Harvard Extension School
MGMT E-4000: Organizational Behavior

Syllabus

Fall Term, 2016
CRN 14769, Section 2

Meetings: Wednesdays, 5:30 – 7:30 PM
                     Maxwell-Dworkin, Room G125
                     33 Oxford St.
                     Cambridge, MA 02138
                     Map: https://goo.gl/maps/XGv3RB5VmWt

Instructor: Paul Green
                     Harvard Business School
                     Cotting 324B
                     pgreen@hbs.edu
                     209.675.1319
                     www.paulgreenjr.com
                     http://goo.gl/UQcROY

Office Hours: By appointment only

Teaching Assistant: Tuna Hayirli
                     thayirli@college.harvard.edu

Course Description

This course is constructed on the presumption that each of you aspires to be a productive and effective leader within an organizational setting. Organizational leadership requires a deep, and nuanced, understanding of how individuals behave in organizational settings; effective leaders create environments that are consistent with the fundamentals of human behavior in organizations.

Each of you begins this course with a set of beliefs and general assumptions about humans and their behavior, and those assumptions form the foundation for your beliefs about what motivates individuals; about how individuals make decisions; and about the ways in which the organizational context influences individuals' behavior. As we will find out through this course, though, our assumptions are sometimes wrong; individuals don't always conform to our instinctual beliefs. And organizations are complex systems that influence the way individuals behave— often in ways that are very difficult to understand.

This course is designed to shape your understanding of individual behavior in an organizational setting based on an accumulation of research in psychology, sociology, economics and organizational behavior. We will focus on four key areas: Motivation; Judgment & Decision-Making; Individual Differences; and Groups & Culture. A continuous theme throughout this course will be Rationality: we will routinely re-visit the idea that individuals are not always rational in their behavior, and our examination of the topics over the coming weeks will illuminate many clear examples of irrational behavior in an organizational context.

Learning Goals & General Requirements

I strongly believe that this course should not simply be an intellectual exercise. Your performance as an effective leader within your organization will demand that you be able to thoughtfully put the ideas and principles we uncover to practical use. My experience has been that, those who prove most effective at applying the principles that we'll cover in this course do so by (a) thoughtfully thinking through the practical implications of each topic we cover; (b) creating systems and environments that are consistent with the principles that we cover; and (c) effectively convincing those around them of the usefulness and practicality of their ideas on how to apply these principles.

Exams are not an effective way of testing your ability to effectively apply the principles and ideas we cover in your organization. So this class is designed with no exams. There are five quizzes over the course of the Semester—but these don't represent the most significant portion of your grade. Your grade will depend heavily on your ability to thoughtfully apply the ideas we cover, and to effectively convince others that your ideas and approach to application are credible.

In short, your performance in this class (and in your future as organizational leaders) depends on your ability to think in a complex manner, to apply ideas in a very practical way, and to communicate effectively—generally in writing. Don't think of the written assignments as for a class; think of them as your chance to convince others within your (current or future) organization to change the way things are done. Think of me as a decision-maker you need to convince as you write your Mid-Term Paper and Final Paper.

And write well. Clear, coherent and concise writing is a valuable skill—in many domains, but certainly in convincing others of the credibility of your ideas. Use this course as an opportunity to hone your writing skills. Allow yourself enough time for each of the main written assignments to get feedback on a draft from a friend or family member. This will serve you well in this, and every future, class—and as a future organizational leader.

Course Requirements & Grading

Class Participation (15% of total grade)

All Students: Many weeks, there will be a required forum thought-prompt that ALL students (both online, and on-campus) must complete prior to that week's lecture. These thought-prompts will be completed online (in the discussion boards) and will generally require you to post a thoughtful response to the prompt, as well as respond to other students' posts. These forum prompts will generally relate to the following weeks' topic—and are designed to get you thinking about the week's subject matter.

The weekly thought-prompt will count for roughly ½ of each week's participation grade.

On-campus Participation: Students who participate in the course on-campus in a particular week are expected to participate in class and small group discussions. Students who are in class in a given week are <u>NOT</u> required to participate in the online forum discussion for that week (but are certainly welcomed). Note: local students who generally attend class on-campus, but who are occasionally unable to be in class due to travel, illness or other conflicts, may participate online during those weeks. There is no need to notify the course TA or me; as long as you participate online during weeks when you aren't in class in person, you will receive class participation credit. If you participate in class in a given week, your in-class participation will count for approximately ½ of your total participation grade for the week.

Online Participation: Students who participate in the course online will be expected to participate in the course online forums. Discussion topics will be posted each week prior to the lecture, and at certain points during the class, I will ask students to discuss a specific topic. During this discussion period, each online student will be expected to be a productive and active contributor to these forum discussions. This means making a thoughtful and reasoned contribution—and also replying and responding to other students' posts—just as you would in an in-class setting. If you participate online in a given week, your participation in this online forum will count for approximately ½ of your total participation grade for the week.

Your grade will not be based on the number of posts you submit or comments you make in class, but rather on the overall contribution to the discussion.

Class participation is graded weekly. I will drop the lowest two weeks' participation grades.

Quizzes (30% of total grade)

There will be five assigned quizzes over the course of the semester. Quizzes will be taken online, from home. You may use any notes, readings or lecture videos while taking the quizzes, but you will have a time limit: once you begin the quiz, you will have 1 hour to complete it.

For those who are attending class (in class or online), and are actively participating, there should be no problem passing the quizzes. The course teaching assistant will spend the last few minutes of class in weeks when I assign a quiz reviewing the key topics covered in the quiz. If you attend classes, do the required reading, and pay attention to the review session, you'll do just fine on the quizzes.

I will drop the worst of the five quiz grades.

Mid-term writing assignment (20% of total grade)

Each of the theories of human motivation that we've discussed up to this point is grounded (explicitly or implicitly) in some set of assumptions about human behavior. Pick one motivational theory that you find "suspect", and write a 3-5 page (not including references or exhibits) paper explaining your counter-argument. You can use a story from your personal experience, something you've read, or theory and logic to construct your argument. Remember to cite all references.

Final Paper (30% of total grade)

My hope is that, by this time, you have developed some ideas about how organizational environments can be better designed in light of what we have learned about individuals in organizational settings. In 5 – 8 pages (not including references and appendices), propose, in detail, an organizational change within your current organization that you believe is more consistent with what we have learned about individuals in organizations. Write this paper as if you are providing a report to the Board of Directors or CEO of your organization (but provide enough background and context so that I, who am not a part of your organization, can understand it). You should describe the current policy or practice, your rationale and logic for changing it (referencing the appropriate articles), and a structured plan for implementing the change. Your job is to convince, using evidence and logic, me and your Review Partner (see below) of the credibility of your ideas. Write well: structure, cohesiveness and conciseness matter! And remember to cite all sources!

Review Partner Response Paper (5% of total grade)

You will be assigned a Review Partner prior to the end of the Semester. You will exchange papers with your review partner, who will play the role of a decision-maker within your organization. As a review partner, you should read the proposal that you receive as if you are a decision-maker within the focal organization. The

writer's job is to convince you; your job is to provide feedback to the writer, and to provide a rating of your willingness (as a decision-maker) to embrace this idea. More details will be provided prior to the end of the Semester.

Textbook

Our course text is *Organizational Behavior*, 15th Edition, by Stephen P. Robbins & Timothy A. Judge. There are various previous editions of the textbook that are only marginally different from the version I've assigned for this course. It's perfectly acceptable for you to find a used copy of an earlier version. You may also use a more recent edition. Page numbers might be slightly different, but if you're willing to put in the work and verify precise assigned sections each week for your version of the book, you have permission to purchase an earlier copy of the text.

Title: Organizational Behavior, 15th Edition
Author: Stephen P. Robbins, Timothy A. Judge
ISBN: 9780132834872
Publication Date: 01/16/2012
Publisher: Prentice Hall

Other Readings

I will often assign other articles (usually from Harvard Business Review) to read. These will always be required reading. You do NOT need to subscribe to the magazine; many of the articles are available online at no charge. You can set up a profile at HBR.org for free, and access up to five (5) articles per month free of charge.

A Note About Readings

There will be required readings every week; not all required readings are currently referenced in the syllabus, but you should allot time on a weekly basis for pre-reading.

Late Work

I will accept late work—but it will result in a steep penalty: I will reduce the earned grade by 10% of the total points available for the assignment for each day the assignment is late. To be clear, most assignments are due at 11:59 PM Eastern Time; if an assignment is turned in at 12:00 AM Eastern Time the following day, it is considered a day late, and is subject to the penalty.

There are no "surprise" assignments; everything is clearly detailed in the syllabus. So you have plenty of time to plan and complete each assignment. So, in most cases, a late submission is the result of a failure to plan or mismanagement of time. If you must submit a late assignment, and it is for some <u>completely unavoidable</u>

circumstance, please email the Teaching Assistant with a clear explanation of those circumstances. I will occasionally waive the late submission penalty if the circumstances surrounding the late submission are clearly unavoidable and completely out of your control. But this is rare! In short, plan ahead and complete the work in plenty of time!

Communication

This is a large class and students are distributed all over the world. When questions arise, I know that you (the student) want an answer quickly—and I don't want to be a bottleneck in your learning experience. But, unfortunately, it turns out that it's very easy for me to become a bottleneck. Sometimes a question will come during your working hours—which happen (because of your geographic location) to occur during my sleeping hours. And in such a large class, many people will have many different questions—all of which demand a response.

So, there are three ways to get your questions answered. Use these three methods—in this order—in order to minimize the amount of time you spend waiting for an answer! But don't feel bad about asking questions, either! I love teaching—and I want to answer your questions; but I also want to create systems for effective and efficient communication. Use your good judgment in leveraging these three communication methods.

1.   The Forums: Often your fellow students will have the answer to your question. If you think this is a reasonable possibility, go to the forum and ask the question there. There are many more fellow-students than there are instructors/teaching assistants; it's very likely you'll receive a response quickly in the forum.
2.   The Teaching Assistant: The Teaching Assistant (TA) can be reached via email (see above), and will endeavor to respond to your emails within 24 hours. The TA works closely with me in developing the course plan, in grading written papers, and in creating quizzes. Furthermore, the TA is knowledgeable about the course materials. Consequently, the TA can answer many (if not most) of the questions that the student community cannot answer.

When sending the TA an email, it is VERY important that the subject line of the email begin with:

> MGMT E-4000 14769: <put your subject info here>

If you fail to begin the subject line with this text, emails will get lost and may not receive a prompt response.

3.   Emailing Me: If you are confident that the student community and the TA will not be able to answer your question, you may email me. Please begin your email subject with:

MGMT E-4000 14769: <put your subject info here>

I will endeavor to respond to all student inquiries within 24 hours.

Academic Integrity

You are responsible for understanding Harvard Extension School policies on academic integrity (www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity) and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting "the wrong draft", or being overwhelmed with multiple demands are not acceptable excuses. There are no excuses for failure to uphold academic integrity. To support your learning about academic citation rules, please visit the Harvard Extension School Tips to Avoid Plagiarism (www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism), where you'll find links to the Harvard Guide to Using Sources and two, free, online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.

Accessibility

The Extension School is committed to providing an accessible academic community. The Disability Services Office offers a variety of accommodations and services to students with documented disabilities. Please visit www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility for more information.

Course Schedule

August 31, 2016   **Week 1-Introduction to Organizational Behavior**
- *Pre-reading:*
  o Textbook, Chapter 1: What is Organizational Behavior.

September 7, 2016   **Week 2-Theories of the Organization**
- *Pre-reading:*
  o Deutschman, A. (2005). Building a Better Skunk Works. *Fast Company*. http://www.fastcompany.com/55365/building-better-skunk-works

September 14, 2016   **Week 3-Decision-Making I: Rationality**
- *Pre-reading:*
  o Tetlock, P., & Mellers, B. A. (2002). The Great Rationality Debate. *Psychological Science* Download available on Canvas

- Quiz 1 Review

- Quiz: Quiz 1 due by 11:59 PM, Eastern Standard Time, on September 20, 2016.

September 21, 2016   **Week 4-Motivation I: Expectancy, Needs & Values**
- *Pre-reading:*
  o Textbook, Chapter 7 Motivation Concepts, pp. 201 – 208 (Early Theories of Motivation section)
  o Textbook, Chapter 7 Motivation Concepts, pp. 224 – 226 (Expectancy Theory section)

September 28, 2016   **Week 5-Motivation II: Goal-Setting**
- *Pre-reading:*
  o Textbook, pp. 212 – 218 (Motivation: Goal-Setting Theory & Self-Efficacy Theory)
  o Livingston, J. S. (2003). Pygmalion in management. *Harvard Business Review*, *81*(1), 97–106. https://hbr.org/2003/01/pygmalion-in-management

October 5, 2016   **Week 6-Motivation III: Rewards & Punishment**
- *Pre-reading:*
  o Textbook, Chapter 8, Section 3: Using Rewards to Motivate Employees (pp. 252 – 261)

    o   Kohn, A. (1993). Why Incentive Plans Cannot Work. Harvard Business Review.
https://hbr.org/1993/09/why-incentive-plans-cannot-work

October 12, 2016   **Week 7-Motivation IV: Job-Design**

- *Pre-reading:*
  o Textbook, Chapter 8, Section 1: Motivating by Job-Design: The Job Characteristics Model (pp. 240 – 250)

- *Assignment:*   Mid-term written assignment is due by 11:59 PM, Eastern Standard Time, on October 25, 2016. Details regarding the mid-term assignment are above.

- Quiz 2 Review

- Quiz: Quiz 2 due by 11:59 PM, Eastern Standard Time, on October 18, 2016.

October 19, 2016   **Week 8-Motivation V: Beyond Self-Interest**

- *Pre-reading:*
  o Brooks, D. (2015). The Problem With Meaning. The New York Times.
http://www.nytimes.com/2015/01/06/opinion/david-brooks-the-problem-with-meaning.html?_r=0

October 26, 2016   **Week 9-Decision-Making II: Choices**

- *Pre-reading:*
  o Aronson, E. (1999). The power of self-persuasion. *American Psychologist*, *54*(11), 875.
Download available on Canvas

November 2, 2016   **Week 10-Decision-Making III: Heuristics & Biases**

- *Pre-reading:*
  o Textbook, Chapter 6, Section 5: Decision-Making in Organizations (pp. 175-184)
  o Beshears, J., & Gino, F. (2015). Leaders as decision architects. *Harvard Business Review*, *93*(5), 52–62.
https://hbr.org/2015/05/leaders-as-decision-architects

- Quiz 3 Review

- Quiz: Quiz 3 due by 11:59 PM, Eastern Standard Time, on November 8, 2016.

November 9, 2016   **Week 11-Individual Differences I: Personality Assessment**

- *Pre-reading:*
  - Textbook, Chapter 5, Personality & Values (entire chapter)
  - Grant, A., Gino, F., & Hofmann, D. A. (2010). The Hidden Advantages of Quiet Bosses. *Harvard Business Review*
    https://hbr.org/2010/12/the-hidden-advantages-of-quiet-bosses

November 10, 2016   **Week 12-Individual Differences II: Selection & Hiring**
NOTE: Class will meet this week at:
1 Story Street, Room 306
from 7:40 PM – 9:40 PM

- *Pre-reading:*
  - Textbook, Chapter 17, Section 1: Selection Practices (pp. 544-551)
  - Gladwell, M. THE TALENT MYTH. (2002).
    http://www.newyorker.com/magazine/2002/07/22/the-talent-myth
  - Gladwell, M. Complexity and the Ten-Thousand-Hour Rule. (2013).
    http://www.newyorker.com/news/sporting-scene/complexity-and-the-ten-thousand-hour-rule
- Quiz 4 Review

- Quiz: Quiz 4 due by 11:59 PM, Eastern Standard Time, on November 29, 2016.

November 23, 2016   **No Class: Thanksgiving Day Holiday**

November 30, 2016   **Week 13-Groups: Team Structure and Effectiveness**

- *Pre-reading:*
  - Textbook, Chapter 9: Foundations of Group Behavior (entire chapter)

December 7, 2016   **Week 14-Culture & Organizational Design I**

- *Pre-reading:*
  - Hamel, G. (2011). First, Let's Fire All the Managers. Retrieved July 9, 2015, from
    https://hbr.org/2011/12/first-lets-fire-all-the-managers
  - Zappos Video:
    https://www.youtube.com/watch?v=tFyW5s_7ZWc

- o Zappos & Holacracy Article:
  http://www.fastcompany.com/3044352/the-secrets-of-holacracy

- Quiz 5 Review

- <u>Quiz:</u> Quiz 5 due by 11:59 PM, Eastern Standard Time, on December 13, 2016.

December 14, 2016   **No Class: Final paper due December 16, 11:59 PM**
Final Paper: Final papers must be turned in, and sent to your review partner, by 11:59 PM Eastern Standard Time, on December 16, 2016.

December 21, 2016   **No Class: Review Partner Response Paper due**
Review Partner Response Paper: Response papers must be returned to the instructor, and to your review partner, by 11:59 PM Eastern Standard Time, on December 21, 2016.