OB 6301.501
INTRODUCTION TO ORGANIZATIONAL BEHAVIOR
Spring 2010
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Time: Tuesday 07.00 to 09.45 PM
Place: **SOM 1.217**
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Office hours: Mondays 4 to 5.30 PM and Tuesdays 5 to 7 pm or by appointment

TEXT BOOK and READINGS

The text book is available at the UTD Bookstore or at Off Campus Books on Campbell Road.

(a) **Text**: Organizational Behavior, 10th, 11th or 12th ed., Hellriegel and Slocum, South-Western.

(b) "Do the Right Thing: How Dedicated Employees Create Loyal Customers and Large Profits", by James F. Parker
Publisher: Wharton School Publishing; 1st edition (November 30, 2007)

(c) You can download the readings from the library website (go to eJournals: http://www.utdallas.edu/library/resources/journals.htm)

INTRODUCTION

A good knowledge of Organizational Behavior is important for all of us. This is because we all belong to various kinds of organizations. The smallest organization we belong to is our family! In this course we will focus our attention on creating, fostering and managing organizations in which people thrive and perform at their best. The core premise of our approach is that managerial excellence is fundamentally tied to creating organizational contexts/climates that build human strengths and unlock the full potential of human communities.

Historically, the field of organizational behavior has accumulated almost 90 or more years of experience in studying and explaining organizational life. OB addresses topics such as: how organizational cultures and subcultures affect organizational performance; how to motivate and reward people; what makes work groups function effectively; the impact of leadership styles and communication; how to gain power and influence, how to diagnose need for change; how to create change; and how to design jobs and organizations.

Traditionally OB literature focused on three levels of analysis, individual-level, group-level and organization-level. In our discussions we will introduce a fourth level of analysis, the societal-level.

LEARNING OBJECTIVES
1. Students will learn to analyze leadership issues and evaluate organizations with the aim of developing appropriate leadership styles specific to different situations.
2. Students will evaluate the differences between motivational approaches and be able to assess the efficacy of motivational programs.
3. Students will be able to create effective high performance teams by assessing the needs of stakeholders and developing effective team processes.
4. Students will learn to recognize the need for decision making and be able to analyze the situation, evaluate alternatives and select the most appropriate course of action.

Achieving the Objectives

You will be required to complete several activities in order to achieve the identified objectives:

1. Contribute to in-class discussions of chapters, cases and readings by exhibiting an understanding of the information presented.

2. Attendance is required at all class sessions to fully make use of and participate in all class discussions. That being said, I recognize that, at times, professional and personal emergencies may arise which may prevent one from attending class. Let's all be intrinsically motivated to contribute and learn from each other! Everyone should strive to be off to a "fast start" by being enthusiastically and actively engaged.

Overview of the Assignments
On the first day of the class **several groups** with 4 to 5 members in each will be formed for the group assignments. Please "self-select" into your groups.

Please do not rely too much on the Internet for your research. Spend some time in the library—there are greater opportunities for serendipitous results.

Assignment 1: Readings (CLASS PRESENTATIONS) GROUP

Readings are pre-selected for the week. There will be 15+ readings for the whole semester and two to three readings will be pre-assigned for the week. The whole class should be prepared to engage in an active class discussion. Two to three groups will be randomly called to lead the class discussion based on that week's reading. Every group will get at least two to three opportunities to lead reading discussions in the class. You can download the readings from the library website [go to eJournals: http://www.utdallas.edu/library/resources/journals.htm   Discussion of the readings should include the following:
1. Key ideas discussed in the paper (summary of the paper)
2. Why these ideas are important and how can these be translated into actual practice?

3. Points in the reading which you disagree with…

The goal of this exercise is to initiate a good class discussion. These discussions could take about **15 to 20 minutes**. We will keep the duration of the discussion flexible depending on how well it develops.

Assignment 2: Paradoxes, Biases and Self-fulfilling Philosophies in OB (GROUP)
The goal of this assignment is to help you understand the complexities of learning and innovating in the area of social sciences in general and organizational behavior in particular. We all are slaves of our own biases and the challenge is to recognize this and formulate ways to overcome it. This is an unusual assignment and requires nontraditional thinking to understand its significance and process of creating the output.

Output of Assignment 2

1. A Word document (1500 words)
2. A Power Point document for class presentation
3. Final class presentation using the PowerPoint document

Broader topics of interest are:
   a. **Entrepreneurial Personality**
   b. **Decision Making Biases**
   c. **Business Ethics**
   d. **Characteristics of High Performance cultures**
   e. **Theory of Life and Self-Fulfilling Philosophies**

a. Entrepreneurial Personality
Under this topic students are expected create an **entrepreneurial personality profile!** Entrepreneurship researchers and occupational psychologists have long been asking this question, 'who will enter?' meaning what personality types are predisposed to becoming entrepreneurs, without any conclusive answers (Shane, Locke and Collins, 2003; Sarasvathy, 2004). Sarasvathy (2004) persuasively argued that *"One of the most persistent and largely fruitless endeavors we have engaged in as entrepreneurship researchers consists in our efforts to understand differences between entrepreneurs and nonentrepreneurs, both with respect to the decision to become entrepreneurs as well as the propensity to succeed in new venture creation".* I do support her contention that not asking the right question can handicap us from finding meaningful answers. However, I do not fully agree with her call for moving away from individual level research addressing the relationship between personality and entrepreneurship. Instead, I advocate for reformulating the question from 'what are the differences between entrepreneurs and non-entrepreneurs' to 'who has the intention to enter into entrepreneurial activities'. Looking at intention rather than current state serves two important purposes, first of all this eliminates, if not fully, the inherent methodological difficulty with the traditional approach of comparing the current state of the individual, entrepreneur versus others, without taking the circumstantial factors at the time of entrepreneurial entry into account and second of all knowledge of intention is helpful from the point of view of policy makers who are interested in understanding what is

required to convert intention to action thereby enhancing the entrepreneurial potential of societies.

d. Decision Making Biases
Consider decision making heuristics and biases and explain their influence in managerial decision making. Your paper and presentation should contain several examples to effectively explain the ideas and its implications.

c. Business ethics
There is always a competition between profitability and ethicality in business. A qualitative relationship between ethicality and profitability is given below:
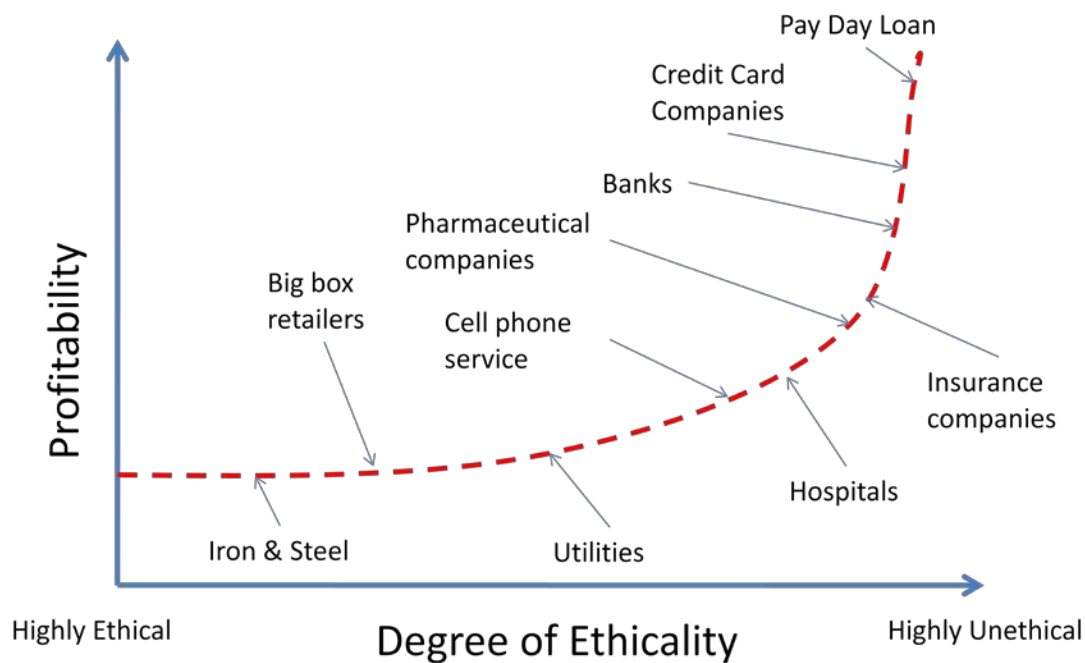
This topic should describe the profitability-ethicality dilemma and discuss why this issue is never considered in political and policy discussions. The final paper / presentation should include several real life examples.

d. Characteristics of High Performance cultures
Select three companies (other than Southwest Airline) based on the following two criteria: 1. Profitability (consistently was profitable in the past 20+ years calculated based on a two-year average). 2. Downsizing (never implemented a massive lay off). You should evaluate the culture and leadership of Southwest Airline and compare it with the selected company in order to understand the "Science of high performance." Answering the following questions will help you prepare the assignment:

1. Among companies that show consistently high performance is collaborative mindset a common factor?
2. What differences in leadership style do you notice between Southwest and the selected companies?

e. Theory of Life and Self-Fulfilling Philosophies
Write two to three short stories on how our blind beliefs influence our organizational life. *Monetary incentives are a good way to motivate* is an example of a self-fulfilling believe. Write about it with examples and implications to the way we manage and lead. Considering the following aspects / questions will help you prepare the assignment:
1. Make a list of self-fulfilling believes (you believe in it but very difficult to test its validity)
2. Think about its implications on organizational life

Class schedule and reading assignments			
Week	**Date**	**Topics**	**Textbook Chapters**
Week 1	01/12	Syllabus Class Expectations MBTI assessment Career Decision Making Assessment	Chapter 1
Week 2	01/19	**Self-Awareness and Motivation** *Personality* *Readings:* F. Luthans, "The need for and meaning of positive organizational behavior", Journal of Organizational Behavior J. Organiz. Behav. 23, 695–706 (2002)	Chapters 2
Week 3	01/28	**Self-Awareness and Motivation** *Personality* MBTI Feedback *Readings:* Mayer, J. D. and others. 2004. "Leading by Feel", Harvard Business Review, 82 (1): 27-35 **(Get all the pages from 27 to 35)** M. Buckingham, "What Great Managers Do", HBR, March 2005	Chapters 2

Week 4	02/02	**Self-Awareness and Motivation** *Motivation* ***Readings:*** Nitin Nohria et al., "Employee Motivation: A Powerful Model", HBR July-August 2008 Harry Levinson, "Asinine Attitudes Toward Motivation", HBR Jan-Feb. 1973 F. Herzberg, "One More Time: How Do You Motivate Employees?", Harvard Business Review, Jan. 2003	Chapters 4, 5 and 6
Week 5	02/09	**Self-Awareness and Motivation** *Motivation* ***Readings:*** Bartlett, C.A. & Ghoshal, S. 2002. Building competitive advantage through people. Sloan Management Review,43-2: 34-41. S. Kerr, "On the Folly of Rewarding A while Hoping for B" Academy of Management Executive, 9(1): 7-15, 1995	Chapters 4, 5 and 6
Week 6	**02/16**	**Exam I**	
Week 7	02/23	**Cognitive Processes** *Decision Making, Perception and Other Cognitive Processes* ***Readings:*** F. Ferraro, J. Pfeffer and R.I. Sutton, "Economic Language and Assumptions: How Theories Can Become Self-Fulfilling", Academy of Management Rev., vol.30, no.1, Jan. 2005 C.M. Christensen and M.E. Raynor, "Why Hard-Nosed Executives Should Care About Management Theory", Harvard Business Review, Sept. 2003	Chapter 3 & 13
Week 8	03/02	**Cognitive Processes** *Decision Making, Perception and Other Cognitive Processes* ***Readings:*** I. Royer, " Why Bad Projects are So Hard to Kill", HBR, Feb. 2003 J.J. Janney and G.G. Dess, "Can Real-Option Analysis Improve Decision-Making? Promises and Pitfalls" The Academy of Management Executive, vol.18, No.4, Nov. 2004	Chapter 3 & 13

Week 9	03/09	**Cognitive Processes** *Decision Making, Perception and Other Cognitive Processes* *Readings:* K. Shimizu and M.A. Hitt, "Strategic Flexibility: Organizational Preparedness to Reverse Inefective Strategic Decisions", The Academy of Management Executive, vol.18, No.4, Nov. 2004 S.D. Sarasvathy, "Causation and Effectuation: Toward a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency", Academy of Management Rev., vol. 26, no.2, p.243, 2001	Chapter 3 & 13
Week 10	**03/16**	**SPRING BREAK**	
Week 11	03/23	**Culture and Social Processes** *Teams, communication and conflict* *Readings:* Kirkman, B. L. & Colleagues. 2002. Five Challenges to Virtual Team Success: Lessons from Sabre, Inc. Academy of Management Executive, 16 (3): 67-79 P. Evans and Bob Wolf, "Collaboration Rules", HBR July-August 2005	Chapters 9, 10, 11 and 15
Week 12	03/30	**Culture and Social Processes** *Organizational Culture and Learning* *Readings:* Ikujiro Nonaka, "The Knowledge creating company" HBR, July 2007 G. Hamel, "Waking-Up IBM" , HBR, July-August 2000	Chapters 9, 10, 11 and 15
Week 13	**04/06**	**Exam II**	Chapters 3, 13, 9, 10, 11 and 15
Week 14	04/13	**Culture and Social Processes** *Creating and Leading Organizational Stability and Change* *Readings:* W.H. Starbuck, "Why I stopped trying to understand the real world", Organization Studies, 25(7), 1233-1254, 2004 J.P. Kotter, "Leading Change", HBR March-April 1995	Chapter 16

Week 15	04/20	**Final Presentation day 1**	
Week 16	04/27	**Final Presentation day 2**	

GRADING

The grades in the activities in which you will be participating will be combined to determine your final course grade. The relative weights are as follows:

1. Class Participation (Assignment 1 and Pop-Quizzes)	30%
2. Exam I & II (20% each)	40%
3. *OB: Science, Practice and Philosophy* paper (Assignment 2)	30%
Total	100%

APPENDIX

A Guide to Further Study

Dear students,

My goals as your teacher are multiple and very ambitious. I want to transform each one of you into a confident practitioner of the science and art of management. A thorough understanding of Organizational Behavior is the first step in achieving this goal. You will also see, during the course of the semester, that I want you to be a Scholarly Practitioner who will not only practice management but also advance the science of management. In order to assist you in achieving this goal I have compiled a list of readings for further study. Please note that these readings reflect my personal interest and theory life and it should not be considered in any way as exhaustive.

Organizational Behavior (General)
3. **Understanding Organizations** by Charles Handy, Penguin (1999)
4. **Business, Government and Society** by G.A. Steiner and J.F. Steiner, McGraw-Hill Irwin (2006)
5. **Supercapitalism** by R. Reich, Knopf (2007)
6. **Capitalism and Freedom** by Milton Freedman, University Of Chicago Press (2002)

Self-Awareness and Motivation
1. **Motivation and Personality** by Abraham H. Maslow, Addison Wesley Longman (1970)
2. **Personality and Intellectual Competence** by T. Chamorro-Premuzic and A. Furnham, Lawrence Erlbaum Associates, (2005)
3. **Personality Traits** by G. Mathews et al., Cambridge (2003)
4. **Attitudes, Personality and Behavior** by I Ajzen, Open University Press (2005)
5. **Mindset: The New Psychology of Success** by Carol S. Dweck, Random House (2006)
6. **Matter of Mind** by K. Heilman, Oxford (2002)
7. **Why We Do What We Do** by E. L. Deci, Penguin (1996)
8. **Psychobiology of Personality** by M. Zuckerman, Cambridge (2005)
9. **The Developing Mind** by D.J. Siegel, Guilford (1999)
10. **Work and Motivation** by Victor H. Vroom, Jossey Bass (1995)
11. **Work and Motivation in Organizational Behavior** by C.C. Pinder, Prentice Hall (1998)

Cognitive Processes
1. **Predictable Surprises** by Max Bazerman, Harvard Business School Press (2004)
2. **Judgment under Uncertainty: Heuristics and Biases** by D. Kahneman et al., Cambridge University Press (1982)
3. **Administrative Behavior** by Herbert Simon, Free Press (1997)
4. **Decisions and Organizations** by J. G. March, Wiley (1991)
5. **The Psychology of Judgment and Decision Making** by Scott Plous, McGraw-Hill (1993)

Culture and Social Processes
1. **Management and Cultural Values** by H.S.R. Kao et al., Sage (1999)
2. **Transformational Leadership** by B.M. Bass, Lawrence Erlbaum Associates, (1998)
3. **Theory Z** by William G. Ouchi, Avon (1981)
4. **Organizational Culture and Leadership** by Jossey-Bass (2004)
5. **Cultures and Organizations: Software of the Mind** by G. Hofstede and G.J. Hofstede, McGraw-Hill (2004)
6. **Managing with Power** by J. Pfeffer, HBS Press (1992)
7. **Getting to Yes: Negotiating Agreement Without Giving In** by Edgar Schein, Houghton Mifflin (1992)
8. **Bargaining for Advantage** by G. R. Shell, Penguin (2000)
9. **Difficult Conversations** by D. Stone et al., Penguin (2000)