

Management
Course Number: 22:620:585
Course Title: Organizational Behavior

COURSE DESCRIPTION

This course provides students with the social science tools needed to help understand the behavior of individuals in organizational settings and thus influence the actions of individuals, groups, and organizations as a whole. It prepares leaders to understand how to organize and motivate the human capital of the firm and manage people to competitive advantage. This will be accomplished through knowledge of decision making, motivational system design, team building and teamwork, conflict handling, political dynamics, and corporate culture.

This course is designed to complement the technical and diagnostic skills learned in other courses at RBS. A basic premise of the course is that although a manager needs analytical skills to discover optimal solutions to problems, a broad understanding of the psychology of the workplace is critical for getting maximum effectiveness out of each employee's potential.

As a manager, you have a challenging job. You must manage people, information, and processes to accomplish organizational goals; you must make things happen, often not under conditions or timeframes of your own choosing. In this course, we focus on increasing your diagnosis and problem-solving skills related to the major challenges faced in managing people in contemporary organizations.

COURSE MATERIALS

We will not be using a textbook for this course but instead will draw on relevant Harvard Business Review articles. These articles can be purchased directly from Harvard Business School Publishing via the following link: <https://hbsp.harvard.edu/import/632426>

Additionally, we will be using cases throughout the semester to reinforce the concepts learned. Cases can be purchased directly from Harvard Business School Publishing via the following link: <https://hbsp.harvard.edu/import/632423>

The Change Management Simulation can be purchased through this link: <https://hbsp.harvard.edu/import/659811>

In class exercises, should be purchased through this link

1. DRRC New Recruit
2. 2 Where's Alvin?
3. 3 Karen Leary (B)

Additional readings.

4. Conflict and Negotiation (Robbins and Judge Chapter 14 pgs 223 – 231)
5. Strategy and Tactics of Integration Negotiation
6. Conducting a Performance Appraisal (Beer)
7. Selections from Organization Structure and Design (Nadler and Tushman, chapters 3 - 6)

The course syllabus, announcements, and other valuable course-related materials will be available on the Canvas website. It is expected that all students will access Canvas frequently to check announcements. Email communication to the class will be sent to the email address you have associated with Canvas.

LEARNING GOALS AND OBJECTIVES

At the completion of the course, students should be able to:

1. Diagnose, analyze, and evaluate issues at the individual, group, and organizational levels of analysis, and to understand these levels as both separate and interrelated forces in need of alignment
2. Understand how effective leaders influence, motivate, negotiate, and build and manage teams
3. Apply problem solving methodology and be able to develop action plans and recommendations to optimize, resolve, or mitigate complex problems or opportunities
4. Recognize, describe, compare, and contrast the central concepts and theories of organizational behavior, including organizational culture, change, and social and political processes, team dynamics, individual and team decision making, and leadership
5. Develop and discuss the role of self-management and their own specific personal characteristics and behaviors related to OB concepts

General learning goals and objectives for MBA courses:

1. Business knowledge. MBA graduates will have a command of business theory and practice. Students will demonstrate a. Mastery of fundamental business concepts and ability to integrate and apply these concepts to resolve practical business problems. b. Proficiency at analyzing and interpreting numerical data to resolve practical business problems.
2. Ethical judgment. MBA graduates will use reasoned and ethical judgment when analyzing problems and making decisions.
3. Students will demonstrate a. Recognition of ethical dilemmas in decision-making scenarios. b. To critically evaluate business decision-making scenarios and develop innovative and ethical solutions
4. Global perspective. MBA graduates will have the breadth of perspective necessary to lead effectively function in a global and diverse business environment.
5. Students will demonstrate An understanding of how to conduct business internationally. b. Ability to lead and/or participate in culturally and demographically diverse teams.
6. Persuasive communication. Students graduating with an MBA degree will be effective communicators.

7. Students will demonstrate a. Ability to construct clear, concise, and convincing written business communication. b. Ability to construct and deliver clear, concise, and convincing oral business communication.
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PREREQUISITES

There are no prerequisites for this course.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

ATTENDANCE AND PREPARATION POLICY

Class discussion is a major element of the learning that goes on in this class. Consequently, student preparation, attendance, and insightful participation are crucial. If you miss class, it is your responsibility to obtain missed lecture materials. Attending class but not participating in class discussions will result in a lower participation grade, as will missing more than two classes. Do not assume that by attending all classes you will automatically receive an A for this grading component; thoughtful and meaningful participation is necessary.

Please consider the following criteria for high quality class participation:

- *Relevance:* Are your comments clearly related to the discussion and to the comments of others?
- *Advancement:* Does your comment move the class discussion forward? Does it take the discussion farther or deeper than the previous comments? Comments that challenge the ideas that are being expressed are also valued.
- *Fact-based:* Have you used specific data from the case, readings, or personal experience to support your assertions?
- *Logical:* Is your reasoning consistent and logical? Do you use OB concepts correctly? Are you able to refer to concepts covered in previous classes?

Students should complete all the required readings and assigned cases prior to each class. For cases, required preparation questions appear below. Students should also be prepared to discuss their own work-related insights and experiences with the class to illustrate points. Also, to help foster meaningful discussions, students are encouraged to read current materials that contain articles relevant to organizational and leadership topics. For example, students may want to read current popular newspapers (e.g., Wall Street Journal) and journals/magazines (e.g., Business Week, Fortune, Forbes, and others).

If you are reluctant to speak up during class, please talk to me and we can figure out a way for you to participate. I understand that some students might be shy or would prefer that I call on them instead of raising their hand. My goal is to create a class environment that encourages engagement and participation in both small and large groups.

One-Minute Memos

As part of your attendance and class participation, you will be asked to complete a one-minute memo at the end of every class. This is a chance for each person to reflect, in writing, on the main topics and learnings of that class. Research into adult learning has shown that retention of material *doubles* when this process is used. In addition, it provides immediate feedback to the professor on what was learned and what remains unclear. Your grade is not affected by what you communicate in these memos.

ASSIGNMENTS & EXAMS

Attendance and Class Participation (15%)

You are expected to prepare in advance for each class session by reading and analyzing the assigned materials. This includes HBR articles and cases and any additional materials posted throughout the semester. Part of your preparation can be discussing the readings and cases with your fellow classmates, however you are strongly discouraged from researching the case company or situation beyond the material presented. Doing this will not contribute to your learning and skill development.

Participation and case contribution will be evaluated every class. Your comments should be meaningful, add value, and advance the class discussion. Such comments can range from an insightful interpretation of the facts of the case, building on comments of others that yield greater comprehension, sharing your own work experiences or observations, to integrating course concepts from current and previous lectures that help explain actions and behaviors. Comments that challenge the ideas that are being expressed are also valued, as is the quality of contribution over the quantity of contribution. Below illustrates how participation will be evaluated:

- Excellent Contributor (A/95) - Contributions in class and group discussions reflect thorough preparation and excellent critical thinking. Ideas offered are substantive and original, providing excellent insights and direction for the discussion, and integrate course concepts. Arguments, when presented, are very well substantiated and very persuasive.
- Good Contributor (A-/B+/88) - Contributions in class and group discussions reflect good preparation. Ideas offered are substantive, providing good insights and direction for the discussion, and significantly build on previous comments. Arguments, when presented, are well substantiated and persuasive.
- Adequate Contributor (B/82) - Contributions in class and group discussions reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but do not offer a new direction for the discussion or are minimally incremental to previous comments. Arguments are sometimes presented, and are fairly well substantiated and sometimes persuasive.
- Unsatisfactory Contributor (C/74) - This person seldom participates in class and group discussions or his/her contributions reflect inadequate preparation. Ideas offered are seldom substantive, provide limited insight, repetitive to comments already made, or lack feasibility or detail. Integrative comments and effective arguments are absent.

Case Questions (10%)

These analyses are graded, based on whether you provided some thoughtful commentary on the topic at hand, but not based on what you chose to express. Arguments should be reasoned, fact based, “even handed” and logical.

- ✓ These assignments are designed to provide you with an incentive to give serious thought to the case before the class discussion.
- ✓ All assignments should be in 12 pt. font, double-spaced, 1” margins
- ✓ Case assignments MUST be posted to canvas before the case is studied in class
- ✓ Analyses are limited to two pages, maximum
- ✓ On class night in your study teams you will be given an opportunity to talk and compare answers. Randomly a study team will be asked to present a case.

CASE QUESTIONS:

On Weldon’s Watch: Recalls at Johnson & Johnson from 2009-2010

What factors led to the product recalls at McNeil?

What is your plan on action for addressing the situation at J&J?

What does it mean, as Weldon says, to be “fully accountable?”

Mount Everest

What is the root cause of this disaster?

What did Scott Fischer and Rob Hall do well as leaders, and what did they do poorly, in terms of their decision making?

What are the lessons from this case that can be applied to business managers in general?

MediSys Corp: The IntensCare Product Development Team

On a scale of 1-5 on effectiveness, with 5 being most effective, how well is the IntensCare team performing?

What is at stake here for the company?

What should Merz do

Tony Hsieh at Zappos: Structure, Culture and Change

Why do you think Tony Hsieh is making this change? Why is he doing it now?

What is your reaction to the fact that 14% of the employees left after the change?

What do you think the change process felt like to the employees?

Diversity: Red Hat Canada: Bridging the Gender Gap

What else could Villeneuve have done early on to be more effective at increasing women’s presence among Red Hat Canada’s leaders?

What steps can Villeneuve take now to ensure the ongoing success of the gender gap initiative? Devise an action plan and prioritize each step.

What are the most important lessons of the case for business leaders looking to increase women’s access to leadership positions?

Could Villeneuve’s approach be used for other issues of Diversity?

Karen Leary (A)

Why is there a conflict between Karen and Ted?

What actions should Karen have taken to clarify and reduce this conflict?

Is the fault for the conflict rest all with Ted?

Have you found yourself in similar situations? What did you do? How was it resolved?

Individual Written Analyses (20%)

Twice during the semester, **at times of your choosing**, you will need to write an “experience essay” about one of the topics in the class. In it, you will need to identify and explain the course topic, and then describe how you see that idea unfolding in your own experience. Must be uploaded to Canvas.

For example, if you were to choose individual decision making as your topic, you would first describe what decision biases are, and then define one or more in particular. You would then describe a situation in which you have seen one or more biases play a role in a decision that was made in your workplace, and would finally describe the effects of the bias as well as your thoughts on how things could/should have been handled differently, based on the course learnings.

Note: for one of these two essays, you may choose to do a “self-audit” of your own skills and tendencies with respect to the concepts presented here, instead of identifying a specific situation. These essays are worth 10% each. Each essay should be between two and three pages in length. They will be graded based on the precision of your understanding of the concept and the appropriateness of the real-life example.

Midterm Exam (25%)

The midterm will be a combination of multiple-choice and short answer/essay halfway through the course. The essay will be handwritten care should be shown for handwriting and use of English. The exam is designed to assess your internalization and comprehension of the readings, lectures, discussions and exercises, and will require your application of class concepts to different situations. Multiple choice will be marked through Scantron.

Team Final Analysis Project (30%)

The final project consists of an in-depth analysis of a situation of your team’s choosing, with respect to concepts learned in our course. You will need to address TWO topics from our course such as motivation, power and political behavior, teamwork, innovation, culture, decision making, or diversity.

The team may analyze a situation happening in real time in an organization (if so, you will probably need to do some interviews to get a broader sense of the situation than any one person’s perspective). You may also use public documents on a company, or research current or historical events.

For each topic, you will write about a page describing the course concept and the way you see it applied to this situation. Remember to interpret and analyze the facts with respect to the course learning, and don’t just write the details like a newspaper article might.

Then, you will describe how your team, acting as a group of consultants, would recommend that this company improve their situation with respect to this topic based on the course concepts that you learned in this class. If you find an example of a company with exemplary application of these concepts, instead devote this page to suggestions on how you would recommend other companies could learn from this one. In other words, what are the essential features that others could copy, that are not specific to this one situation?

Please use two different situations for the two different topics. These may be two situations within one company or may use two completely different settings for the two different topics. In other words, company 1 might be dealing with issues of diversity, company 2 may have an interesting way of motivating employees, etc.

You may include appendices with the original texts if you choose to, or transcripts of your interview notes, but these are not required. **Do cite any material you use in your research, including names and titles of all people with whom you spoke, in a separate References section.**

10 – 15 pages is the limit. You will be graded on the depth of your understanding of the course concepts, the value of your recommendations, and the appropriateness with which you identify these events in real

organizations.

Teams will be given a chance to present to the class their findings. This is not a speech: Engagement and interaction are required and will be assessed.

NOTE: ALL written assignments (i.e., the final exam case analysis, and cases) will be graded against the general criteria, below:

- *Organization and Structure.* The paper should employ a logical framework and identify a critical issue for analysis.
- *Depth of Analysis.* The paper should demonstrate thorough research, based upon information gathered from appropriate sources. Additionally, your arguments should be presented in a persuasive (i.e., coherent and logical) manner, along with evidence that you have considered alternative explanations.
- *Creativity and Insight.* The material should be presented in an original, engaging, and interesting manner. Integration with Course Readings, Lectures, and Discussions. The paper should draw upon, accurately apply, and seek to extend OB concepts covered in class and in the readings.

Style. The paper should be smoothly and professionally written, using appropriate grammar, spelling, and punctuation.

GRADING POLICY

Course grades are determined by the following “weighted” criteria, below.

Graded Element	Percentage
Participation	15
Weekly Case Analyses	10
Individual Written Analyses	20
Midterm Exam	25
Final Analysis Project	30

Guidelines:

A = 92 and above; A- = 89-91; B+ = 85 to 88; B = 80 to 84; C+ = 75 to 79; C = 70 to 74; C- = 66 to 70; D = 61 to 65; F = 60 and below.

There is no extra credit given for this class.

Grades will not be rounded up.

Exams and papers will be returned within 1-2 weeks.

Your final grade is not subject to negotiation.

COURSE SCHEDULE

CLASS	MODULES	READ AND PREPARE
<i>Introduction to Organization Behavior</i>		

Week 1	<ul style="list-style-type: none"> What is Organizational Behavior? 	<ol style="list-style-type: none"> Reading: Congruence Model Note Reading: “Building Stonehenge” (Canvas)
Week 2	<ul style="list-style-type: none"> Congruence Model Applied to Effective Teams. In-Class Exercise: Belbin Individual Team Roles A Framework for Analysis In-Class Exercise: Read and Analyze case 	<ol style="list-style-type: none"> Reading: The Discipline of Teams Reading: Belbin: The Way Forward (Canvas) Case: Friendly Fire
<i>Part 1: Individual Behavior</i>		
Week 3	<ul style="list-style-type: none"> Leadership (EI) In-Class Exercise: Assessing your Leadership EI. 	<ol style="list-style-type: none"> Reading: What Makes a Leader Reading: What Leaders Really Do (Kotter) Reading: Cary Cherniss – EI (Canvas) Complete before class, free MBTI assessment: 16personalities.com Case: On Weldon’s Watch
Week 4	<ul style="list-style-type: none"> Values/Ethical Dilemmas and Motivation <p>In-Class Exercise: J & J Business Credo – Doing the right thing.</p>	<ol style="list-style-type: none"> Reading: How (Un)Ethical Are You? Reading: Before You Make that Big Decision (optional) Reading: The Art of Persuasion Case: Where’s Alvin?
<i>Part 2: Interpersonal Influence and Groups</i>		
Week 5	<ul style="list-style-type: none"> Problem Solving (Individual) 	<ol style="list-style-type: none"> Reading: Hidden Traps in Decision Making Case: Mount Everest
Week 6	<ul style="list-style-type: none"> Problem Solving (Group) Applying Group EI to your teamwork 	<ol style="list-style-type: none"> Reading: Building EI within Groups (Canvas) Reading: Owen Harrison (Canvas) Case: Medisys Corp
Week 7	<ul style="list-style-type: none"> Conflict Management 	<ol style="list-style-type: none"> Reading: Managing Your Boss Reading: Conflict and Negotiation (Robbins & Judge, Chapter 14, pages 223 – 231. Case: Karen Leary
Week 8	**MIDTERM EXAM**	
Week 9	<ul style="list-style-type: none"> Negotiations and Influence (Allocation of Time for Team Studies) 	<ol style="list-style-type: none"> Reading: The Necessary Art of Persuasion Reading: Harnessing the Science of Persuasion (Review) Reading: Strategy & Tactic of Integrative Negotiations
<i>Part 3: Organizational Processes</i>		

Week 10	<ul style="list-style-type: none"> Performance Management/Feedback & Rewards 	<ol style="list-style-type: none"> 1. Reading: Conducting a Performance Appraisal (Beer) 2. Reading: Feedback that works (Optional) 3. Reading: Six Dangerous Myths About Pay 4. Case: A Day in the Life of Alex Sanders
Week 11	<ul style="list-style-type: none"> Organizational Culture Organization Culture Model: Denison 	<ol style="list-style-type: none"> 1. Reading: Leading by Leveraging Culture 2. Reading: Cultural Intelligence (optional) 3. Reading: Organization Culture (Schien Canvas) 4. Reading: The Denison Model (Canvas) 5. Reading: Selections from Organizational Structure and Design (Nadler & Tushman, Chapter 3-6) 6. Case: Tony Hsieh at Zappos
Week 12	<ul style="list-style-type: none"> Diversity/Managing Change Change Management Simulation 	<ol style="list-style-type: none"> 1. Reading: Why Diversity Programs Fail 2. Reading: How Diversity Drives Innovation (optional) 3. Reading: Leading Change: Why Transformation Efforts Fail 4. Case: Red Hat Canada: Bridging the Gender Gap
Week 13	<p>** **</p> <p>COURSE WRAP-UP OR (WHAT'S THE VALUE OF A COURSE LIKE THIS?)</p> <p>AND... TEAM PRESENTATIONS</p>	
WEEK 14	<p>** TEAM PRESENTATIONS**</p>	

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are ***pregnant***, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek ***religious accommodations***, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of ***gender or sex-based discrimination or harassment***, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military ***veteran*** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]