

Managing Organizational Behavior

1238-2212-01

Fall, 2014

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Class Meetings:

Tuesdays, 14:45-17:30

Thursdays, 14:15- 17:00

Room 303 Recanati

OVERVIEW

In this course we will explore basic concepts involved in the effective management of the behavior of individuals and groups in the organization as well as the behavior of organizations as human systems. Time permitting, in our class sessions together we will focus on a dozen or so themes that sample, but do not exhaust, the issues involved in the management of organizational behavior. They are: individual differences at work; decision-making; work motivation and job design; organizational design; politics, culture, and social networks; work groups and teams; creativity and innovation; employee well-being; employee citizenship and counterproductive work behavior; and leadership. My aim is not to have you memorize theories. Rather, it is to demonstrate how scientifically tested theory can be applied to make sense of an infinite number of managerial situations and problems, and in a large number of cases, serve as a basis upon which to generate reasonable and *evidence-based* solutions.

EVALUATION & GRADING

Course Requirement	Mode	Proportion of Final Grade
Individual Case Report: Each student will be assigned one of the 4 cases to prepare. Case reports are to be no longer than 5 pages long and should respond to the specific case-related questions specified below. They are due BEFORE the case is discussed in class. Grading criteria are: <ul style="list-style-type: none"> • Application of theory and empirical knowledge gleaned from other <i>assigned</i> readings. (40% = 20% for appropriateness of application + 20% for comprehensiveness of application) • Logic of argument made in response to the question (30%) • Application of theory and/or empirical findings brought in from research sourced <i>independently</i> (15%) • Writing and presentation (15%) 	Individual	20%
Final Exam (multiple choice exam)	Individual	40%
Team Project: See Instructions and Grading Criteria below	Group	40%

COURSE READINGS & ASSIGNMENTS

Prior to each class session, you are expected to familiarize yourself with the required background readings and (when assigned) case studies relevant to that session. In addition to readings and case studies, the course includes a number of in-class, team exercises. Six classes will be taught on the basis of written (as opposed to video) case analyses. For these classes to be effective, it is essential that **all** students carefully read the written case *ahead* of the class meeting (even if you are preparing a case report on a different case) and be prepared to answer questions relating to it in class.

Many of the readings for this course are to be found in this book:

[Stephen P. Robbins & Timothy A. Judge. \(2013\). *Organizational Behavior*](#), Vol. 15 Global Edition, Prentice-Hall. ISBN 0-273-76529-9, 978-0-273-76529-5, 0-273-78303-3, 978-0-273-78303-9. Referred to as “TEXT” in the table below.

Additional readings will be in the course booklet. All readings are listed in Table 1.

TABLE 1: Topics, Readings, and Assignments

DATE	Session	TOPIC	READING	Assignments
23.12	1	Introduction: Perspectives on Management	S. R. Barley; G. Kunda (1992). Design and Devotion: Surges of Rational and Normative Ideologies of Control in Managerial Discourse. <i>Administrative Science Quarterly</i> , Vol. 37, 363-399. J. Pfeffer, 1995. Producing sustainable competitive advantage through the effective management of people. <i>Academy of Management Executive</i> 9, 55-72. CASE: Sun Hydraulics Corp. – A HBS 304089	CASE: Sun Hydraulics Corporation - A HBS 9-485-169 All students to read, but no one will need to prepare a case report.
	2	Individual Differences, Values and Emotions	Text – Chapter 4 (Emotions and Moods). Text -- Chapter 5 (Personality and Values). M. Gladwell. (2009) The talent myth: Are smart people overrated? Pp. 314-374 in <i>What the Dog Saw</i> . NY: Little Brown.	-----

3	Perception and Individual Decision-making	Text – Chapter 6 (Perception and Individual Decision-Making). J.S. Hammond, R.L. Keeney, & H. Raiffa, 1998. The hidden traps in decision-making, <i>Harvard Business Review</i> Best of HBR 1998, Reprint R0601K. Matzler et al. (2007). Intuitive Decision Making. <i>Sloan Management Review</i> , 49, 12-15. (Recommended, NOT required). CASE: Brittan & Sitkin (2006): Carter Racing. Delta Leadership Case #6-001-07	IN CLASS EXERCISE: CARTER RACING Delta Leadership Case #6-001-07
4	Motivation and Work Design	Text Chapter 7 (Motivation Concepts) Text Chapter 8 (Motivation: From Concepts to Application) Grant, A. M. 2011. How customers can rally your troops: End users can energize your workforce far better than your managers can. <i>Harvard Business Review</i> , June (89): 97-103. HBR Reprint: R1106G .	Video case + exercise: “Motivating Teams Improving Customer Satisfaction” Jim Roth, Manager, Dell. (Stanford “Leadership in Focus” video) Video + breakout groups on how to motivate tech service agents.
5	Structure, Environment and Change	Text Chap. 15 (Foundations of Organization Structure) Note on Organization Structure by Nitin Nohria HBS - 491083-PDF-ENG 19p CASE: American Heart Association by G. R. Carroll & K. Ho. Stanford - OD2-PDF-ENG	CASE: American Heart Association (All students to read but only those assigned must submit a written case report)
6	Networks and Politics	Text Chap. 13 (Power and Politics) Krackhardt, D. & Hanson, J.R. 1993. “Informal networks: The company behind the chart.” <i>Harvard Bus. Review</i> . July-August 104–111. Reprint: 94306.	IN CLASS EXERCISE: PC Airlines
7	Organizational Culture	Text Chap. 16 (Organizational Culture)	Video case + exercise: “Leading Change Building Cultural Accountability.” Peter Loescher, CEO,

				Siemens
	8	Work Teams and Group Behavior in Organizations	<p>Text Chap. 9 (Foundations of Group Behavior)</p> <p>Text Chap. 10 (Understanding Work Teams)</p> <p>J. R. Hackman (2011) <i>Collaborative Intelligence: 2: When Teams, When Not?</i> Berrett-Koehler Publishers Harvard Reprint # BK0010-PDF.</p> <p>Case: Medisys Corp. Case # 4059</p>	<p>CASE: Medisys Corp. - The IntensCare Product Development Team Harvard Case Number: 4059-PDF-ENG</p> <p>(All students to read but only those assigned must submit a written case report)</p>
	9	Leadership	<p>Text Chapter 12 (Basic Approaches to Leadership).</p> <p>Goleman, D. (2000). Leadership that Gets Results. <i>Harvard Business Review</i>, 78(2), 78-90. Harvard Reprint# R00204-PDF-ENG</p>	<p>CASE: The Global Leadership of Carlos Ghosn at Nissan: Harvard Case #: TB0147-PDF-ENG (Thunderbird Case)</p> <p>(All students to read but only those assigned must submit a written case report)</p>
	10	Creativity and Innovation	<p>T.M. Amabile, S. Barsade, J. Mueller & B.M. Staw. (2006) Emotion and Creativity at Work . <i>Rotman Magazine</i>. Harvard Reprint # ROT026-PDF-ENG</p> <p>M. Gladwell (2009). Late bloomers. Pp. 293-313 in <i>What the Dog Saw</i>. NY: Little Brown.</p>	EXERCISE: Pasta & Tape
	11	Stress and Employee Well-being	<p>Text Chapter 18 (Read only those sections on Work Stress and its management).</p> <p>Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. <i>American Psychologist</i>, 44, 513–524.</p> <p>Grant, A. M., Christianson, M.K. & Price, R.H. (2007). Happiness, Health, or Relationships? Managerial Practices and Employee Well-Being Tradeoffs. <i>Acad. Mgmt. Perspectives</i>, 21, 351-363.</p>	-----

	12	Organizational Citizenship and Counter-Productive Work Behavior	<p>M. Rotundo (2006). Citizenship and Counterproductive Behavior in the NBA and NHL. <i>Rotman Magazine</i>. Harvard Reprint # ROT034-PDF-ENG.</p> <p>M. Rotundo & P. Spector (2011). Counterproductive Work Behavior 101. <i>Rotman Magazine</i>. Harvard Reprint # ROT139-PDF-ENG.</p> <p>Case: Sunshine Fashion: Fraud, Theft and Misbehaviour among Employees</p>	<p>CASE: Sunshine Fashion: Fraud, Theft and Misbehaviour among Employees Harvard Case Service Case # HKU916-PDF-ENG</p> <p>(All students to read but only those assigned must submit a written case report)</p>
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NOTE REGARDING THE CASE STUDIES: ALL students are required to read the case studies BEFORE they are discussed in class even if they are not assigned to prepare a report on that particular week's case. To prepare the case:

- a. Read the case, paying close attention to the tables.
- b. Make sure that you can – at least in theory -- answer the questions for that case provided in the syllabus below. You may be called upon in class to do so even if you did not prepare a written report on the case!

INSTRUCTIONS FOR SPECIFIC ASSIGNMENTS & EXERCISES

CASE REPORT QUESTIONS

- Sun Hydraulics (Perspectives on Management)
 - Thinking about the Barley & Kunda article, upon which ideological framework is Koski proposing to build his new company? Evidence?
 - Do you think this approach is most suitable for running Koski's new enterprise? In what ways might it enhance profitability? In what ways might it reduce profit-potential? Base your answers on the Barley & Kunda article.
 - How does Koski's plan reflect Pfeffer *13 Practices for Managing People* with regard to information and empowerment?
 - How does Koski's plan reflect Pfeffer *13 Practices for Managing People* with regard to the staffing of jobs?
 - As Sun Hydraulics grows, can Koski's approach to control be maintained? Just how replicable is it if additional plants need to be built to meet product demand?

- American Heart Association (Organizational Design and Structure)
 - How does the organizational structure of the Western Division of post-1997 differ from that of before 1997?
 - After the restructuring, Senior VPs had to oversee 25 or so direct reports. What are the advantages and disadvantages of such a broad span of control?
 - What factors affect the efficacy of going with the functional structure put in place by Bowser?
 - To what degree might a Matrix Structure have resolved some of the problems encountered by Bowser? What other problems might it have created?
 - If you were part of the task force looking into the restructuring of the national AHA, would you recommend a copy-cat restructuring on the national level? Why or why not?

- Medisys (Work groups and teams)
 - What type of team are we talking about in this case (i.e., problem-solving, self-managed work team, cross-functional team, project team, semi-permanent work team, virtual team)?
 - How well is this team performing and what are some of the barriers to more effective performance?
 - How does the new parallel development process differ from the sequential approach to product development that had been used by Medisys until now?
 - Based on Hackman's article, does it make sense for Medisys to base its Intenscare product development on a development *team*?
 - What should Merz do to ensure that the team meets its objectives? (HINT: Think about composition and cohesiveness [Chapter 9] and mental models [Chapter 10]).

- The Global Leadership of Carlos Ghosn at Nissan (Leadership)
 - Which style of leadership best describes the manner in which Ghosn executed at Nissan? Give examples?
 - In what ways did Ghosn manifest transformational leadership? In what ways did he manifest transactional leadership? Can the two leadership approaches be applied by the same person at the same time?
 - In what ways was emotional intelligence (EQ) important in order to Ghosn to execute as a leader? What contextual considerations made it particularly important to Ghosn?

- Contingency notions of leadership suggest that leaders need to apply different styles under different situations or conditions. How did Ghosn shift his style in different contexts or situations (give examples)?

 - Sunshine Fashion: Fraud, Theft and Misbehaviour among Employees (OCB and CPWB)
 - What are the root causes – individual and contextual -- for the employee misbehavior at Sunshine?
 - To what degree might the counter-productive work behaviors of one employee at Sunshine effect the behavior of other workers? How might this contagion effect occur?
 - How might Sunshine breed greater loyalty and citizenship among their workers?
 - What kinds of actions might management take to address these problems? Should they intensify the punishments? Based on the readings, which actions do you believe will be most effective and why?
 - In what order should these actions be taken?
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INSTRUCTIONS FOR YOUR FINAL TEAM PROJECT

We view the final team project as the capstone experience in this course. It is your opportunity to bring together all of the theories and competencies you've mastered as we've explored the field of organizational science. The objective of this project is to have you and your team effectively describe, diagnose and offer potential *theory-based* solutions to an organization/managerial problem that you or one of your teammates has experienced at work.

What to do:

- Work as a team: This is a team project. While you may divide up responsibilities, you will all be collectively responsible for the ENTIRE final project. Accordingly, ensure that everyone in your team puts in maximum effort and that the final product is one that you can all be proud of and feel that you contributed to.
- Pick an organization: Think about the organizations that you have worked for in the recent past and the problems in these organizations that you have observed. Share these problems with your teammates. Then, as a team, select the organization whose problem(s) you feel would be most interesting to try resolve and give you the best opportunity to apply what you've learned. Some examples might be:
 - An organization experiencing a high rate of absenteeism and turnover and/or a lower than acceptable rate of employee productivity. Employees complain of low pay, lack of challenge at work, and abusive supervision. Managers complain that the employees are poorly suited for the work.
 - An organization with serious quality and service-related problems (i.e., high rate of customer complaints; inability to respond in a timely manner to these complaints). The quality manager and customer service managers blame each other, and neither can secure the cooperation of the engineering and production teams to resolve the problem.
- Differential diagnosis:
 - Describe the symptoms and manifestations of the problems as you observed them and as they were reported to you by others in the organization. Be sure to consider the potential biases underlying others' perceptions of these same problems.
 - Describe the context within which these problems manifested themselves. These contextual factors could provide important clues as to the source of or solution to these problems.
 - Using the theories and concepts discussed in the course, try to link the symptoms to some potential root causes. To do this, think of the symptoms as the typically dependent variables examined in the studies we've discussed or read about. Think of the causes as the antecedents or independent variables. What does the literature suggest as to the most critical determinants of the problems that you have observed? How are these links conditioned by the surrounding context? Keep in mind that organizational problems rarely stem from one root cause. You

will likely have to identify a combination of factors all interacting with one another to generate the observed problem.

- Solution development:
 - Using the material covered in the course, what kind of interventions would you suggest that management consider to resolve these problems?
 - Based on what we learned about change management, how would you counsel management to implement these interventions?

How to do it?

- Technical details:
 - 15 pages maximum length (12 point, Times New Roman Font, double spaced; not including references, tables or figures).
 - **Due date: TBA**
 - Support your arguments by citing the literature. If you cite material gleaned from the TEXT, cite the original article that the TEXT cites as “**cited in Robbins & Judge.**”
- Content details:
 - In addition to referencing material from the TEXT and assigned readings, you will be required to relate and cite at least three studies not included in the reading list for the course as follows:
 - At least two studies from any of the scholarly journals listed in Addendum A below.
 - At least one study from any of the executive/practitioner journals listed in Addendum A.
 - Additional resource material may be found in the websites listed in Addendum B.
 - Do not write a case study. That is, given the limited space you have to demonstrate your ability to apply the material covered, do not over-describe the organization, context or problem.

Evaluation Criteria (equal weighting for all 4 criteria)

- Range of concepts and theories *reasonably* integrated into the analysis (key is to cite!).
- Depth of the conceptual and theoretical analysis (i.e., degree to which concepts and theories are described and related to the issues addressed in the case).
- Demonstration of empirical support for the problem-cause, and problem-intervention-solution relationships proposed (i.e., evidence from the field to back your arguments).
- Logical flow.

ADDENDUM A

Links to Scholarly and Executive Journals to Use in Your Final Team Project

Scholarly Journals

Academy of Management Journal
Academy of Management Review
Administrative Science Quarterly
Applied Psychology: An International Review
European Journal of Work and Organizational Psychology
Group & Organization Management
Human Relations
Journal of Applied Behavioral Science
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Management
Journal of Occupational and Organizational Psychology
Journal of Occupational Health Psychology
Journal of Organizational Behavior
Journal of Vocational Behavior
Leadership Quarterly
Organization Science
Organizational Behavior and Human Decision Processes
Organizational Psychology Review
Personnel Psychology

Executive/Practitioner Journals

California Management Review
Harvard Business Review
MIT Sloan Management Review
Organizational Dynamics

ADDENDUM B

WEB SITES YOU SHOULD KNOW ABOUT AND USE

There are many Internet web sites that provide a plentitude of information about management and organizational behavior. Not all these sites are reliable, and you are well advised to beware if you do not know the individual or organization that posts material to the site. A site you should familiarize yourself with is that of the Academy of Management: <http://www.aomonline.org>. The Academy publishes two of the leading management journals: *Academy of Management Journal* and *Academy of Management Review*. In case you are not yet familiar with these journals, you should become familiar with them during this course. Furthermore, you should surf the separate site maintained by the Academy of Management's OB Division: <http://www.obweb.org>. There you can learn about the Division's activities and download copies of its periodic *Newsletter*. The Academy of Management also holds an annual meeting in August.

Anyone interesting in industrial and organizational psychology, which overlaps heavily with organizational behavior, should surf the web site of the Society for Industrial and Organizational Psychology (SIOP): <http://www.siop.org>, which features a Students tab. You can peruse SIOP's new, official publication, *Industrial and Organizational Psychology: Perspectives on Science and Practice*, for good review articles to integrate into your final team project.

Another site you can trust is that of the *Institute of Work Psychology* (IWP) at the University of Sheffield. The IWP may be England's leading institute dealing with industrial and organizational psychology. You can download many of their research reports and publications by clicking [here](#).

Another fine web site is that of the Society for Human Resource Management (SHRM). SHRM is the official organization in the United States that certifies HRM practitioners via its testing and licensing procedures. Surf it to find out about all the latest developments in HRM: <http://www.shrm.org/>

Human Relations is England's and perhaps Europe's best journal for original articles in social science. It also publishes many micro- and macro-OB studies. Europe's *Organizational Psychology Review* is published in association with the *European Association of Work and Organizational Psychology* (EAWOP). EAWOP's own outlet is the *European Journal of Work and Organizational Psychology*. The *International Association for Applied Psychology* (IAAP) publishes *Applied Psychology: An International Review* and it holds a conference every four years called the International Congress of Applied Psychology (ICAP), each time on a different continent.