Section 1, #3738: Tuesday and Friday, 11:00 am – 12:20 pm
Section 2, #3862: Tuesday and Friday, 12:30 pm – 1:50 pm

Instructor: Professor Sandra Cha
Office: Lemberg 256
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✉ cha@brandeis.edu
Office Hours: Tuesday 2:00-4:00 pm, and by appointment
Teaching Assistant: Rebekah Sparks, rspark@brandeis.edu

COURSE DESCRIPTION

This course introduces students to the field of organizational behavior—the psychology of individuals and groups in work settings—with a focus on effective leadership and interpersonal communication. Leadership and communication skills are pivotal to many aspects of business, whether one is negotiating a job offer, managing a team or organization, or seeking to win over clients and investors. As a result, organizational behavior courses are in high demand among business executives.

Business careers are also increasingly global. We will therefore discuss cultural universals and differences in organizational behavior.

This course will use a variety of learning methods, including case studies, lectures, videos, self-assessments, and in-class exercises and role plays.

LEARNING GOALS AND OUTCOMES

This course will address the critical role that “people dynamics” and “soft skills” play in business and career success. Students will acquire the core body of knowledge necessary to understand organizational processes and structures and the individual’s role in these systems.

The goals are to achieve:

1. Increased awareness of one’s own and others’ behavior patterns and their implications for effective individual and group performance in organizations.

2. An awareness and understanding of systems thinking—how human behavior in organizations is affected by factors at multiple levels of analysis.

3. Improvement in “emotional intelligence.” This course will help students learn about their own emotions, the emotions of others, and the role that emotions play in organizational behavior. This course will teach how “hard skills” (such as accounting and finance) enable students to get their
first job, but afterwards “soft skills” (such as communications, interpersonal behavior, and group behavior) are critical to enabling students to advance their careers.

4. Improvements in professional presentation, communication, and complex problem-solving skills through “real world” simulation and case analyses.

**PREREQUISITE**

BUS 10a.

**COURSE MATERIALS**

There are 2 sets of required readings for this course:

1. Textbook: You should **purchase the textbook immediately**. The textbook will be available at the Brandeis Bookstore. It is also available from many online vendors (e.g., bn.com, amazon.com) in two formats—the regular bound edition and the loose-leaf Student Value Edition.

   *Essentials of Organizational Behavior, 12th edition.* Stephen P. Robbins and Timothy A. Judge. Prior versions of the textbook are **not** recommended due to substantial changes.

2. Readings posted on LATTE: You can download the remaining readings from the course website on LATTE.

**REQUIREMENTS**

Course requirements include (1) attendance and class participation, (2) two in-class midterm quizzes, (3) a team project, and (4) a final exam.

These elements will be weighted as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>20%</td>
<td>Each class</td>
</tr>
<tr>
<td>In-class midterm quiz #1</td>
<td>10%</td>
<td>Feb. 10</td>
</tr>
<tr>
<td>In-class midterm quiz #2</td>
<td>20%</td>
<td>Mar. 17</td>
</tr>
<tr>
<td>Team project</td>
<td>25%</td>
<td>Apr. 14; present on April 14, 17, or 21, as assigned</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
<td>To be announced (Apr. 30 - May 7)</td>
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</table>

Late assignments will **not** be accepted. There will be no make-up midterm quizzes or make-up final exam.

Re-grade requests on assignments must be submitted in writing, no later than one week after grades have been provided. After this time, any re-grade request will be denied. Please note that re-grading may result in a lower grade rather than a higher grade.

Requirements and grading schemes will be described in more detail during the first class.
1. Attendance and Participation

Students are required to attend all classes and to participate actively in class discussions. You are expected to come to class on-time, having thoughtfully prepared all readings and assignments due that day. Valuable contributions to the class discussion (1) provide a relevant and new perspective on the topic, (2) build on the prior discussion and move the analysis forward to generate new insights, and (3) if they mention a personal experience, do so in a way that helps illuminate the ideas under discussion.

Please display a name card at your seat, and sign your name on the class attendance sheet, at every session during which you are present.

Policy on missed classes: You are allowed one (1) absence, no questions asked. Each additional unexcused absence will result in your participation grade being reduced by a half-step, e.g., A- becomes A-/B+; B becomes B/B-. Incurring an excessive number of absences will put you at risk to fail the course. Habitual lateness (or leaving class early), for whatever reason, will be noted as evidence of low course commitment and will be penalized. Attendance on Team Formation Day (Friday, February 6) is mandatory to take the course.

Policy on technology: To help everybody to stay focused on the class discussion, the use of laptops, cell phones, and all other technology in the classroom is prohibited. Please keep all your technology turned completely off and stowed away during class. The teaching team will make a note of any students using technology in the class, and your class participation grade will be reduced as a result. If you feel that your learning will be hampered by not having access to your laptop for note-taking or other legitimate purposes, please speak to me. If you wish to leave your cell phone on in “Silent” mode because of an ongoing emergency situation that you may need to respond to, please speak to me at the start of class to let me know.

2. In-class Midterm Quizzes

There will be two closed book, in-class midterm quizzes that will include multiple-choice, true/false, and short answer questions. Each will cover lectures, class discussions, and readings. No make-up quizzes will be given. The only acceptable excuse for missing a midterm quiz is a doctor’s note stating that you are too ill to take the midterm that day.

3. Team Project

The team project requires you to analyze a challenging situation (e.g., a problem) faced by a person or organization that has been written about in the business press (e.g., Bloomberg Businessweek, Forbes, The Economist, The Washington Post) by drawing on course materials on one or more of the topic areas below:

- Power and politics
- Personality and values
- Leadership and management
- Emotions and stress
- Communication and difficult conversations
Your team will need to describe the situation (e.g., a problem) faced by the person or organization at a particular moment in time. For example, the former chief executive of HP, Carly Fiorina, faced difficulty motivating her employees after HP’s merger with Compaq. You will then need to demonstrate your mastery of the topic area(s) by evaluating the person or organization’s performance in those area(s), and recommending how the person or organization should act (what actions to change and/or maintain going forward), based on what you’ve learned from the course. A central goal of the project is to create a set of recommendations that you would like to offer the person or organization. In other words, your team is to act as if you were a consulting team hired to evaluate the person or organization and to ensure that the person or organization is on the right course going forward.

Your project team is required to make a 15-minute team presentation in class (with every team member speaking for at least 2 minutes). You will need to email me your final PowerPoint slides by 10:00 am on April 14. Please also provide me with hard copies of your PowerPoint slides (2-3 slides per page, stapled, with font large enough to read on light colored slides) and a comprehensive list of references (citing all articles, books, websites, and other sources used) at the beginning of class on April 14.

Your presentation should contain three components:

1. **Description of Situation.** Clearly delineate the situation (including any problems) faced by the person or organization at a specific moment in time.

2. **Evaluation and Recommendations.** Present your evaluation of what the person or organization is doing well versus poorly with regard to your topic area(s), plus your recommended steps for action.

3. **Supporting Rationale.** Relate your evaluation and recommendations back to theories learned in class in more detail. Justify why you feel your evaluation and those particular recommendations make the most sense. This is where you demonstrate your ability to apply the concepts you’ve learned. In other words, whereas the evaluation and recommendations should cover the key ideas you’d like to present to the person or organization (i.e., these should be very clear and accessible), the supporting rationale, as an analysis, ought to be more academic and make more explicit use of concepts from class.

Your grade on the project will consist of two components. First, 90% of your project grade will be a team grade assigned by the instructor to all members of the team. You will be graded on criteria including the depth of your understanding of the course concepts; the value, appropriateness, and persuasiveness of your conclusions; your effectiveness at communicating these ideas (e.g., your presentation should be clear and engaging); and the appropriateness with which you identify the
relevant situation or events in a person’s life or an organization’s history. Second, 10% of your project grade will be the average evaluation you receive from your teammates (on a scale from 0 to 100) after the project is completed.

4. Final Exam

The final exam will include multiple-choice, true/false, and short answer questions. It will be cumulative, testing your understanding of lectures, class discussions, and readings from the entire semester. No make-up final exam will be given.

DISABILITIES

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately. Please keep in mind that reasonable accommodations are not provided retroactively.

ACADEMIC INTEGRITY

You are expected to be familiar with and to follow the University’s policies on academic integrity (see http://www.brandeis.edu/studentlife/sdc/ai/). Instances of alleged dishonesty will be forwarded to the Department of Student Rights and Community Standards. Potential sanctions include failure in the course and suspension from the University.

COURSE SCHEDULE

Subject to change. The most current version will always be in LATTE.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
<th>Readings and Assignments Due</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>I. Introduction</strong></td>
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<tr>
<td>1/13 - Tu</td>
<td>1</td>
<td>Introduction to Organizational Behavior in Business</td>
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<td><strong>II. Individual and Interpersonal Dynamics</strong></td>
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<tr>
<td>1/16 - F</td>
<td>2</td>
<td>Power and Politics</td>
<td>• Chapter 13 (pp. 198-204 only; stop before the heading “Politics: Power in action”; LATTE)</td>
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<td>• CASE: The Monica Ashley Case (pp. 1-9 only; stop before the heading “Monica reflects on her experiences”; LATTE)</td>
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<td>• Write down brief answers to the following questions (to be graded pass/fail as part of class participation). This exercise will help prepare you for a role play to be done in class.</td>
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<td>List the power bases available to (1) Monica and (2) Parker. List the influence tactics used by (3) Monica and (4) Parker. (5) How</td>
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<td>Date</td>
<td>Class</td>
<td>Topic</td>
<td>Readings and Assignments Due</td>
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| 1/20 - Tu | 3     | Personality and Values       | **6a people only:** Imagine that things had unfolded differently in the case. Specifically, imagine that very early on in the project, Monica—realizing that she might face opposition from Parker—had contacted Parker’s secretary to set up a one-on-one meeting. Based on your assessment of Parker’s personality and motivations, list the influence tactic(s) you believe Monica should use during the meeting, in order to procure Parker’s support for Project Hippocrates.  
**6b people only:** Imagine that things had unfolded differently in the case. Specifically, imagine that very early on in the project, Monica—realizing that she might face opposition from Parker—had contacted Parker’s secretary to set up a one-on-one meeting. Based on your assessment of Parker’s personality and motivations, list the influence tactic(s) you believe Monica should use during the meeting, in order to procure Parker’s support for Project Hippocrates. |
| 1/23 - F | 4     | Leadership and Management    | **CASE: Adler reading (LATTE)**  
Prepare to discuss your answers to the following questions in class:  
1. What elements do you see of good leadership in this situation? What elements of poor leadership do you see displayed?  
2. If you were to write a job description for the ideal candidate for Goldstone’s job, what would you include? Why?  
3. Suggest some options for Goldstone at this point. What might he do to help himself achieve success in his current situation? |
| 1/27 - Tu | 5     | Effective Leadership I      | **Chapter 12 (focus on pages 178-181, 184-191)** |
| 1/30 - F | 6     | Effective Leadership II     | **Email the Teaching Assistant by 5 pm today:** Write down one idea for a team project topic (the name of a person or organization you admire, or an industry in which you are interested) in the subject line of your email. |
| 2/3 - Tu  | 7     | Emotions and Stress         | **Chapter 4 (two sections can be read lightly: the structure of mood and pure markers on pp. 48-49 and Emotional Intelligence on pp. 54-56)**  
**Chapter 17 (pp. 273-276 only)** |
<p>| 2/6 - F  | 8     | Team Formation Day          | <strong>Attendance today is mandatory to take the course.</strong> |</p>
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<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
<th>Readings and Assignments Due</th>
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<tbody>
<tr>
<td>2/10 - Tu</td>
<td>9</td>
<td>In-class Midterm Quiz #1</td>
<td>---</td>
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<tr>
<td>2/13 - F</td>
<td>10</td>
<td>Difficult Conversations</td>
<td>• Stone reading (LATTE). This reading will help prepare you for a role play to be done in class.</td>
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<tr>
<td>2/17 - Tu</td>
<td>NO CLASSES</td>
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<td>2/20 - F</td>
<td>NO CLASSES</td>
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<td><strong>III. Group and Organizational Dynamics</strong></td>
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<tr>
<td>2/24 - Tu</td>
<td>11</td>
<td>Motivation Concepts</td>
<td>• Chapter 7 (one section can be read lightly: Early Theories of Motivation on pp. 97-101)</td>
</tr>
<tr>
<td>2/27 - F</td>
<td>12</td>
<td>Motivation in the Workplace</td>
<td>• Chapter 8</td>
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<td>• Kerr reading (LATTE)</td>
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<tr>
<td>3/3 - Tu</td>
<td>13</td>
<td>Motivation in the Workplace II</td>
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<tr>
<td>3/6 - F</td>
<td>14</td>
<td>Leading through Organizational Culture</td>
<td>• Chatman and Cha reading (LATTE)</td>
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<td>• CASE: Van Maanen reading (LATTE)</td>
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<td>• Write down brief answers to the following questions (to be graded pass/fail as part of class participation):</td>
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<td>1. What values and norms characterize Disneyland’s culture? What behaviors result from these values and norms?</td>
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<td>2. How does Disneyland get employees to behave as they do?</td>
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<td>3. Have you experienced any aspects of the Disneyland approach to managing employees? What are its strengths and weaknesses?</td>
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<tr>
<td>3/10 - Tu</td>
<td>15</td>
<td>Ethical Leadership</td>
<td>• Messick and Bazerman reading (LATTE)</td>
</tr>
<tr>
<td>3/13 - F</td>
<td>16</td>
<td>Cross-cultural Management</td>
<td>• Chapter 5 (International Values section on pp. 75-78 only)</td>
</tr>
<tr>
<td>3/17 - Tu</td>
<td>17</td>
<td>In-class Midterm Quiz #2</td>
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<tr>
<td>3/20 - F</td>
<td>18</td>
<td>Group Dynamics</td>
<td>• Chapter 9 (pages 142-146 on group decision-making only)</td>
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<td>• <strong>BRING THE BOOKLET</strong> (Participant’s Booklet or Observer’s Guide) you received at the midterm. Bringing the booklet and preparing for class (see below) will be graded pass/fail as part of class participation.</td>
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<td><strong>Participant’s Booklet people only:</strong> Carefully read “The Cascades Situation” and “The Challenge,” then complete Step 1. Do not discuss your answers with other people or consult outside sources (e.g., the Internet).</td>
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<td><strong>Observer’s Guide people only:</strong> Read the whole guide carefully to prepare you to assess a group of classmates in class.</td>
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<td>3/24 - Tu</td>
<td>19</td>
<td>Team</td>
<td>• Chapter 10 (one section can be read lightly:</td>
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<tr>
<td>3/27 - F</td>
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<tr>
<td>Date</td>
<td>Class</td>
<td>Topic</td>
<td>Readings and Assignments Due</td>
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<tr>
<td>3/27 - F</td>
<td>20</td>
<td>Effectiveness</td>
<td>differences between groups and teams on p. 149)</td>
</tr>
<tr>
<td>3/31 - Tu</td>
<td>21</td>
<td>Guest Speaker</td>
<td>• To be announced</td>
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<td>Managing Diversity</td>
<td>• Thomas and Ely reading (LATTE)</td>
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<td>• Tannen reading (LATTE)</td>
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<td>I V. Conclusion</td>
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<td>4/3 - F</td>
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<td>NO CLASSES</td>
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<tr>
<td>4/7 - Tu</td>
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<td>NO CLASSES</td>
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<td>4/10 - F</td>
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<td>NO CLASSES</td>
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<tr>
<td>4/14 - Tu</td>
<td>22</td>
<td>Team Projects</td>
<td>• Team project presentations</td>
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<tr>
<td>4/17 - F</td>
<td>23</td>
<td>Team Projects</td>
<td>• Team project presentations</td>
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<tr>
<td>4/21 - Tu</td>
<td>24</td>
<td>Team Projects</td>
<td>• Team project presentations</td>
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<tr>
<td>4/24 - F</td>
<td>25</td>
<td>Creativity and Innovation</td>
<td>• Amabile reading (LATTE)</td>
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<tr>
<td>4/28 - Tu</td>
<td>26</td>
<td>Course Review and Wrap-up</td>
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<tr>
<td>4/29 - W</td>
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<td>Study Day</td>
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<td>4/30-5/7</td>
<td></td>
<td>Final Exam Period</td>
<td>• Final exam; exact date/time to be announced</td>
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