented can seem intolerant and demeaning.
- <u>Specificity</u> – Cultures differ in terms of how specific one should be at the start of a discussion. For example, white Americans tend to start with specifics and what are considered important points and then expand. Asians prefer to start with generalities and go to details.
- <u>Assertiveness</u> – Major cultural differences exist in the preferences and appropriateness of being self-effacing vs. self-promoting. Different behaviors in different cultures would be interpreted as friendly vs. confrontational vs. aggressive.
- <u>Candor Differences</u> – There exist differences across cultures in terms of the priority given to candor in communication. For example, Americans often feel telling the truth is key. In other cultures, courtesy, sensitivity, loyalty to family, and face are much more important.Slide 12   This slide summarizes what the main points about culture. Note the potential for positive dynamics of organizational culture and juxtapose it with the potential negative dynamics of cross-cultural barriers.

The next class is about physical and social architecture. Jane asked students to come to class with ideas or artifacts regarding physical spaces that might enable excellence.

OBHRM 501: Human Behavior and Organizations
Class 8 (5/28/03)
Jane E. Dutton
University of Michigan Business School

Fostering Excellence Through Organizational Design
(Building Social and Physical Architectures that Enable)

Teaching Note – Prepared by Jason M. Kanov
University of Michigan

Goals of the class:
1) To develop an understanding of the enabling potential of an organization's social
   architecture, particularly for empowering organizational members.
   a. Develop their understanding of how to empower others.
   b. Reflect on their own experiences to understand their own level of empowerment.
   c. Analyze a real organization that tries to empower its employees.
2) To develop an appreciation for the enabling potential of the physical workspace.

Videos and materials needed:
  • Large sheets of paper or poster board (1 for every 4 students in the class).
  • Colored markers (about 1 for every student)

Description and flow of the class:

Slide 1   Slide 2

Slide 1   This slide provides an overview for the flow of the class. Social architecture refers to the patterning of rule and decision authority and responsibility in an organization. Physical architecture includes all aspects of the physical workplace such as the floor plan, the furniture, the aesthetics, the location, etc. While there is a great deal of research that examines aspects of organizations' social architecture, the physical architecture of organizations has received far less attention. Both, however, are very important and closely related aspects of work life, which is why they are grouped together in this class.

This class is structured to address the following basic questions about social and physical architectures:
- How do you design social and physical architectures that enable people or call forth their excellence?
- How can you affect the social and physical architectures of an organization to enable excellence in others?
- What aspects of social and physical architectures bring out excellence in you?

For more information on the importance of physical architecture in organizations, see:
> Becker, F. & Steele, F. (1995). *Workplace by design: Mapping the high-performance workscape.* San Francisco: Jossey-Bass.

Slide 2   The first half of the class examines how the aspects of an organization's social architecture can enable excellence by empowering people. This slide is a reflection exercise designed to get students to examine and discuss empowerment in the context of their own work experiences. Allow 3 minutes for students to jot down answers to the two questions on the slide.

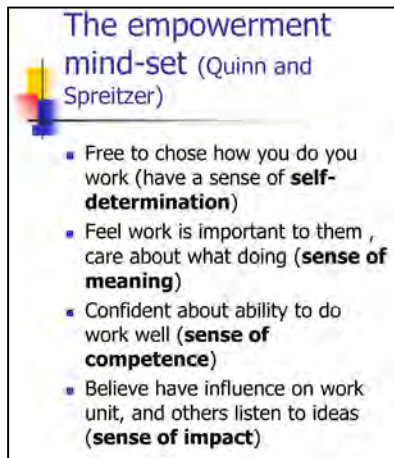Discussion of Reflection 1 (7 minutes):
Write "Yes" (empowered) and "No" (not empowered) on the board at the front of the room. Ask students to share their reflections about whether or not they are empowered and how they know with the rest of the class. Record their responses in the appropriate column. *Sample responses:*

Yes	No
Not micromanaged	Micromanaged
Flexible schedule	Lots of review
Given control over resources	No tools/resources to do job
Able to see the product/ big picture	No concept of big picture
Given regular feedback	Feel ignored/silenced
Freedom to make own decisions	Not asked for ideas/input
Ideas welcome and solicited	

Slide 3

Slide 4

Slide 3   This slide summarizes some of the main ideas from the empowerment coursepack reading by Quinn and Spreitzer. Each of the four bullet points on the slide is one of the primary indicators that one is empowered.

Additional thoughts:
- People are not empowered unless they feel empowered; structures themselves are not empowering if they don't help employees feel empowered
- You cannot empower others if you yourself are not empowered. Thus empowerment has to start at the top and be pushed downward.

Discussion about the empowerment mindset (15 minutes):
What is it about these feelings/states of mind (listed on slide 3) that is so important (from an organization's point of view)? What do they do for people and how do they do it?
- *Sample responses:* They promote individual growth among employees; they create a sense of ownership for employees (this builds attachment to the organization, increases the quality and quantity of effort people give, and it increases their accountability); increases creativity by giving people the freedom to think for themselves and try things; they help an organization keep people and attract others; they benefit an organization at a minimal financial cost
In light of these compelling arguments in favor of empowering employees, why don't more organizations aim to empower their employees?
- *Sample responses:* There is a lack of trust in people and their abilities; leaders are afraid to give up control; preponderance of the "myth" that tighter control leads to greater efficiency; incentive structures don't support empowerment

M MICHIGAN
BUSINESS SCHOOL

Slide 4   This slide highlights some key benefits associated with being empowered. Whenever possible, try to tie in the content of the slide with the ideas that were raised during the previous discussion. The overall benefit of empowerment is that it grows individuals and helps to grow the system as a whole.

Slide 5   Slide 6

Slide 5   This slide provides a brief description of some things that can limit empowerment in workplaces. Again, try to tie in the content of this slide with the main ideas that were raised in the previous discussion.

Additional thought:
A primary impediment to empowerment is the fact that empowerment devalues or blurs status differences. Many people may not want to give up their status or perceived power by empowering others because rewards in organizations are typically given to those with higher status and those that seem powerful.

Slide 6   This slide outlines some important baseline conditions that are important for building empowerment in organizations based on the Quinn and Spreitzer coursepack reading. First, organizations should develop a clear strategic vision. This involves helping people know what the organization is trying to accomplish and what they, as individuals, can do to contribute to this. Second, a culture that

supports and encourages openness (i.e., the sharing of information and resources) and teamwork will help to build empowerment. Third, although empowerment is organic and mutable, it is not sloppy and it therefore requires discipline and control. Finally, organizational structures must support employees' sense of empowerment and promote a sense of security among employees so that they are not afraid to act empowered. Keep in mind that while these conditions can facilitate empowerment, having them in place does not guarantee that employees will be empowered. People aren't empowered unless they feel empowered so it is up to you, as a manager, to help them assess and develop this feeling.

Transition from slide 6 to the AES Honeycomb case (included in the coursepack). The organization in this case is unusual in its approach to doing business but it seems to do a very good job of empowering its employees. However, a few mistakes are made within the organization that puts AES as a whole under a great deal of scrutiny and its approach to doing business is called into question. [Students should have read this case before coming to class.]

Discussion about the case (35 minutes):
The structure of this discussion is based on the AES Honeycomb Series Teaching Note (Harvard Business School #5-395-202). There are three primary things to discuss with this case. Pose each of the following three questions to the class upfront and then focus on one at a time:
- What is the problem and how serious is it?
- Why did the problem happen (diagnosis)?
- What should AES do now?

To help structure the discussion, organize the students' responses on the board at the front of the class as follows:

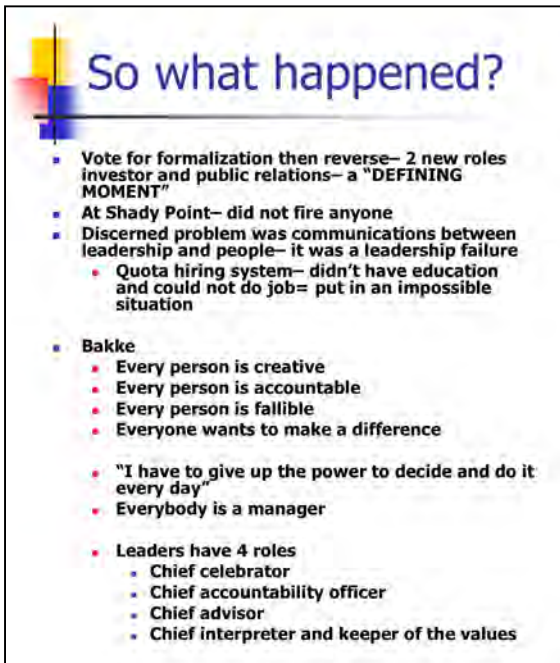| Problem	Diagnosis	Response
Not serious but maverick style subjects AES to excessive scrutiny	Shady Point (SP) an anomaly in AES culture: no job rotation; less info sharing; different hiring/socialization practices;	Tighten reigns at SP (each plant is unique)
Leader's values are questionable		Buffer the org from external pressure
Not serious but may be an indicator that there are many more problems	SP didn't share AES values	Implement checks & balances w/ peer review
Drop in share price is very serious	SP did share values but felt felt pressure from above	Improve socialization
Mistakes are inevitable – not serious	SP employees not competent	Fire SP employees to set example
	SP employees didn't want to look bad relative to other plants	Don't fire employees - would not be consistent with "family" values

Additional thoughts:
Here are a few things to look for as the discussion progresses. First, note the variability in responses. There are many different perspectives on what the problem actually is, why the problem occurred, and what to do about it. Point this out to the class to help students appreciate that there are multiple perspectives. Second, compare students' suggestions about what AES should do now to the decisions that are being voted on by the board in the case. In the discussion above, the suggestions are less radical than what the board was voting on. Why might there be such a discrepancy?

Slide 7

Slide 8

Slide 7   This slide explains what happened to AES. The board originally voted 11 to 2 (in Bakke's absence) in favor of divisionalizing AES and filling the proposed staff positions. However, intense discussions between Bakke and Sant led Sant to reverse this decision. As a result, the reorganization was not done and only two staff positions were filled – public relations and investor relations. Leadership took responsibility for the mistakes and no one was fired.

Slide 8   This slide describes what AES is like today. It is currently a very successful and profitable company. What is most impressive about AES is the alignment between its culture, strategy, and structure, all of which create and support the empowerment of its employees.

Break (10 minutes)
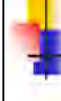
During the break, set up the room for an activity that will take place for most of the second half of the class. Hang **several large sheets of paper or poster board** on the walls around the room. Each sheet of paper will serve as a drawing station for the physical architecture activity. Students will form teams of 4 for this activity and there should be one drawing station per team. Space out the drawing stations as best you can.

Slide 9

Slide 10

Slide 9   The second half of the class is focused on understanding why and how aspects of an organization's physical architecture enable excellence. This slide introduces an activity that will kick off this portion of the class. Have students split into groups of four (encourage them to form groups with people they do not know) and proceed to one of the drawing stations around the room. There should one group for every drawing station. Instruct the groups to think about physical places and spaces that foster excellence and have them record these ideas at their respective drawing stations. Distribute several **colored markers** to each group and give the students 30 minutes to complete the exercise. Encourage the students to be creative – they can write/draw their ideas symbolically, as bullet points, as illustrations, etc.

Discussion about the drawings (30 minutes):
Ask each group in turn to briefly share some key features of the physical architecture that appear on their sheet of paper. [Groups should remain at their drawing stations during the discussion.]
- *Sample responses:* Comfortable chair; lots of windows; common area centralized in the office; traffic lights on office doors to regulate the person's availability (green means I'm available, red means I'm not); sliding office/cubicle doors; adjustable cube design; pretty decorations around the office; prominently displayed product (that is being worked on/developed) in the work area; social bulletin board; photos of geographically distant team members; natural light; sky light; windows that open; communal resources; centralized area for shared information; homey with plush furniture, rugs, and other comforts; an allowance to be used for designing/decorating one's workspace; music; decorative themes that change regularly; move people (particularly those from other departments) closer together; creative floor plans; lots of trees outside the office

MICHIGAN
BUSINESS SCHOOL

Ask the class what observations (higher order observations) they made as groups shared their ideas about physical architecture. What common themes emerged?
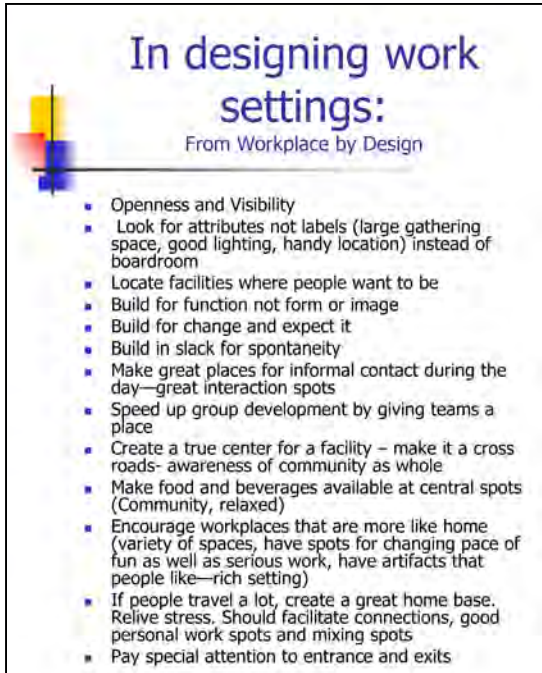
- *Sample responses:* Convenience and accessibility (things and people centralized and close together); nature and natural light (windows, sky lights, trees and plants inside and surrounding the office); comfort; beauty/art; not isolated; high quality office supplies and gadgets; mix of personal and communal space; personal objects (bring things from one's personal life to the office)

Ask the class what they could do tomorrow to their physical space to make it more enabling.

- *Sample responses:* bring furniture from home; spend more time in existing communal space with coworkers; bring stress relief gadgets and other things that could be used for play
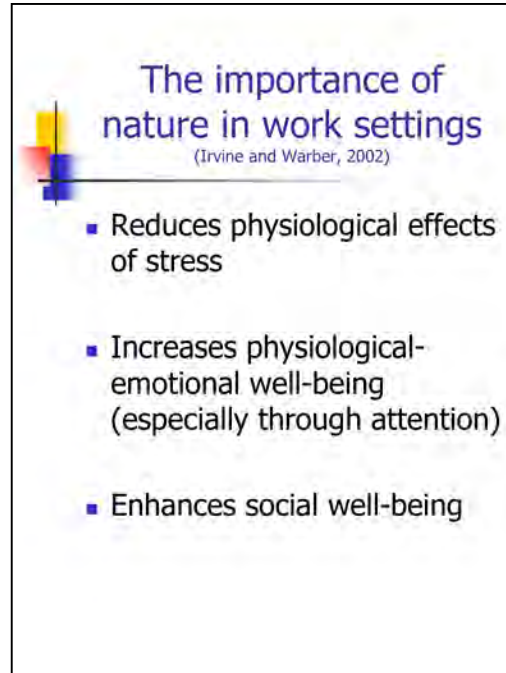
Slide 10   This slide has a quote from "Workplace by Design" (Becker & Steele) that advocates taking the physical architecture of a workplace seriously. One's physical surroundings greatly impact one's physical and psychological health, and they significantly impact people's ability to do their job and do it well.

| Slide 11 | Slide 12 |

Slide 11   This slide summarizes some important key things to strive for in designing enabling work settings (from "Workplace by Design"). Review this briefly and try to connect the bullet points to comments made during the discussion. Stress that, as a manger, these are things that you and your employees can actually do in your workplace.

Additional thought:
- As a manager, it is important to pay attention to what your employees want when it comes to designing an enabling workspace. For instance, the third bullet point in slide 11 talks about creating and enhancing facilities and communal space in areas where people actually go or want to be. Don't assume you know what people want.

Slide 12   This slide briefly summarizes some key research findings (Irvine & Warber, 2002*) about the importance of nature (even fake nature like art or plastic plants) in work settings. It is important not to minimize the significance of these findings.
- Physical well-being studies: Interaction with nature may mediate physical effects of illness. In a study of postoperative recovery process for patients with or without a window for recovery, patients with a view of trees had a shorter length of stay and their pain medicine was less! They recovered faster!
- Physiological/emotional well-being: A major link has been found between exposure to the natural world and cognitive functioning. For example, one study showed that students with window view scored higher on tests involving attentional performance. For people with ADD, their symptoms were less severe after exposure to natural settings. Job satisfaction is higher for people with exposure to natural world. Resident satisfaction in neighborhoods is higher when more natural areas.
- Social well-being: There is a positive correlation between the presence of vegetation and quality of social ties in neighborhoods and a negative correlation with negative behavior (residents living in apartments with visual access to nature had less overall aggression against partners). A window view of nature is negatively correlated with intra family violence and aggression (Kuo and Sullivan, as cited in Irvine & Warber (2002). Same findings in healthcare settings—negative correlation between access to green spaces and aggression for people suffering from Alzheimer's and other forms of dementia.
- Spiritual well-being: Seward (1995), as cited in Irvine & Warber (2002), suggests 4 practices are necessary for nurturing a healthy spirit (centering, emptying, grounding, and connecting). Centering involves taking time and quieting the mind. Emptying entails clearing the mind, letting go of residual thoughts and feelings. Grounding is about taking time for reflection—cultivating creativity and inspiration. Connecting stresses the importance of reconnecting with wider world—natural environments often provide space for this to happen.

*   Irvine, K. N. & Warber, S. L. (2002). Greening healthcare: Practicing as if the natural environment really mattered. *Alternative Therapies in Health and Medicine, 8*(5), 76-83.

Take-aways

- Enabling excellence means serious consideration to social and physical architectures that affect individual, unit and org functioning
- Design for real empowerment
- Design for real physical, physiological and social well-being

Slide 13

Slide 13   Briefly talk through this summary slide to reiterate the main ideas from the class. Challenge the class to think about how they can work within the margins of their organization to improve the architecture (particularly the physical architecture) of their workplaces. Encourage them to take this seriously because it can have a big effect on their health and well-being.

MICHIGAN
BUSINESS SCHOOL

OBHRM 501: Human Behavior and Organizations
Class 9 (6/2/03)
Jane E. Dutton
University of Michigan Business School

Managing Crises as a Source of Organizational Excellence

Teaching Note – Prepared by Jason M. Kanov
University of Michigan

Goals of the class:

1) To appreciate/understand the importance of the process of organizational responses to crises as a window into the core of an organization.
2) To appreciate/understand how organizational context and leadership make a difference in managing crises.
3) To examine the role of compassion as a feature of leadership in managing crises.
4) To explore how organizations and individuals learn from adaptive challenges that they face in times of crises.

Videos and materials needed:

- Audio cassette player and a tape of Phil Lynch speaking at one of Reuters' town hall meetings that took place soon after September 11th. (Not available at the time).

Description and flow of the class:

Phil Lynch (CEO of Reuters America, Inc.) and Rob Pasick (business consultant, executive coach, psychologist, and co-author of The Heart of Reuters case) are guest speakers for this class. They (particularly Phil Lynch) are here to discuss their experiences and at Reuters at the time of 9/11 and debrief The Heart of Reuters case. A videographer is also present to record this discussion. The video will be made available on the POS website in September 2003 as a teaching aid for the case. This teaching note summarizes Lynch's discussion with the class.

| Slide 1 | Slide 2 |

Slide 1   This is the title slide for the class. Throughout this course, each class can be thought of as a different window that we can look through to understand individual and organizational excellence. This class examines how management practices in times of crisis can contribute to our understanding of excellence in the midst of crises and in everyday organizational operations.

The physical sciences provide part of the rationale for why we should examine and analyze organizations during times of crises. It is common practice in the physical sciences (e.g., chemistry and physics) to expose substances and systems to extreme conditions and then observe the outcomes. It has been found that an understanding of a system's responsiveness to extreme conditions contributes greatly to an understanding of fundamental qualities and characteristics of that system. In the context of organizations, extreme conditions (i.e., crises) can be thought of as intense adaptive challenges, and the way an organization responds (or fails to respond) to such challenges can reveal much about the organization (e.g., its core values, its capacities, its resilience).

Slide 2   This slide provides an overview of the goals for the class. This class is structured to encourage students to draw on their own experiences and on the course materials to help them in their appreciation of the importance of organizational responses to crises.

Much of the focus of today's class is on organizational responses to the September 11th terrorist attacks. This event is likely to have a shared significance and personal relevance for most if not all students.

MICHIGAN
BUSINESS SCHOOL

Game plan

- First ½
  - Immersion: where were you on September 11?
  - Reuters America

- Second 1/2
  - Phil Lynch, CEO Reuters America, Inc– reflections and reactions and discussion with Rob Pasick

Slide 3

Reflection September 11, 2001

- Reflect
  - Where were you?
  - What did your work organization do to make it easier or more difficult for you to cope?
  - Share your story and conclusions with your neighbor

Slide 4

Slide 3   This slide provides an overview of the flow of the class. The first half of the class is set up to allow students to reflect on their own 9/11 experiences before examining and analyzing the Reuters case. The second half of the class is structured to provide Phil Lynch with ample time to reflect on his experiences at Reuters and answer students' questions. Rob Pasick is present to contribute to the discussion as necessary.

Slide 4   This slide sets up a reflection exercise. Students take a couple of minutes to write answers to the questions on the slide and then spend about 5 minutes sharing their stories with their neighbors. This is a particularly important part of the class because it allows students to get their heads and hearts in the subject matter and it helps appreciate the context in which Reuters was operating.

Discussion (10 minutes):
After students have had some time to share their stories in small groups, open the discussion to the whole class. Ask if anyone wants to share a story about what his or her organization did in response to 9/11.
- *Sample responses:* Gave us flexibility to go home that day and in future days as we needed; my boss gave us time off but senior execs later stepped in and told us to make sure that we counted that time against our personal time; gave no time off; little if any response; no acknowledgment; advocated "business as usual" as the best response but this is not what employees wanted; took security measures to help employees feel safe; organized efforts to help at ground zero (e.g., building and sending cars); information about what was going on nationally and locally was not disseminated well throughout the organization [this made it hard for leaders at different levels of the organization to help their employees create contexts for meaning and action—see the Dutton et al. coursepack reading]

Additional thoughts:

MICHIGAN BUSINESS SCHOOL

One interesting to note in this discussion is the variety of ways that organizations could and did respond to 9/11. Consider asking the class what they learned about their organization based on the way it responded to 9/11. In difficult times, there is a tendency for individuals and organizations to default to their most automatic or reflexive way of responding. Thus, the way an organization responds to extreme circumstances can be very telling about the true or core nature of the organization. Moreover, this suggests that the ways organizations respond to events in the past influences how they will respond to similar event in the future.

It is also interesting to note that many organizations responded poorly or not at all. Juxtaposing these comments with what Reuters did helps to make the case seem particularly extraordinary.

Another important idea to consider talking about here is that organizations create the context for meaning and action (see the Dutton et al. coursepack reading). They speed or retard the processes of healing and recovery that are so essential for individual and organizational resilience. [Resilience is a topic that will be covered in more depth in the last class of the semester.]

No slide   Transition to a discussion of The Heart of Reuters case. Before starting the discussion, consider taking a few minutes to talk about what Reuters does as an organization. [Students should have read the case and completed a written case analysis before coming to class. The **Reuters Case Analysis** assignment is included with the supplemental documents.]

Discussion about The Heart of Reuters (25 minutes):
As a way of structuring the discussion about this case, it may be helpful to divide the board at the front of the room into four sections, each of which focuses on a particular aspect of the case. Consider using the following questions as guides for structuring each of the four sections (sample responses to these questions appear in the tables below):

1) What were the defining actions Reuters took in response to the terrorist attacks? Why were these actions so important?
2) What were the factors that enabled these actions?
3) What role did leadership play in enabling these actions?
4) What challenges did Reuters face by responding as it did?

1) Defining actions?	2) Enabling factors?

• Kept people informed (provided hourly updates; created a context for meaning)
 • Articulating priorities (putting people first sent a clear message to everyone that the org valued and cared for them)
 • Establishing a command center (provided order amidst chaos)
 • The intense search process (sent a message of caring; practicing what was preached)
 • CEO contact with families (communicated compassion)
 • Town hall meetings (allowed people to express their feelings)
 • Gave people flexibility to do what they
	• Past experiences in responding to crises (e.g., Millennium Project; Goldman Sach's pipe rupture) meant there were routines and structures in place for responding now
	 • Empowerment at multiple levels (people felt able to take initiative and act)
	 • Technology – teleconferencing
	 • Values that are firmly rooted in all levels of the organization (kept everyone on the same page) and acting in ways consistent with values (helped to reinforce the values)
	   o Putting people first
	   o Do "whatever it takes" (empowered employees knew they had freedom to

M MICHIGAN
BUSINESS SCHOOL

| needed to do (allowed for customization of responses)
• Extended care to everyone, even those employees on the periphery of the org
• Got the organization itself back online (set up data center in 48 hours; secured/manned the John St. facility, etc.) | break rules when necessary)
• Social capital (people knew each other and could help locate everyone)
• Geographically spread out and diverse
• Strategy (as a news org, very good at finding facts, assessing the situation, and acting quickly and flexibly) |

To help the discussion move from question two to question three, Jane played a sound clip for the class of Lynch speaking to Reuters employees via teleconferencing at one of the town hall meetings (not available at this time). The clip is about 9 minutes long and it includes the explanation for why the American flag was removed from Reuters' digital screen on Times Square. This sound clip draws students into the experience in real time. Hearing this clip (as opposed to hearing about it) helps to put the students in the moment and it makes the experience more real. After playing the sound clip, continue with questions three and four of the discussion.

3) Role of leadership? In the sound clip, what struck you?	4) Challenges?
• At the time of the attack, CEO left the meeting he was in and ran across town to his office • Emergent leadership (Others stepped up to get things going while CEO was en route) • Emotional connection (emotion came across in Lynch's voice and his words) • He sounded very down-to-earth • It sounded like a very personal message even though it reached thousands of employees • Lynch communicated a higher purpose and a sense of hope • He expressed gratitude and recognized others' efforts – helped to reaffirm the whole • Communicated a sense of reassuredness, safety, order, and unity • Made tough decisions but he took time to explain his decisions – helped to build trust • Shared leadership (let people step up and do their jobs – e.g., the security director)	• Lynch instilled a lot of pride in his employees for their organization and their work – this can be difficult to reaffirm when things are "back to normal" • Facing the financial realities of the decisions that were made during and immediately following the crisis • Managing risk and uncertainty outside the boundaries of the organization – publicly articulating the organization's values (people first) seems risky • Striking a balance between sensitivity/humanity and doing business

Consider asking follow-up questions about locating compassion in the process. Where was the compassion in the process? What enabled it?

Break (10 minutes)

Slide 5

Slide 5   This slide serves as an introduction for Phil Lynch. It provides a little
           background information about who he was before being CEO of Reuters. It also
           calls attention to the fact that he was only in office as CEO for 10 days when the
           terrorist attacks occurred.

           Discussion (60 minutes):
           Before class, Phil Lynch was given some information about the flow of the class
           and some instructions about how to approach his role in the debriefing of the
           case. Included with these instructions was a list of follow-up questions that he
           could keep in mind and perhaps try to answer as he reflected on his thoughts,
           feelings, and experiences. The notes for this discussion begin with a summary of
           Lynch's introductory remarks. This is followed by a question and answer session
           involving the whole class. Each question will be listed and some key points from
           Lynch's responses will also be provided from his perspective. [This discussion
           will be made available as a video that will accompany the Reuters case.]

           As Phil Lynch took the floor in front of the class, he got the discussion under
           way by talking about "what was going on inside of me" while all of this was
           going on. The following is a summary of his comments:
           • I was scared to death. I thought, 'Should I go home?' At the same time, I
             could see that these people needed help and someone to lead them. I
             remember thinking to myself, 'You can do it.' I don't know what
             prepared me for doing this but I did it.

           Lynch also made some introductory remarks about how and why he and Reuters
           responded to 9/11 as they did. The following are main ideas taken from his
           comments:
           • To respond as we did, you have to hire people whose values are in sync
             with those of the company.
           • It makes tremendous business sense to be compassionate because we ask
             people to make sacrifices everyday. We ask them to do whatever it takes
             to do their job. People make decisions about their work every day. They

M MICHIGAN
BUSINESS SCHOOL

ask themselves, 'Is it worth the sacrifices that I make?' If it's not then they might leave or put forth minimal effort. Compassion is not just touchy-feely. I'm not a touchy-feely guy. Organizations need emotional commitment from their people—they need them to care about their jobs and about the organization. So organizations must care about them.

At this point, Lynch invited questions from the class. The remainder of the discussion notes lists each question and the main ideas from his comments.

What was the process you went through to lay people off (including your friends)?
- We used employee ratings of managers and let go those people who were scoring at the bottom end of the ratings. We reassessed our organizational structure and tried to realign the employee to manager ratio by letting some managers go.

What were your priorities before 9/11 and what are they today (with respect to "people first, then customers, then business", as described in the case)?
- Those have always been the unspoken values. While all of this was going on, they were articulated much more clearly.

What were the effects of the layoffs on morale? How did you deal with it?
- We didn't go to layoffs at first. We started by getting ideas from employees about how to cut costs and we used these ideas but the stock market downturn demanded more.
- We spent time thinking about what our priorities are. One of the biggest things I've learned is to trust people with the truth by telling them, 'this is what we're and this is why we are doing it'. They can handle it. They understand. They are resilient.
- I learned a good lesson from a colleague, 'No drive-by shootings." I make sure to give people early warning about changes that are coming, particularly cut backs.

What were some benefits to the bottom line that you experienced?
- The big payoff was that we understood what we could do when out backs were to the wall. We had a new confidence (collectively and in myself). We didn't know and I didn't know we could do what we did.
- The big challenge is figuring out how to keep it going. People are so committed to what we are doing now.
- I surround myself with experts—people I have confidence in—so that they can take responsibility for things and be accountable. September 11th helped show me who these people are and what they can do.

What were you thinking when you were running back to 3 Times Square right after the attacks?
- I was stopped in traffic with a suitcase and a briefcase when I just got out and ran. I was terrified.

What about the people at Reuters who decided to leave when given the opportunity? Why did they leave and what effect did that have on their place with the team?

- Everything worked out.
- It is important to deal with feelings and emotions. Doing that really helped people understand themselves and each other. The command center was not emotional but emotion had to be dealt with. Emotions of the layoffs were dealt with at the town hall meetings.
- You can't always have a high level of emotions—you must recognize when they are there and deal with them. If they are bad then you have to address them and move on. If they are good then you have to do what you can to make them last a little longer.

How did you balance yourself between your family and the command center?

- I didn't. I didn't go home for a few days but I called as much as I could. When I did go home…[As he talked about what it was like for him to go home and see his family he was suddenly overcome with his emotions and he needed some time to regroup.]

It's clear that the emotions and the work are not separate from each other. Rob (Pasick), how do you help people come to terms with their emotions? What did you do?

- Emotions are there but they are not always easy to access because it is not a regular part of talking about business. I try to find less direct ways of getting at people's feelings as I try to build rapport with them.

[Lynch made some humorous remarks about having felt so emotional and then continued taking questions.] How did the command center get organized and how did roles get assigned?

- People who stepped up were given responsibility. (It was very emergent.)

In regards to the Broker case, was the deal done too quickly? Did you evaluate all of your options?

- No, we didn't evaluate all of our options and it probably was not a good business decision.

Does compassion account for some of your financial benefits Reuters has experienced?

- Being nice guys only gets you so far, especially in New York. It has taken a lot more than compassion to make us successful.

Would you have done anything differently in your response to 9/11 if you had been CEO for longer than 10 days?

- I might have known people better and I may have been more mature as a manager but a big part of how I've grown to know people and mature is because of what I went through after 9/11 and the aftermath. After 9/11, I learned that it's not about me—I have to focus on what others need.
- Rob Pasick – Leaders have to take themselves out of the equation to do their job well. After 9/11, Reuters became a family in its ability to take

care of its employees and its employee's families. That is a great accomplishment.

What went wrong and what might you have changed in hindsight?
- I haven't thought about that. I've focused more on what we did right and how we can make it lasting. I want to know how we can learn from all of the positive things that happened in this experience and use it as we continue to do business.
- We manage by mission analysis (a military term). Clear missions are communicated across levels and help people see how to achieve these goals so that they all know their role.

The discussion and class both concluded with a big thank you to Phil Lynch and Rob Pasick for coming to the class. The remainder of the teaching notes for Class 10 summarizes a 10-minute wrap-up of the discussion with Lynch. This was done during the first 10 minutes of Class 9 so Lynch and Pasick were not present.

What do you see as the major take-aways from the discussion with Phil Lynch? (This question was addressed to the whole class.) Sample responses:
- Interesting to hear him say that he didn't know what he had in him – his confidence came as he acted
- He had to deal with a lot of conflicting priorities
- He looked and spoke like a real person – he came across as very real
  - This helps people believe in him
  - He admitted how he felt and was emotionally present
  - It revealed his vulnerability and that made him accessible to others
- He seemed to be strategic and compassionate
- He trusts people with the truth
  - He is humble
  - He lets people do their job and is not afraid to depend on them
- His care and compassion were spontaneous – it seems to suggest that compassion is either there or it is not
  - It is important to put this idea in perspective and see that the context really matters in shaping what is and is not there
  - Some systems can constrain compassion and make it *seem* like it is not there; others can enable or unleash it
- The idea that you get from people what you give to them is very powerful. He gave trust and compassion, he went above and beyond, he showed his own dedication and commitment, and it all came back to him

Slide 6

Slide 6   This slide summarizes some final thoughts about managing crises.

M

MICHIGAN
BUSINESS SCHOOL

OBHRM 501: Human Behavior and Organizations
Class 10 (6/4/03)
Jane E. Dutton
University of Michigan Business School

Managing Your Way Toward Excellence Change: Part 1

Teaching Note – Prepared by Jason M. Kanov
University of Michigan

Goals of the class:
1) To develop an understanding of the realities of managing change in organizations
2) To develop an appreciation for the power of vision in enabling excellence and effecting organizational change.

Videos and materials needed:
- Video – "The Best Boss in America" (Diane Sawyer interviews Cisco's John Chambers; available through ABC news)
- Video – Timberland CEO Jonathan Swartz speaks at the UM Business School (February 2002; not available)
- Charlotte Beers at Ogilvey-Mathers Worldwide (B) – enough copies for every student
- Video – Charlotte Beers at Ogilvy & Mather Worldwide (This video and the parts A and B of the case are available on the internet at Harvard Business Online: http://harvardbusinessonline.hbsp.harvard.edu)

Description and flow of the class:

Class 10 Managing your way toward excellence Change: Part 1
☐ Why is managing change key to enabling excellence?
☐ The challenge of resistance to change
☐ The power of vision
■ What is it?
■ Why does it work?
■ Challenges?
Break
☐ Charlotte Beers and Ogilvy & Mather

Slide 1

Change
☐ What are the 3 most compelling reasons you as a leader need to understand how to manage change?

Slide 2

Slide 1   This slide provides an overview for the flow of the class. Note that this is part 1
               of a two-part lesson on managing change. Part 1 focuses on higher-level or
               organizational-level change whereas part 2 is focused on change as an inner
               journey within an individual. Parts 1 and 2 are complement each other in
               developing an understanding of managing change as a key to enabling
               excellence.

Slide 2   This slide is intended to initiate a discussion about why managing change is
               important. The goal of this discussion is to use students' initial thoughts about
               change to show them that change is inevitable and that managing change is an
               important part of doing business. Recording students' comments during the
               discussion on the board or the slide will help reveal these themes.

               Discussion about slide 2 (7-10 minutes):
               •   *Sample responses:* Change is always unexpected; change is the only sure
                   thing in business; managers are still accountable for the bottom line in
                   the midst of change; people often have strong reactions to change yet
                   everyone reacts differently; the ability to change builds capabilities in
                   organizations and it provides a competitive advantage; individuals and
                   organizations are evaluated on their adaptability; one's ability to manage
                   change determines whether you will be reactive or proactive in the face
                   of change

What are the most daunting
challenges in managing change?

                                                                What is a vision?
                                                                ☐ Strong mental picture of a desired
                                                                  future state
                                                                ☐ "An alluring ideal future that is
                                                                  credible yet not immediately
                                                                  attainable"

               Slide 3   Slide 4

Slide 3   This slide continues the previous discussion by asking students to talk about the
               challenges associated with managing change. Consider writing the students'
               responses on the board or on slide 3.

               Discussion about slide 3 (10 minutes):
               •   *Sample responses:* Doubters and derailers can stand in the way of
                   change or complicate the change process; political obstacles; change
                   moves people out of their comfort zone
               •   *Exercise:* A comment about change and comfort like the bolded one
                   above can be used as a transition to a quick exercise designed to give
                   students a first hand look at the discomfort associated with change. [The
                   purpose of this exercise is to evoke emotional responses in students by

trying something new (i.e., introducing unexpected change). For this exercise you will need to bring a **small mirror** to class.] Tell the class that you are going to try an activity with them and then call on two or three of them by name to come to the front of the room, look in a mirror, and speak in baby talk for two minutes. This should take the class, particularly the students that you singled out, by surprise. Wait for a few seconds and then ask the class if anyone will do this. Whether or not you get any volunteers, ask the class to share their initial reactions to what just happened. Encourage them to talk about how they felt when faced with the change.

- o *Sample responses:* Nervous; resistant; scared; self-conscious; self-doubt
- o *Additional thoughts:* Explain to the class that feelings like these are not conducive to excellence. Change (even the prospect of change) creates conditions in which people are not likely to be at their best, basically setting them up to fail.
- • Resume the discussion about challenges in managing change.
  - o *Sample responses:* Change reduces people's capacity to perform while at the same time requiring them to perform at the same or higher level; people often don't believe that change is real (flavor of the month)

Slide 4   The previous discussions are designed to set up the ideas that change is inevitable, being able to manage changing is important, and managing change is challenging. Comments about people not believing that change is real can serve as a transition to the next few slides about vision. Often times change efforts are not taken seriously because they lack vision or the vision that is driving them is not communicated well to organizational members. Developing a clear and well-articulated vision is an important part of managing change because it helps to keep the ideas for change alive in the minds of organizational members throughout the change process. Slide 4 offers two brief descriptions of what a vision is.

Better visions……. Kouzes and Posner	How do visions work? (Daft & Lengel)
☐ Are widely shared ☐ Have ideality (optimistic image) ☐ Unique (one of a kind) ☐ Future orientation (destination) ☐ Imagery (pictures of the future)	☐ Connect people to a higher purpose ☐ Compass not a roadmap– a focus button ☐ Pull people toward the future (away from habit, history and constraint) ☐ Tap latent potential by tapping into higher self and subtle inner motivation ☐ Challenge– beckon toward greatness ☐ Built on hope and engage positive emotion ☐ Define the destination and the journey
Slide 5	Slide 6

Slide 5   This slide identifies some key features of effective visions taken from Kouzes and Posner.* Real life examples are useful for helping students understand the idea of a vision and it's importance in organizations. One way of providing such

examples is by using videos. The following video clips give students a look at the visions of two highly successful CEOs of two positively deviant organizations. The goals of these videos are as follows:

- To help students appreciate more concretely what a vision is by letting them hear CEOs talk about their visions first hand.
- To allow students to think critically about why these visions are effective.
- To encourage students to think about how visions work.

* Kouzes, Janes M. and Barry Z. Posner 1995 The Leadership Challenge (San Francisco: Jossey-Ban Publishers).

Video – "The Best Boss in America" (10 minutes):
This is a clip of Diane Sawyer interviewing John Chambers (CEO of Cisco Systems). The video focuses on Chambers' vision for Cisco and it provides a glimpse of how his vision plays out in Cisco's organizational culture.

Here are some examples of guiding questions for students to keep in mind while watching the video:

- What is John Chambers' vision?
- What makes his vision effective?
- How does his vision fit with who he is as a person?

Discussion about John Chambers (10 minutes):
What did you notice about Chambers' vision and leadership style while watching the video? What stood out to you?

- *Sample responses:* He seems to be a very real person; he is down-to-earth and humble; he always seems very excited; all of the executives work in cubicles; he seems to be emotional, passionate, and caring in what he does; he seems very upfront and honest—he didn't hide anything; he seems very able to connect interpersonally with others

Why are his vision and leadership style effective?

- *Sample responses:* They are consistent with his personality; he practices what he preaches (e.g., he advocates equality throughout his organization and he works in a cubicle just like everyone else); he is just as excited when he talks about his vision as he is normally

Video – Jonathan Swartz (10 minutes):
This is a clip of Jonathan Swartz (CEO of Timberland) giving a talk at the University of Michigan Business School in February 2002. In his speech, he talks about what Timberland is as an organization and what his vision is for the kind of organization it should become. [The purpose of this part of the class is to provide students with a look at a leader with a positive and enabling vision. Although this Swartz video is not available, the following summary may be useful for helping you identify a comparable video to show to your class.]

Here are some examples of guiding questions for students to keep in mind while watching the video:

- What is captivating about Swartz's vision?
- How do visions work? How do they inspire?

Discussion about Swartz (5 minutes):
What about Swartz's vision struck you?
- *Sample responses:* He presented his vision as a challenge; he connected his vision to a higher purpose; his vision extended beyond the boundaries of his organization—he talked about a responsibility to the surrounding social and physical environment; there was a strong connection between his own personal values and his vision for his organization
- *Additional thought:* An important part of a vision is the articulation of underlying values. These values may be existing organizational values or they may be values that the organization is striving toward. Changing organizational values through a vision is particularly challenging.

Slide 6   This slide summarizes information from the Daft and Lengel coursepack reading about how visions work. Encourage the class to reflect on the previous discussions about John Chambers and Jonathan Swartz as you briefly talk through the bullet points on this slide. Consider asking the class for specific examples of what Chambers and Swartz did or said that is consistent with the ideas presented in this slide.

The main idea across these bullet points is that the most effective visions enable and inspire people. In this way, developing and communicating a vision are keys to managing change because visions help people embrace the idea of change and they fuel people's willingness to change. Recall that change can have deleterious effects on individuals and organizations. Visions counteract these effects by replenishing and enabling individual and organizational capacities.

Break (10 minutes)

No slide   The second half of the class begins with the Charlotte Beers at Ogilvy & Mather Worldwide (O&M) case (Harvard Business School, # 9-495-031). This case shows how Beers' vision played an integral role in a dramatic change effort at O&M. [This case is included in the coursepack and students should have read it before coming to class.]

Although this case illustrates the challenges associated with change and the importance of vision in the change process, Beers and O&M stand in sharp contrast to other organizations that have been analyzed in this course. Organizations such as Southwest Airlines and Timberland are positively deviant in terms of performance <u>and</u> employee well-being. While the O&M case is a success story in terms of performance, positive organizational dynamics and leadership practices such as those that foster empowerment, compassion, and collaboration are not as apparent in this case as they are in other examples used in this course.

In light of the fact that Beers is eventually successful in implementing change at O&M, it is still fruitful to analyze this case to see if and how Beers' vision enabled employees and facilitated the change process. One of the core assumptions in this course is that profitability should not be the only end that organizations aim to reach. For example, organizations should also aim to cultivate positive emotions in their members, instill a sense of challenge and

purpose in their work, and create workplaces that are fun and energizing. Just as there are multiple approaches to doing business that can lead to profitability, there are also multiple approaches to achieving these other ends. In analyzing the O&M case, one could ask the following questions:

- To what extent is O&M able to achieve these various ends (besides just profitability)?
- What are the means by which Beers and the organization as a whole achieve these ends? What did she do that enabled her employees?
- What could have been done differently to make the change process more enabling? What effects might this have had on profitability?
- To what extent do the ends that are achieved seem sustainable?

Discussion of the O&M case (40 minutes):
The teaching note for this case (available through Harvard Business Online) provides guidelines for analyzing and discussing this case.

The teaching note focuses on a discussion of Beers' effectiveness as a leader in improving the profitability of O&M. For the purposes of this class, it is also important to focus on what Beers did that enabled (or disabled) organizational members in the face of change.

- *Sample responses for enabling:* By imposing a matrix structure, she required individuals to do more—this stretched people and strengthened their individual capacities; she redesigned the reward systems within O&M so that they would support her new vision and the structural changes she was making
- *Sample response for disabling:* She discouraged collaboration; she made it seem like she wanted to involve others in the change process but then she ended up making a lot of the final decisions on her own; she was very autocratic in her approach and that seems to have alienated people; she did not do a good job of explaining her rationale for the changes she was trying to make

Additional thoughts:
As the discussion progresses, pay particular attention to the students' reactions to the case and to Beers. This case is written as a successful case that others should try to emulate. Do students agree that this is a successful case? Is Beers' leadership style something that students would want to emulate? Would they want to work for someone like her? How might students' reactions to Beers have been different if this case was used at the beginning of the semester?

Additional materials:
As the discussion starts to wind down, hand out **part B** of the case and give students a few minutes to read it. Also consider showing students the **video** of Beers in which she debriefs some of what happened in the case. Consider asking some follow-up questions such as the following:

- What other things strike you about the case or about Beers?
- How did you feel when watching the video of Beers? How did your feelings compare to what you felt while watching the videos of Chambers and Swartz?

- What do you reactions to these various leadership approaches tell you about yourself and your values? What is your theory of practice? Is it consistent with your values?
- Does the end justify the means? Does the fact that O&M experienced financial success as a result of Beers' efforts mean that her approach was the best approach (or the only approach) for this situation?
- Does the fact that Beers' approach worked mean that her way of doing things is the right way or the best way? Are certain approaches (e.g., Chambers versus Beers) better than others?
- How should you decide what the "right" thing to do is? How do you do what is right for the situation and right for you?
- Are particular approaches likely to lead to more sustainable outcomes than others?

So what has happened to CB?

- ☐ B-case
  - ■ Acquired big accounts (IBM, Kentucky Fried Chicken)
  - ■ Sense of re-igniting energy and org as whole
  - ■ Made structural changes to facilitate brand stewardship, aligned rewards
  - ■ Make red redder "Red for fuel, red for fury, red for urgency, red for passion"
- ☐ Stayed with Ogilvy & Mather until 1997
- ☐ Hired by Powell to enhance image of US among Muslims 10/2001 - 3/2003 (resigned)

Slide 7

Take-aways

- ☐ Change means anticipating resistance– inevitable
- ☐ Change means using vision and alignment of structures and systems with the vision
- ☐ The process of vision creation and change is time and emotion-intensive,-- yet critical for strategic success

Slide 8

Slide 7   This slide summarizes some of what happened to O&M and Beers since the time that the case was written.

Slide 8   This slide summarizes some of the main ideas from this class.

Problems and Dilemmas:
1) Do certain industries or certain types of organizations call for more or less "niceness" in the way they do business?
   - Is a CEO like John Chambers a better fit in some contexts than in others? What about Charlotte Beers?

2) There are not many well-documented examples of positively deviant organizations, particularly those that exemplify the core ideas of this course in the face of change. How do we teach about the enabling possibilities of change in the absence of such examples?

MICHIGAN
BUSINESS SCHOOL

M
MICHIGAN
BUSINESS SCHOOL

OBHRM 501: Human Behavior and Organizations
Class 11 (6/9/03)
Jane E. Dutton
University of Michigan Business School

Appreciative Inquiry and Cultivating the Leadership State: Part 2 of Managing Change

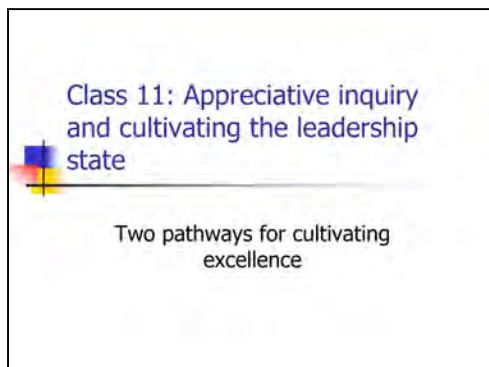Teaching Note – Prepared by Jason M. Kanov
University of Michigan

Goals of the class:
1) To continue discussion of how to enable excellence through the management of change.
2) To introduce a change practice built on dynamics of the positive: Appreciative Inquiry.
3) To look inward for change possibilities by considering cultivating the leadership state within each of us.

Videos and materials needed:
- Video – "Navy Leadership Summit 2001" (Information about this and other videos about positive change is available through the Appreciative Inquiry website: http://appreciativeinquiry.cwru.edu)

Description and flow of the class:

Class 11: Appreciative inquiry and cultivating the leadership state

Two pathways for cultivating excellence

Slide 1

Goals for the class

- To continue discussion of how to enable excellence through the management of change
- To introduce a change practice built on dynamics of the positive: Appreciative inquiry
- To look inward for change possibilities by considering cultivating the leadership state within each of us

Slide 2

Slide 1   This is the introductory slide for class 11. This class is the second of a 2-part series on managing change. The first half of this class examines a change

practice called Appreciative Inquiry (AI) and the second half focuses on managing change through an inner journey by drawing on an early draft of a book by Robert E. Quinn* that students read before coming to class.
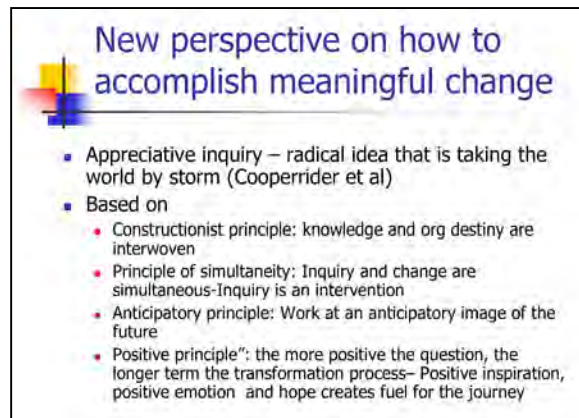
* The tentative title and publication date for this book are:
Building the bridge as you walk on it: How to transform your organization by transforming yourself (2004)

Slide 2   This slide lists the goals for the class.

Slide 3

Slide 4

Slide 3   This slide outlines the structure of the class. The section on AI is set up to move from a discussion of its theoretical underpinnings to a more grounded look at what AI is and how it is done. This part of the class concludes with a discussion about how and why it works and why it is so powerful. The section on cultivating the leadership state is designed to let the students connect the ideas in the Quinn reading with their own and others' experiences.

Slide 4   AI is a change practice that embodies most of the principles and ideas that are covered throughout this course. It is an approach to organizational change that focuses on the life-giving aspects of organizations. It is a positive approach to change in that it aims to understand individuals and organizations as they are (or could be) when they are at their best. This section of the class provides only a glimpse of what AI is all about. A more detailed description and AI is available online at: http://appreciativeinquiry.cwru.edu
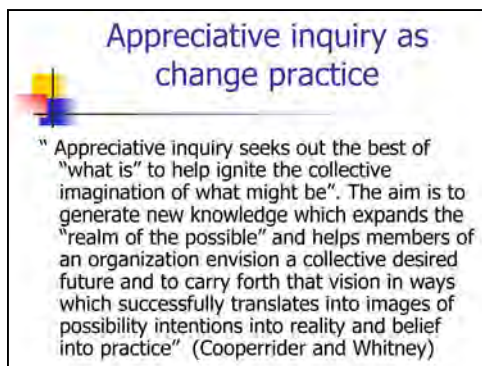
For additional information on AI and topics related to AI, see the work of David Cooperrider. Also see the Taos Institute (www.taosinstitute.net).

AI is particularly interesting to contrast with the change practices employed by Charlotte Beers in the case about Ogilvy and Mather Worldwide (see class 10).

AI is based on several core assumptions about organizations and organizational life, one of which is that organizations are dynamic systems that are always changing. Slide 4 builds on this idea to provide some theoretical background for

MICHIGAN
BUSINESS SCHOOL

where AI came from and why it seems to be effective. Here is some additional information about the four core principles of AI listed in the slide:

1. An implication of the constructionist principle is that, as a manager, the knowledge one possesses *about* one's organization also directly *shapes* the organization. Moreover, the questions you ask when examining your organization affects what you will see.
2. The principle of simultaneity suggests that simply asking a question initiates the change process.
3. The anticipatory principle suggests that organizations evolve in the direction of the collective imagination of the whole. An implication of this is that leaders can shape the future of organizations by activating the collective imagination of the whole.
4. The positive principle suggests that the more you look for the positive and the more positive things you look for the more extensive the change process will be.
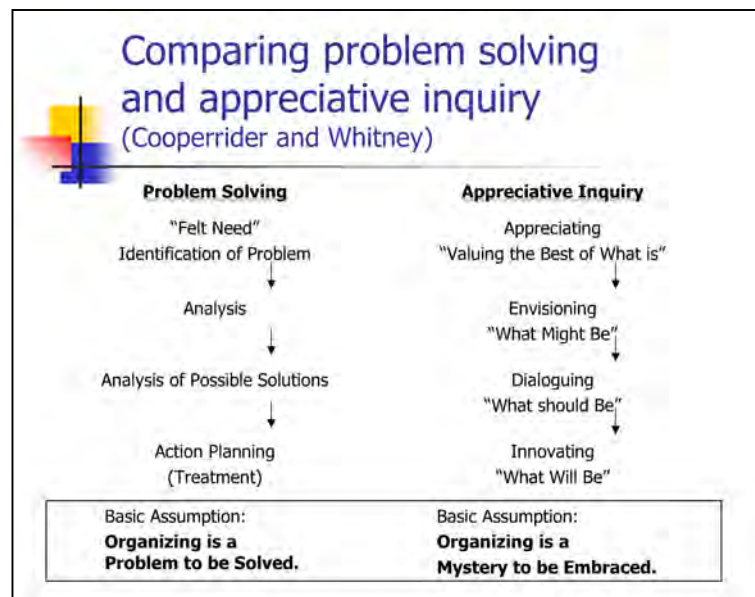
Slide 5

Slide 6

Slide 5   This quote is provided as a way of communicating the spirit of AI to the class.

Slide 6   This slide compares and contrasts a "problem solving" approach to achieving organizational change with AI. A primary difference between these two approaches is in the questions that each asks when seeking change.

While slide 6 is useful for articulating the differences between problem solving and AI, we found many students to be very wary of AI as an alternative to the more familiar problem solving approach to change. Slides 7-9 are set up to move away from this comparison and focus more on the strengths of AI in particular. However, as this portion of the class progressed, students seemed to grow increasingly skeptical of AI and more resistant to the idea that it is a useful change practice. As a result, instead of using this portion of the class to talk about how change can enable excellence through AI, most of the time was spent

debating the value of AI as an alternative to a problem solving approach to change. Slides 7-9 are included below.

Based on conversations with some of the students at the end of class, we think there are two primary reasons why this portion of the class did not go as planned. First, the comparison of AI with problem solving was problematic because it unintentionally suggested to many of the students that AI is a better approach to change than problem solving. Being that problem solving is a very engrained and highly valued approach to change, the implication that it is inferior to AI seemed to make the students somewhat defensive. Second, students did not respond well to the video about AI ("Navy Leadership Summit 2001"). The video was intended to give students a more concrete understanding of AI by showing it in action but it ended up leaving them even more skeptical of AI. In retrospect, we do not think there was a problem with the video itself—it may have had more of an impact if we had used it more effectively. This and other videos and teaching tips are available on the AI website.

Eventually, Jane ended this portion of the class by taking a break, after which she moved to an activity and discussion about the Quinn reading. As a follow-up to AI, Jane wrote and distributed via email a document called **Appreciative Inquiry – Additional Thoughts** that is included as a supplemental document. This document clarifies some key ideas about AI without minimizing a problem solving approach to change.
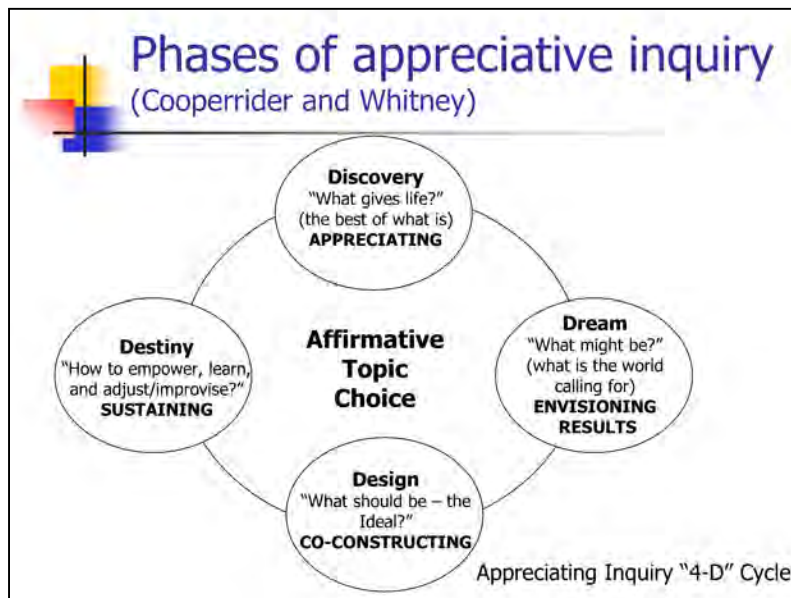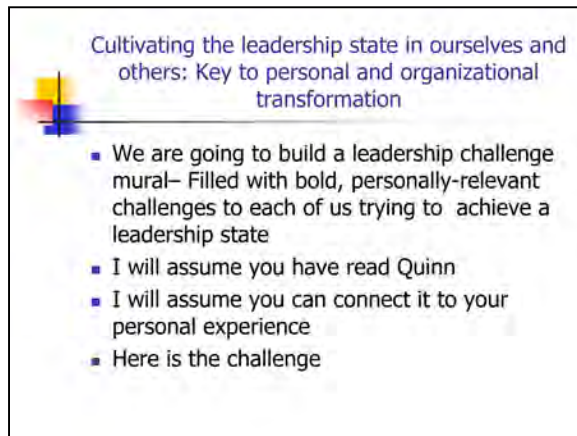

Slide 7
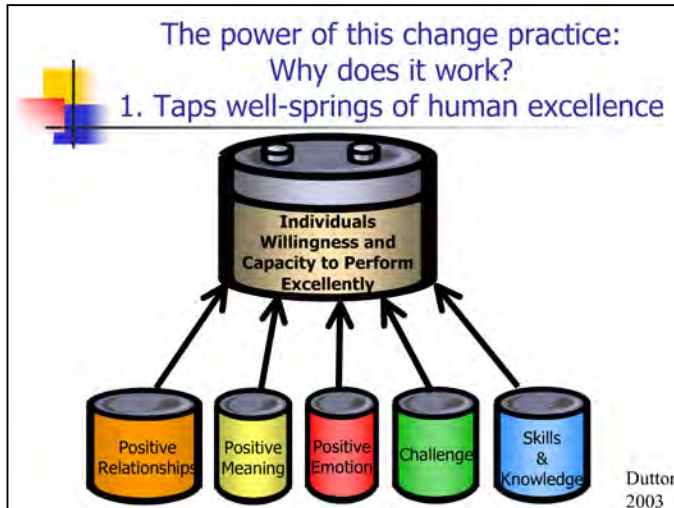
Slide 8
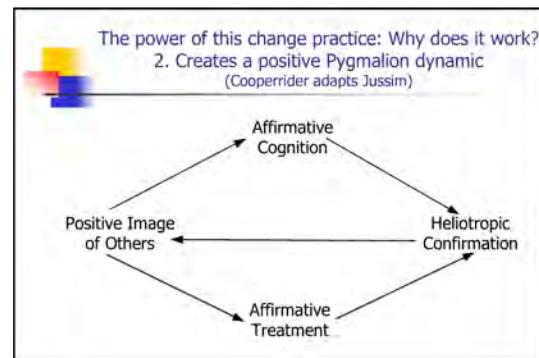
Slide 9

The full reference for the figure in slide 7 is as follows:
Appreciative Inquiry: A constructive approach to organizational development and social change. Published by the Weatherhead School of Management. Presented by David Cooperrider at a Workshop for Leaders of Change. The copyright lists Cooperrider & Whitney

Break (10 minutes)

Slide 10

Slide 10   This slide sets up an activity that will run through the second half of the class. The idea of cultivating the leadership state is relevant to the topic of managing change in that it explores the connection between change at a personal level and at an organizational level.

Building the mural

- Pick a chapter that spoke to you from 6 possibilities
  - Chap 1: Excellence is a form of deviance
  - Chapt 2: Excellence defies a checklist mentality
  - Chapt 3: Excellence requires deep change
  - Chapt 4: Building the bridge as you walk on it
  - Chapt 7: Deep change is required of all of us
  - Chapt 11: Becoming a leader means transcending the organization
- Go to the chapter discussion station
- Complete four tasks
  - Review the chapter
  - Highlight key points
  - Share stories relevant to those key points (everyone must at least share 1!)
  - Invent 3 challenges to the class about achieving the leadership state that come from your chapter and story telling. Be provocative. Be bold. Be truthful.

Slide 11

Slide 11   This slide lists the instructions for the mural-building activity. The first step is for each of the students to identify the chapter from the Quinn reading (of the six chapters listed on slide 12) that resonated with them the most. Once they have taken a minute or two to review the reading and identify their chapter, students should go to the "chapter discussion station". These stations can be set up before class by hanging six signs around the room that correspond with each of the six chapters. Once students are at their stations, they should discuss the ideas in the chapter and share their personal experiences that relate to the ideas in the chapter. Finally, as a group, the students at each chapter station must generate three challenges involved in achieving the leadership state based on their discussion about the chapter itself and their personal experiences. These challenges can be written or drawn in any form. All of the challenges from all of the groups will be put together at the front of the room at the end of the activity (in the form of a mural).

Each group of students will need 2 or 3 large sheets of paper and 3 or 4 different colored markers. The four tasks (as listed on slide 12) should take about 4-5 minutes to complete. Ideally, there should be 4-5 students per group. If there are more than 5 students at any one station encourage them to split into multiple groups.
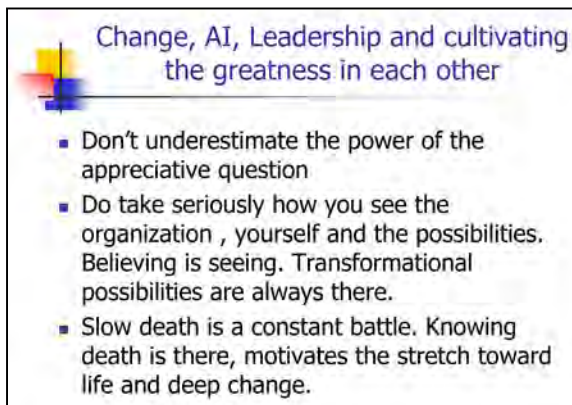
When all of the groups have incorporated their challenges into the mural they should take turns explaining them to the rest of the class. As they explain their challenges, encourage the students to reflect on how these challenges would play out in real life. How challenging would they really be? Would they be able to meet the challenges? What might stand in their way? How can they try to meet these challenges in spite of the obstacles? This part of the activity should take 20-30 minutes.

M
MICHIGAN
BUSINESS SCHOOL

Sample challenges from each chapter:
- Chapter 1 – Excellence is a form of deviance
  - Embrace failure
  - Do the right thing regardless of the consequences
  - Be a leader and a cheerleader
- Chapter 2 – Excellence defines a checklist mentality
  - Don't accept the status quo
  - Look for greater vision
  - Empower people to take risks
- Chapter 3 – Excellence requires deep change
  - Step out of your comfort zone
  - Check your internal motivation and align it with what you are doing to effect change
  - Surrender the need to be in control by giving control to others and letting go of the need to be in a controlled environment
- Chapter 4 – Building the bridge as you walk
  - Never be mediocre
  - Keep hope in your vision
  - Be true to yourself
  - Know what you are good at and play to your strengths
  - Take the lead and empower others to do the same
  - Don't be limited by your resources; think optimistically and creatively and trust that resources will follow
- Chapter 7 – Deep change is required of all of us
  - Promote and practice future growth
  - Reward risk taking and behavior that places the organization first
  - Seek out those striving for deep change and enable them
  - Think long term and stay the course

Additional thoughts:
The list of challenges that are generated from this activity can be thought of as a list of best practices for managing change in a positive way. Note how different this set of best practices looks from those that might be generated from more traditional or less positive approaches to managing change. The positive lens allows us to see things that we might not otherwise see. If time permits this idea could be used to generate further discussion.

Change, AI, Leadership and cultivating the greatness in each other

- Don't underestimate the power of the appreciative question
- Do take seriously how you see the organization , yourself and the possibilities. Believing is seeing. Transformational possibilities are always there.
- Slow death is a constant battle. Knowing death is there, motivates the stretch toward life and deep change.

Slide 12

Slide 12   This slide summarizes some take-away ideas from this class.

MICHIGAN
BUSINESS SCHOOL

MICHIGAN
BUSINESS SCHOOL

OBHRM 501: Human Behavior and Organizations
Class 12 (6/11/03)
Jane E. Dutton
University of Michigan Business School

Managing yourself: Building on your strengths and the strengths of others

Teaching Note – Prepared by Jason M. Kanov and Jacoba M. Lilius
*University of Michigan*

Goals of the class:

1) To consider why a best self portrait is useful
2) To consider how organizations can enable greatness by facilitating people's knowledge and use of their best self
3) To consider the power of thinking of ourselves as contributions

Videos and materials needed:
- Students should have completed the Reflected Best Self-Feedback Exercise before coming to class.
- Benjamin Zander: Conducting Business Video available through GNP Ltd. 10 Market Place, Hexham, Northumberland, NE 46 1XG, England

Description and Flow of the Class:

Class 12

**Managing Yourself
(Building on your
strengths and the
strengths of others)**

Slide 1

Goals for the class

- To consider why a best self portrait is useful
- To consider how organizations can enable greatness by facilitating people's knowledge and use of their best self
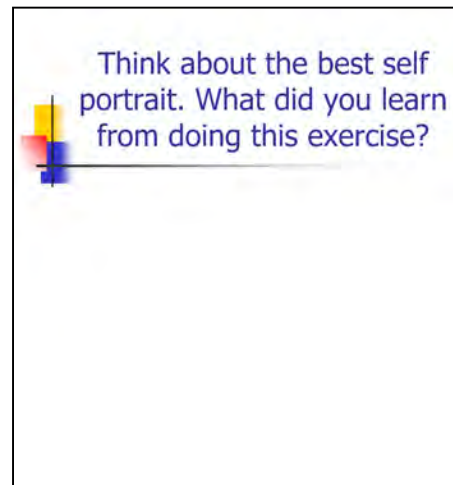- To consider the power of thinking of ourselves as contributions
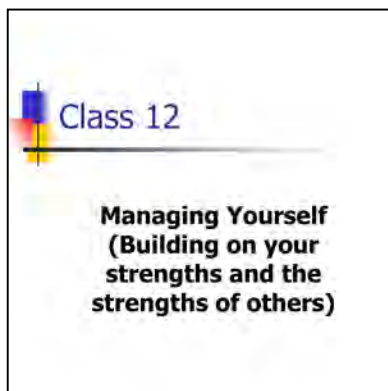
Slide 2

Slide 1   This is the title slide for the class. This class is about identifying and building on strengths on one's own strengths ("managing yourself") and identifying and building on the strengths of others ("managing others").

Slide 2   This slide provides an overview of the goals of the class. Consider scheduling this class so that it occurs on or soon after the day that the students turn in the best self portrait exercise (see the **Reflected Best Self-Feedback Exercise** for a description of this assignment—see http://www.bus.umich.edu.positive). This is an important assignment in that it allows students to experience first hand the power of thinking of themselves as contributions. It requires students to spend a considerable amount of time reflecting on their strengths and this can serve as a useful backdrop for drawing them into this class.

Gameplan

■ Best Self–
   ▪ Why is it useful/helpful?
   ▪ Best self as a portrait of our strengths
   ▪ The importance of the reflected part of the RBS portrait
   ▪ Naming our unique gifts
   ▪ Challenges to keeping the best self portrait alive
■ Break
■ Being a contribution
   ▪ What is the game of contribution?
   ▪ Ben Zander and the contribution game
   ▪ Course evaluation

Slide 3

Think about the best self portrait. What did you learn from doing this exercise?

Slide 4

Slide 3   This slide describes in more detail the flow of the class.

Slide 4   This slide is intended to prompt a discussion about the best self exercise that the students just completed. The purpose of this discussion is to encourage students to reflect on the experience of working on the best self assignment and invite them to share their insights with the class.

Discussion about the best self exercise (15 minutes):
What did you learn from the best self exercise? Did anything surprise you?
Sample responses:
   • Surprised by both the speed and depth of response—people provided detailed descriptions of things that you had done but completely forgotten; people high up in the company who you might have expected to be 'too busy' still took the time to write in detail
   • Seemingly small gestures or actions have a big impact on others and their view of you and your strengths
   • Surprised and encouraged by the obvious love and support of family
   • Others experienced a low response rate from non-family

MICHIGAN
BUSINESS SCHOOL

- People who knew you well took more time to respond but made it clear that they wanted to make sure to do a good job
- Noted that it seems to be easier for others to provide positive vs. negative feedback
- Context of relationship may limit others evaluations of you
- Some found it interesting how people from different spheres of your life have different perspectives of you
- Others found the opposite: that there was alignment between respondents even from different spheres
- Surprised by the gap between your own sense of yourself and others' view. One person commented that she almost felt offended that her respondents hadn't mentioned what she thought of as her strengths (others responded by suggesting that they were could have been focusing on higher-level strengths)
- Others saw alignment between their own self image and how their respondents viewed them
- Some strengths seem to be enablers of others – creates positive dynamics
- Some strengths seem to change over time
- Reinforced for some the value of positive feedback

Additional thoughts:
- Any one of these comments could lead the discussion in a different direction. To help manage this discussion, it might be helpful to note students' responses on an overhead slide or on the board at the front of the room.
- As the discussion is winding down, it may be worthwhile to spend some time going through some of the specific comments in more detail (if time permits). Is there anything that was said that could be linked to ideas that have been discussed at other times in this course?
- It may also be worthwhile to spend some time talking about some of the discrepancies that arise across students' responses (if time permits).

Slide 5

Slide 6

MICHIGAN
BUSINESS SCHOOL
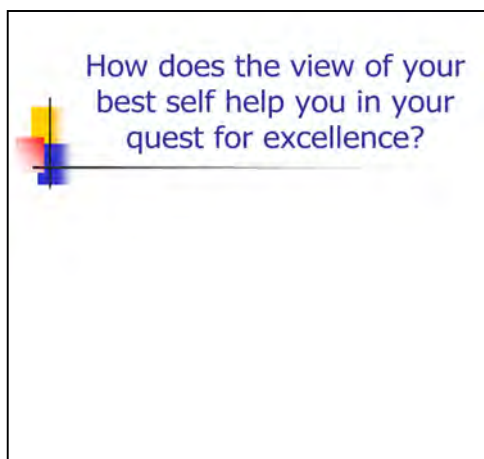
Slide 5 This slide is intended to build on the previous discussion by prompting students to think about how the view of their best self can help them achieve excellence.

Discussion (7 minutes):
Sample answers:
- Some respondents actually provided coaching or advice on how to improve their strengths
- Behavior might be slightly customized in the future, not in an attempt to be inauthentic, but to enhance what people already see as your strengths
- The assessment prompted some to want to give others similar positive feedback – to help them build on their strengths
- Some strengths build on others – provides a kind of 'road map' for self-betterment
- Provided a sense of self-confidence that can help them to build on their strengths

Additional thoughts:
- For the most part, students are likely to experience the best self exercise as a powerful assignment. If the students are comfortable doing it they may want to seek more info about things that people mentioned as strengths (or didn't mention that you thought they might) even though the assignment is over.
- This may be a good time to point out to the students that they can help others experience the power of this exercise by giving them positive feedback about their strengths. Making this point can also serve as a good transition to slide 6

Slide 6 This slide shifts the focus from building one's own strengths to, as a manager, building on the strengths of the people with whom you work. In particular, this slide calls attention to two problematic assumptions that characterize a more traditional approach to self-development at work. After briefly talking through these assumptions, they can be contrasted with the strength-based view of development beginning on slide 7.

2 assumptions of a strengths-based view of development
(from First, Break All the Rules and Now, Discover your Strengths)

- Each person's greatest room for growth is in the areas of her unique strengths or special talents
- Improving areas of weakness will get you to average not excellent. Instead, building on your special talents, begets excellence (Buckingham and Clifton, 2001)

A strengths-based or best self approach

- Identify your natural unique abilities or talents
- Work to better understand them
- Determine how to further develop and leverage them
- Utilize our strengths to achieve your goals and create significant value
- Manage around your weaknesses
  - Develop minimal competence to allow high performance
  - Find others who complement you

MICHIGAN
BUSINESS SCHOOL

Slide 7   Slide 8

Slide 7   This slide presents two key assumptions underlying a strengths-based view of
           self development. This slide draws on the following resources:
           • Buckingham , M. & Clifton, D. O. (2001). Now discover your strengths.
             (New York: The Free Press)
           • Buckingham, M. & Coffman, C. (1999). First, break all the rules: What
             the world's greatest managers do differently. (New York: The Free
             Press)
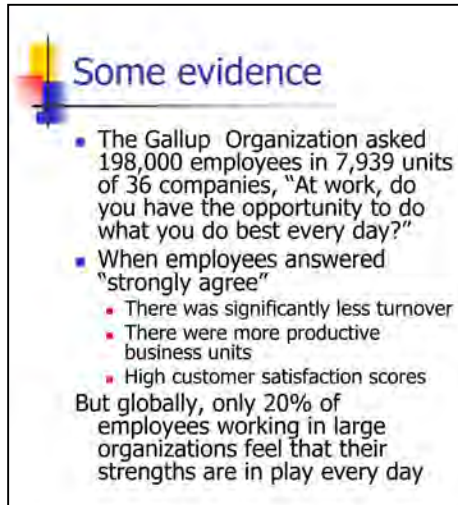
           The ideas presented on this slide may be very surprising to some students
           because they contradict traditional ideas about self-development (i.e., the
           assumptions on slide 6). For instance, students in one class mentioned that, while
           they felt bolstered by other's views of their strengths (as they did the best self
           assignment), they were somewhat disappointed that they did not receive feedback
           about their weaknesses. They felt that learning about their weaknesses would
           help them to target aspects of themselves that needed improvement and that they
           should work on developing.

           Being that one of the goals of this course is to open students up to new
           perspectives and alternative ways of doing things, it is important to try and
           present material such as the assumptions on slide 7 in a way that will not put
           students on the defensive. One way to avoid giving the impression that these
           assumptions are right and the assumptions on slide 6 are wrong is to emphasize
           that each slide represents a different way of seeing. Doing this may help the
           subsequent discussion proceed more smoothly. Some interesting points to
           discuss include the following:
           • How ingrained the notion is that feedback must always be critical.
           • How the key to this approach is that the feedback is informative *and*
             positive (not just empty positive feedback)
           • How to adopt a strengths-based approach when negative or critical
             feedback seems called for.

Slide 8   This slide provides more concrete steps for using the strength based/best self
           approach to self development. This slide also addresses some questions that may
           arise with respect to the role of weaknesses. A main idea captured in this slide is
           that people must 'manage around' their weaknesses by developing at least
           minimal competence in these weak areas and finding others who complement
           them. This idea can be linked to the value of teamwork and the importance of
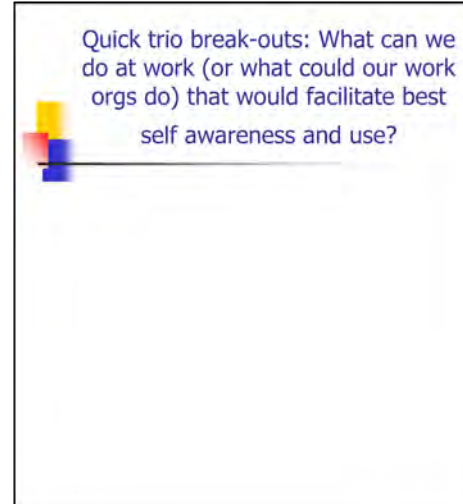   selecting complementary team members.

Slide 9   Slide 10

Slide 9   This slide provides some evidence that the strength based approach works. The evidence suggests that this approach is linked to both individual development and organizational effectiveness. When introducing an idea such as this strengths-based approach it is important to provide some compelling evidence such as this to encourage skeptical students to take the idea seriously.

Slide 10   This slide introduces a brief breakout activity. Students should get into groups of three to discuss specific things individuals and/or organizations can do to facilitate best self awareness and use. After about 5 minutes of discussion in the trios, invite the groups to share their ideas with the rest of the class.

Discussion about the breakout activity (20 minutes):
What are some specific things you or your organization can do to facilitate best self awareness and use?
Sample responses:
- Could alter the way you ask people to take on tasks: "Could you _____ because you are great at _____"
- Provide greater amounts of positive reinforcement
- Place people based on their strengths when hiring
- More formal procedures – e.g., 360° feedback focusing on only the positive if negative feedback is unhelpful
    - A comment such as this is important because it provides an opportunity to reiterate that negative feedback is not unhelpful. There may still be situations when negative feedback is called for. However, the main point to emphasize is that negative feedback will not get people to excellence if it is the only feedback they receive.
- Broadening of job descriptions (enrichment) that would allow discretion over what you can do based on strengths
- Constructive feedback process that includes specific examples

Students could also think about existing practices and process in their own organizations that might facilitate best self awareness.

Sample responses:
- 'Kudos cards' – a public accolade provided by managers that provide specific examples of a time when they were great
- Anonymous positive feedback – done with public school kids who provide feedback about the strengths of their peers – could easily be applied to a workplace setting
- Feedback process that includes peers
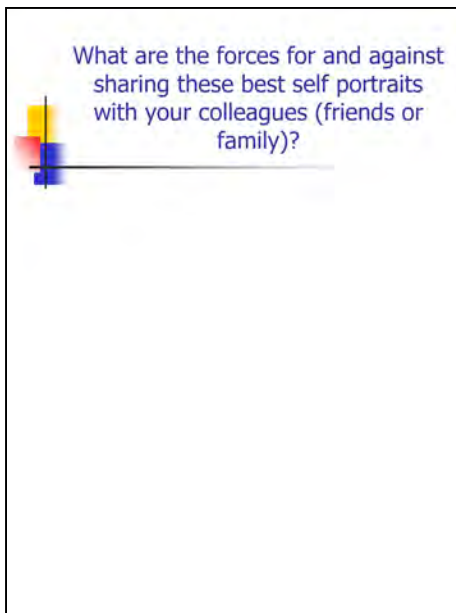

Slide 11
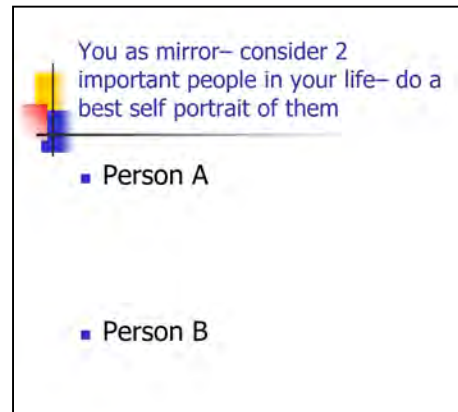
Slide 12

Slide 11   This slide lists two concrete examples of best self practices. This can be used in addition to examples provided by students from their own workplaces, but it is particularly important to have a few examples such as these on hand in case no examples are generated during the preceding discussion.
- o Greenhills school graduation: Students found that the awards ceremony at years end singled out some kids and left others out so the kids created a process where they put together a book that has a picture of each graduate along with a list of their strengths (solicited from other students and teachers)
- o Team introduction: An experience that Jane Dutton had where instead of self-introductions at the beginning of a meeting, the team leader introduced each person and what he loved about each of them, and why they were assembled as a team based on their strengths

Slide 12   The purpose of this slide is to prompt students to take part in the reflected best self process. The instructions are for students to take 5 minutes to create a strengths portrait of two people in their lives. In light of how constructive the students found their best self portraits to be, this exercise is intended to encourage them to create such portraits for people in their own lives.

Additional thought:
- This could also be a good time to talk briefly about the power of the "reflected" part of the best self portrait. This could involve taking a few minutes to discuss why it is important to learn about one's best self from *others*?

Slide 13
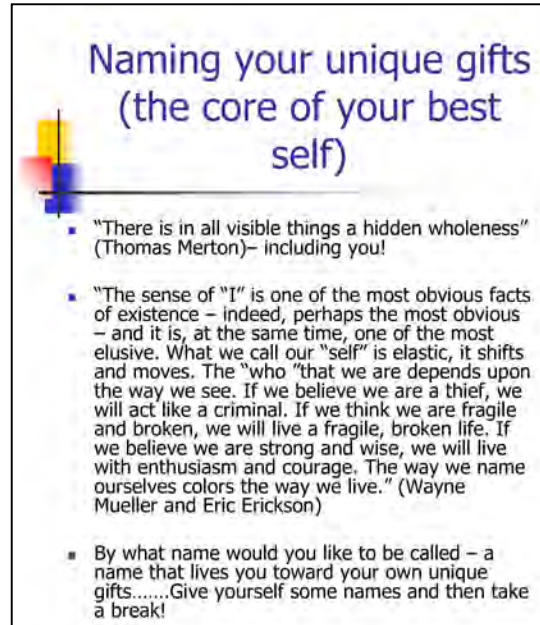
Slide 14

Slide 13   The purpose of this slide is to prompt a discussion about the various forces
                (implicit or explicit) that may prevent the students sharing these best self portraits
                with their colleagues, friends, or family. These prohibitive forces will likely vary
                depending on who the person is and the nature of one's relationship to that
                person. Talking about prohibitive forces is also a good way to get students to
                think about why sharing these portraits is important (even in spite of the
                prohibitive forces).

                Discussion (10 Minutes):
                What are some forces against sharing the best self portrait?
                Sample responses:
                • Worry about there being discrepancies between what people would
                  expect you to say and what you do say
                • With respect to providing feedback to colleagues above them in the
                  organizational hierarchy – worry about meaning attributed to the gesture
                  (e.g., brownnosing).
                Why is it important to share a best self portrait?
                Sample responses:
                o Provides a big 'thank you for being you'
                o This kind of positive reinforcement is so rare
                o People are deserving
                o People need bolstering
                o The best self portrait is something that one can keep with them and come
                  back to
                o It is motivating
                o Give back to those who themselves provided assessments
                o Opens new lines of communication
                o Grassroots: revolutionary movement from small gestures

MICHIGAN
BUSINESS SCHOOL

Slide 14   The purpose of this slide is to allow the students to see the power of the Naming yourself. The idea is that, much as they have come to see themselves in terms of their strengths (as others see them), they can also become the people they want to be by naming these strengths themselves. Three quotes are included here to express this point – that naming changes the reality. Ask the students to take a moment to think about what name(s) they would like to be called and live by (Used as a reflection).

Break (15 minutes)
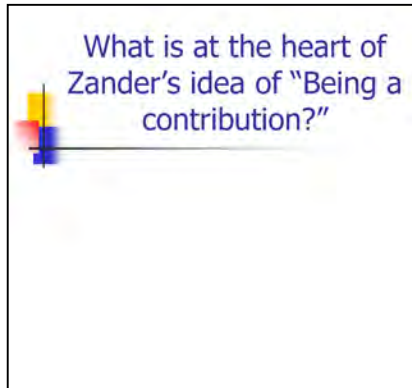
Slide 15   Slide 16

Slide 15   This slide refers to the Zander and Zander coursepack reading that students should have read before coming to class. It is intended to refresh the students' thoughts about what Zander and Zander meant by being a contribution. This will help to establish some common ground as the discussion about being a contribution progresses.

Discussion about Zander and Zander (15 minutes):
What is at the heart of Zander's idea of being a contribution?
- *Sample responses:* Giving ones' full self and not holding back; contrasted with winning in the achievement game—a relational 'game' instead that aims to build connections between people; being a gift to the world; not about success vs. failure; having a sense of control over the impact that you have; focusing on today and being in the moment; focusing on the other (instead of self)
- *Additional thoughts:*
  - Asking how you can be a contribution is a joyful question
    - It suggests a way of thinking about one's purpose in life that gets you away from the solitary focus on being successful and fearing failure
    - In a competitive game it is more difficult to trust—it puts you in a context of surviving and winning as opposed to thriving and growing
    - The contribution game keeps you in the moment– saying here and now 'what am I offering to the world?'

MICHIGAN
BUSINESS SCHOOL

- In the contribution game you "wake up each day and bask in the notion that you are a gift to others"

Slide 16   The purpose of this slide is to contrast traditional notions of success with Zander's idea of being a contribution. It also serves as a set up for the Zander video clips. The slide asks students to concretely identify the ways that they could measure their success in the past week (and to write them down). After completing this, the second question should be revealed that asks students to write down the ways in which they were a contribution. This provides a basis for discussion about how each of these lenses can lead a to a different way of thinking about success. [Another way of doing this is to have half of the class measure and write down their successes and the other half write down the ways that they were a contribution, with each half of the class unaware of what the other half is doing.]

Discussion about being a contribution (5 minutes):
Students can share their responses to both questions and discuss their observations.
- *Sample responses:* Successes tended to be very self focused; successes were much easier to name than they ways in which they might have been a contribution.

It should be an easy transition to move from this brief exercise and discussion to the Zander video clip #1. This video can help students see the ways in which people can be contributions. It also reveals some of the effects that being in this mindset has on us and the people around us. As the students watch the video, they should note the changes in people's faces and they should note anything that seems useful or particularly meaningful to them. [Ben Zander is the director of the Boston Philharmonic.]

Discussion of video clip #1 (10 minutes):
What were some useful points made in the Zander video clip #1?
Sample responses:
- Being a contribution is not about you – it is about what you can bring to others
- In order to be great, you can't take yourself too seriously
- Important to focus on the journey instead of the outcomes (even though this can be very hard to do)
- It would be great to be able to reprogram yourself to feel excitement (as opposed to fear) before a 'performance' (e.g., a meeting or presentation)
- 'Being a contribution' is a complete shift in paradigm – focusing on what you can bring to a situation takes the terror out of it

The discussion about the first video clip can be followed up with the Zander video clip #2. This is a clip that shows someone taking two different approaches to playing the cello: a) playing in order to perform successfully and b) playing as a contribution. As students watch the video, they should note the faces of both the performer and the audience and look for differences across the performances. They can also personalize the experience a bit by challenging themselves to think

about what their 'cello' is. They can think about the one thing that they do that brings them and others to life.

Topics for discussion (after watching Zander video clip #2):
- What did you notice while watching the video clip?
- Why is being a contribution such a powerful point of view for doing work or living your life?
- What is your 'cello'? What can you do to change the way you approach 'playing your cello'?

Some "take-ways"
- Reflected best self helps us to see areas in which we can BE a contribution
- Be mindful about yourself as a unique gift (your name, your signature strengths, your cello)
- Encourage crafting a job or a context to enable playing from your strengths– pathway to your unique extraordinariness
- Think about the mindset you are using to judge yourself– is it promoting your vitality and growth?

Slide 17

Slide 17   This slide lists some of the main ideas covered in the class. An important thing to emphasize here is that doing the things suggested in the take-aways takes work. To incorporate these ideas into our approach to working and living, we must develop daily practices that remind us of our unique gifts, and we need to design our contexts so that they support these practices.

MICHIGAN
BUSINESS SCHOOL

M
MICHIGAN
BUSINESS SCHOOL

OBHRM 501: Human Behavior and Organizations
Class 13 (6/16/03)
Jane E. Dutton
University of Michigan Business School

Thriving at Work Through Healthy Leadership:
Cultivating Mindfulness & Resilience in Yourself and in Others

Teaching Note – Prepared by Jason M. Kanov and Jacoba M. Lilius
University of Michigan

Goals of the class:
1) To introduce mindfulness and resilience as concepts that have important implications for work and organizations.
2) To teach students *how* to increase their capacities for mindfulness and resilience while also teaching them *about* these concepts.

Videos and materials needed:
- Small boxes of raisins (enough for every student). Pass these out to every student prior to the beginning of class and explain that they should be saved for an activity that will be done during the first half of the class.

Description and flow of the class:

Rob Pasick (business consultant, executive coach, and psychologist) and Rita Benn (Associate Director of Integrative Medical Education Program at University of Michigan) are guest speakers for this class.
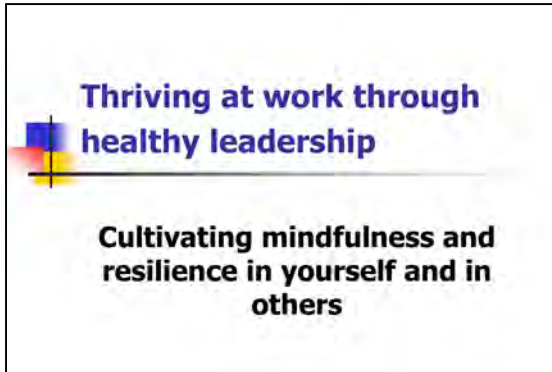
Slide 1
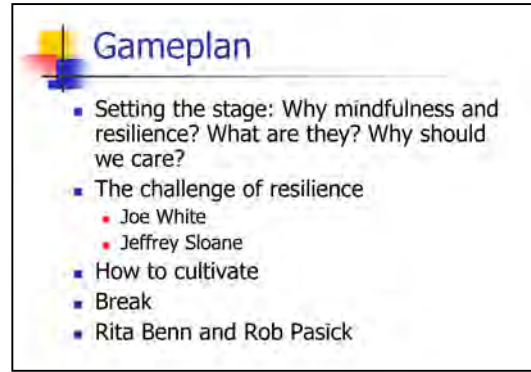
Slide 2

Slide 1   This slide introduces the topics of today's class: mindfulness and resilience. In her introduction to these topics, Jane acknowledged that these might be new terms to some people, or terms that most might not associate with organizations – but she explained that in today's class we would start to see why they are so important to organizational life.

Slide 2   This slide provides an overview of flow of the class.
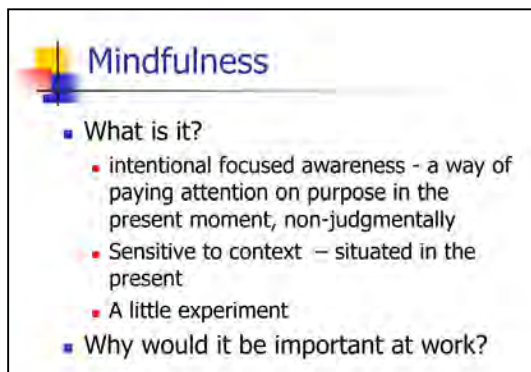
Slide 3
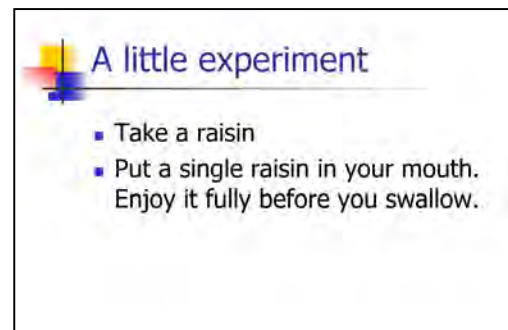
Slide 4

Slide 3   This slide provides a description of what mindfulness is, and it is intended to get the students thinking about why mindfulness might be important in their work lives. After going over the definitions, Jane acknowledged that the concept of mindfulness may be somewhat difficult to grasp in an abstract sense, and so she proposed an experiment that might help the students experience mindfulness.

Slide 4   This slide is the prompt for the raisin experiment that is intended to create an experience of mindfulness:
   ▪ Ask the students to 'savor a raisin': This means that they should eat one raisin, chewing it very slowly – they could take as long as they wanted to, taking a minute or even two minutes – as long as they are concentrating on enjoying the raisin fully.

MICHIGAN
BUSINESS SCHOOL
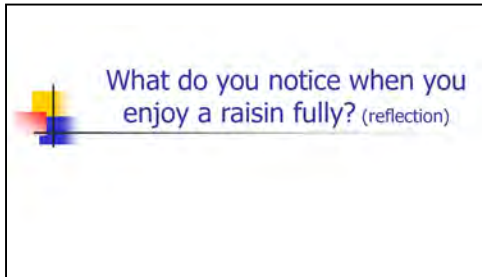
Slide 5	Slide 6

Slide 5   This slide is a prompt for students to reflect on the experience of savoring the raisin and then discuss their thoughts.

Discussion about the reflection (20 minutes):
What did you notice when you enjoyed a raisin fully?
- *Sample responses:* The raisin lasted a lot longer; noticed features of the raisin (e.g., the feel of the raisin, the little stem of the raisin); realized that the raisin is not flavorful until you bite in; the contrast between the texture of the skin and the inside of the raisin; that we would all be a lot slimmer if we stopped and savored all of our food like this!

To move from a discussion of the actual experience of eating the raisin to a discussion of the broader implications of this type of mindful experience, ask the students to spend a minute or two thinking about the importance of mindfulness at work. If being mindful significantly changed the way you experienced the raisin, what might this mean for your interactions at work?
- *Sample responses:* Mindfulness shifts your focus from efficiency to a more expanded way of thinking and noticing details; it could be important for problem solving
- The students may struggle a bit when trying to connect the raisin experience to their work lives so here are some things you can do to help move the discussion along:
  - Try to summarize and then generalize the students' responses. For example, you could say that mindfulness creates an expanded capacity to give *and* to take.
  - You could also talk about mindfulness as putting you in the moment
    - Where you are tuned into the "now"
    - Being focused on the present means that you are non-judging
  - Connect the idea of mindfulness to other organizational phenomena. For example, mindfulness can be related to

Weick's work on high reliability organizing in organizations where safety is a central feature.

What are some implications of mindfulness for managers?
- Mindfulness could create better interactions between people – How?
- It could lead to better decision-making because people would have a clearer picture (zooming in on details, but also open to multiple perspectives).

Slide 6   This slide reviews some research evidence for the beneficial effects of mindfulness and mindful practices/meditation on physiological health and psychological well-being. Note that these effects have been seen in people who engage in mindfulness practices for as little as 20 minutes a day. The purpose of this slide is to make a compelling argument that mindfulness matters.

So how do we cultivate mindfulness in our lives and in work organizations?

Slide 7

So how do we cultivate mindfulness in our lives and in work organizations?
- Breathing, meditation and contemplative practices, yoga
- Active listening and other modes of being present
- Give people ways to switch out of stress mode (laughing, biofeedback)
- Nutritious snacks and foods
- Exercise and bodily position

Slide 8

Slide 7   In light of the potential benefits of mindfulness, this slide asks how we can cultivate mindfulness in our lives, in and outside of work.

Discussion about cultivating mindfulness (10 minutes):
Sample responses:
- Engage in meditation
- Focus in on the person you are interacting with
- Eliminate distractions
- Consciously be present with whoever you are with (e.g., decide to never answer the phone when in a meeting)
- Reduce multi-tasking – stop trying to do so many things at once
- Get enough sleep so that you can focus more fully
- Taking time at the beginning of the day to let go of things that might have happened and are affecting you negatively (e.g., at home, on the way to work)
- Set priorities and create values that might change how people behave (e.g., the mantra "customer always comes first" changes the way that people approach customer service interactions – perhaps there is one that would increase mindfulness)
- Use longer term performance measures (e.g., yearly instead of quarterly) – reduces pressure for immediate results and allows mindfulness to develop – which may have even great long term effects
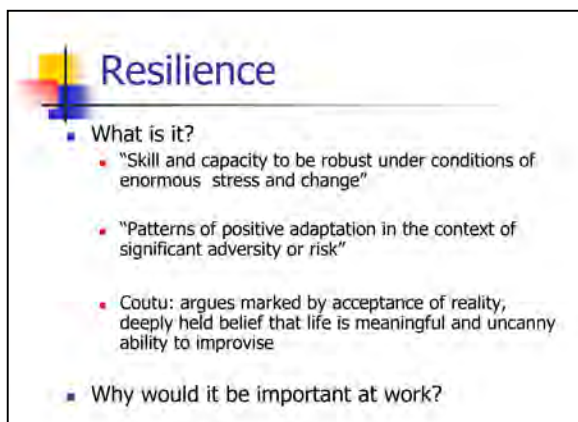
> - Change daily work practices (e.g., 'check in' with each member of a team or group at the beginning of meetings to see how everyone is doing, where they are at)

Slide 8   This slide adds to the suggestions provided by the students re: cultivating mindfulness. Notice that physiological practices are an important part of cultivating mindfulness.
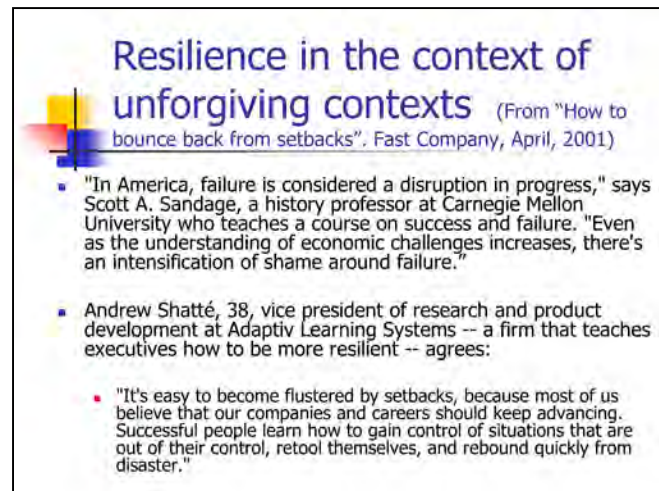> - Biofeedback refers to the Heartmath computer program (see www.heartmath.com for more information)
> - Most companies that are named as 'Best places to work' have cultural practices that include fitness classes, Tai Chi, etc.

Slide 9

Slide 10

Slide 9   This slide switches gears from mindfulness to resilience. The slide includes a few different ways of thinking about resilience. It is intended to generate a discussion about why resilience, as it is been defined here (with an emphasis on it being an ability to deal with stress/change, adapt, and improvise), might be important in a work context.

Discussion about why resilience is important in a work context (10 minutes):
Sample responses:
> - It is important due to the 'normal' organizational routine for some (e.g., engineers who work very hard on a program only to have it cancelled). You really have to be able to let go and pick up something new w/o letting disappointment or frustration get you down.
> - There sometimes exist harsh realities that you need to accept as out of your control so you can work around and/or beyond them (e.g., teachers working within the limitations of both their students and their parents)
> - It is importance to be able to learn from your mistakes rather than dwell on them.
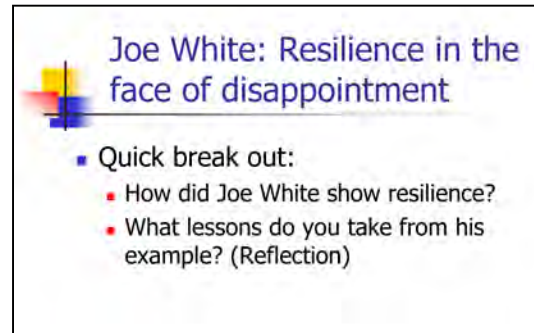
MICHIGAN
BUSINESS SCHOOL

Slide 10   This slide contributes to the reasoning that resilience is important in work contexts by building on the last comment made in the preceding discussion (re: resilience as a means of learning from your mistakes). The quotes on this slide are intended to provide a reframe from 'failures' as something to be ashamed of, to 'failures' as something to learn and advance from.

Slide 11

Slide 12

Slide 11   This slide summarizes some research about factors that contribute to resilience. This research refers mostly to resilience in children and addresses positive living climates. However, there is no reason to believe that these findings do not have implications for organizational cultures that support resilience.

Slide 12   This slide sets up a concrete example of resilience in the face of disappointment (or 'failure'). The example is about how Joe White dealt with being denied the presidency of the University of Michigan after serving several months as interim president. The students have some background on this – they had read an article from the Wall Street Journal, as well as a speech that Dr. White gave the regents during the meeting when he received the disappointing news (**Dr. White's speech** is not available at this time).

Discussion about the Joe White example (10 minutes):
Ask the students to break out into groups of 4 to discuss how Joe White showed resilience and what lessons they took from his example. After a couple of minutes, open the discussion up to the whole class.
Sample comments:
- He showed resilience by putting his situation in perspective ("How many people ever really get to be a university president? Or even a professor for that matter? Or even go to college?)
- He saw new opportunities from the experience – did not see it as the end of the road
- He consciously decided to learn from the experience and teach others from it
- He expressed his true feelings

MICHIGAN
BUSINESS SCHOOL

- He was proactive – in the face of great disappointment, he took a moment and then turned the disappointment into something 'teachable'

Additional thought:

One student asked – isn't this just how people deal with disappointment? She was drawing from her experiences with co-workers who have been laid off, etc. and was wondering if people are being truly resilient, or if doing things like putting the situation in perspective is just a party line or a self-protective act? This is an important question but it is very difficult to answer.

After the Joe White discussion, turn to the Jeffery Sloane case (included in the coursepack). The idea here is that Sloane goes through multiple job changes and career transitions and experiences much uncertainty, but shows signs of resilience. The two main objectives for the class are to identify how he showed resilience (through his actions) and to create an emotion map of his career (where the X-axis is the events in his working life and the Y-axis is a continuum of positive to negative emotion). See Appendix A below for a picture of the emotion map. [This is a multimedia case that students should have worked through before coming to class.]

Discussion about signs of resilience (10 minutes):
Sample responses:
- He is decisive – he left jobs quickly when he was ready
- He opens doors for himself – he works for a new company before leaving other job; keeps in touch and cultivates his social networks that eventually create opportunities for him

Discussion about Sloane's emotion map (5 minutes):
- Once Sloane's 'emotional landscape' has been plotted (you can just do this on the chalkboard with the class if you plot the X-axis prior to the class), ask the students to indicate where Jeffrey showed resilience. Have students explain why each of these moments seems to reflect resilience. They will likely point to the times when he suffered a setback of some kind but pulled himself up. [See Harvard teaching note for this case

This is a good opportunity to have the students reflect on their own lives by creating an emotion map of their own careers/lives for the last 3-5 years. It doesn't have to be elaborate. Ask them to first identify points (like they did with Sloane) where they were resilient, and then to think hard about what enabled resilience for them at those times.

Discussion about students' emotion maps (10 minutes):
What enabled you to be resilient during the difficult times?
Sample answers:
- Focusing on long term goals
- Having hope
- Changing sense of possibilities
- Seeing down times as 'escape hatches' (possibilities for change)
- Relational factors: people who have faith in you (or what Jane called 'communities of enablers')

MICHIGAN
BUSINESS SCHOOL

- Healthy co-worker relationships
- Looking at the big picture (it could be worse!)
- Religious faith
- Giving yourself time – being realistic about your recovery, and feeling the situation deeply
- Trying out new activities
- History of hardships – gives you background/ history/ experience that helps you deal
- Approaching situation as a challenge vs. as a problem

Slide 13	Slide 14

Slide 13   This slide provides ideas about how to cultivate resilience during difficult times. The ideas on this slide draw from past classes (e.g., high quality connections) so it might be worthwhile to articulate these connections explicitly. Note that the information on this slide not only teaches about resilience, it also teaches how to be resilient.

Slide 14   This slide wraps up the first part of the class with a quote that reminds the students of what a difference changing your perspective can make – the lens you choose to use impacts what you see. We have encountered this idea on many occasions throughout this course.

Break (10 minutes)

After the break, two guest speakers (Rob Passick and Rita Benn) were brought in to talk about mindfulness and resilience. They are experts in these practices as coaches. The focus of the discussion was to ground these general ideas into practice. Rob is particularly interested in resilience while Rita is interested in mindfulness practices.