Organizational Behavior
Spring 2015 — Leading People

Instructor: Professor Andreea Gorbatai
Email: gorbatai@haas.berkeley.edu
Office hours: Tuesdays 11:30-12:30
Location: F541 (Appointment needed)

Class Meetings

Lecture:
Mondays 9:30-11AM: C230
Mondays 12:30-2PM: F295

Discussion groups:
Group 101: Wednesday 8:00-9:30AM C320
Group 102: Wednesday 9:30-11:00AM C320
Group 103: Wednesday 9:30-11:00AM F295
Group 201: Wednesday 12:30-2:00PM F295
Group 202: Wednesday 12:30-2:00PM C135
Group 203: Wednesday 2:00-3:30PM C135

Graduate Student Instructors

MBA student Andrew Lee
Email: andrew_l@mba.berkeley.edu
Sections: 101 & 102
Office hours: Tue 9:30-10:30AM
Location: Computer lab TBD

MBA student Ryan Stanley
Email: r_stanley@mba.haas.berkeley.edu
Sections: 202 & 203
Office hours: TBD
Location: TBD

MBA student Christopher Symmes
Email: chris_symmes@mba.berkeley.edu
Sections: 103 & 201
Office hours: 11AM – 12PM
Location: TBD

Course Overview

In this course, you will learn how to maximize human potential – both your own and those that you will work with. Particularly because many of you will be part of human capital intensive organizations in the future, you need to understand that a critical source of competitive advantage often comes not from having the most ingenious product design, the best marketing strategy, or the most efficient production system, but rather from having the ability to effectively obtain, mobilize, and manage an organization’s human assets. Organizational leaders estimate that they often spend up to 30 percent of their time focusing on interpersonal issues.

Leadership is about coordinating the skills, talents, and resources of individuals and groups in those combinations that best realize the organization’s opportunities. You must make things happen, and often under conditions or schedules that are not of your own choosing and with very vague and uncertain goals. This requires employees at all levels to be able to diagnose problems, make effective decisions, influence and motivate others, manage their personal contacts, bring
out the best in their colleagues, optimize cross-functional teams, and drive organizational change.

This course prepares you to achieve these objectives. It provides fundamental tools from the behavioral and social sciences that will improve your ability to analyze organizational dynamics, and manage effectively, while at the same time maintaining your own ethical compass. Beyond intelligence and technical skills, what separates effective employees and managers from average ones is a set of social skills and awareness. This course identifies these skills and will provide ideas and tools for improving them. Our goal is to help you think about your behaviors—and other people’s perceptions of your behaviors—and then leverage this awareness to improve in areas that matter to you.

**Course Format & Goals**

Class time will be divided between a lecture on theory and scientific findings on Mondays, along with class discussion on Wednesdays. Attendance is mandatory for both lecture and discussion sections.

On Wednesdays, class sessions will involve various activities, such as a face-to-face negotiation exercise, case studies, videos, and feedback from online exercises to illustrate the weekly topics. Exercises illustrate particular concepts very well and also provide for experiential learning. Case studies help us better understand particular industries as well as act as a vehicle for detailed in-class discussions. Finally, videos are a very straightforward medium to convey particular settings and experiments. You should come to class prepared to summarize key points from the day’s readings and to contribute to the case analysis. As you complete the reading, it may be helpful to ask yourself:

- What is the basic argument the author makes?
- What are the key concepts/principles relevant to this reading?
- So what? How does this matter for organizations?
- What are the implications for the kinds of challenges I face as a leader?
- How can I apply this to my firm, my job, and my career?
- What is the range of circumstances I can apply this to (or not)?

The following is a list of the objectives for this course:

- To provide an overview of the theories and principles of leadership and organizational behavior, and to illustrate how these theories are translated into practice
- To demonstrate the importance of understanding behavior at the individual, group, and organizational levels when managing organizations
- To aid the development of leadership and interpersonal skills in modern organizations
- To develop a theory of practice of how to create organizations, teams and jobs that foster excellence
Consideration for Classmates & the Class Environment

A large class requires careful attention to fairness and respect for one another. In particular, case discussions are a way for you to learn from one another, and the myriad of experiences each of you bring. I expect class discussion to be lively and engaging. Therefore, I propose the following simple code of conduct:

- **Attend class on time.** It enhances the value of the class not only for you but for everyone when you are present and you participate. If you have an unavoidable conflict, please do not disturb your classmates when arriving late, leaving early, or by asking to have information you missed repeated during the class.

- **Any administrative questions/scheduling issues** (e.g., adds, drops, exams) need to be directed toward the administration. I have zero influence over these matters.

- **There are no unexcused absences.** Attendance will be taken multiple times during lecture and sections, at random. If you email me or the GSIs about missing a class, the only response you will get (if any) is: “see the syllabus.” The only exceptions are university-sanctioned excused absence pre-determined by academic affairs, personal illness, or death of a family member. Contact your GSI with the appropriate certification.

- **No late work will be accepted.** This applies to in-class assignments, online assignments, or other class-related work. Do not ask. No exceptions will be made for late work ever (because you will have had the assignments and due-dates in advance).

- **There are no make-ups for missed in-class exercises.** If you need to know what happened in class on a day you missed, you will need to ask a student/friend/colleague. If you email me about this, the only response you will get (if any) is: “see the syllabus.”

- **There are too many wonderful causes to support** and we simply do not have time for them all to be announced. To be fair to all, the answer needs to be “no” to all. If you email me about this, the only response you will get (if any) is: “see the syllabus.”

- This course adheres to the guidelines established in the Berkeley Code of Conduct, which can be found at [http://www.haas.berkeley.edu/Undergrad/academic_guidelines.html](http://www.haas.berkeley.edu/Undergrad/academic_guidelines.html).

Students with Disabilities

Students with disabilities seeking academic accommodation in this course need to promptly notify the instructor by providing a Letter of Accommodation from the Disabled Students Program. Notice of accommodation later than three weeks may result in an inability to timely provide accommodations.
Students with disabilities granted extended time on examinations will be scheduled to start exams at the same time as other students unless there are extenuating circumstances such as another exam. Failure to notify me of such a conflict within three weeks of the start of the semester may mean that an examination cannot be timely rescheduled.

**Information about special examination room accommodations will be provided via email a week before the exam is scheduled. Please immediately contact your instructor if you have not received an email with detailed examination accommodation information no later than three business days prior to the date the course examination is scheduled.**

**Student-Athletes**

- It is the instructor’s responsibility to give students a schedule, available on the syllabus in the first week of instruction, of all class sessions, exams, tests, project deadlines, field trips, and any other required class activities.
- **It is the student’s responsibility to notify the instructor(s) in writing by the second week of the semester of any potential conflict(s) and to recommend a solution, with the understanding that an earlier deadline or date of examination may be the most practicable solution.**
- It is the student’s responsibility to inform him/herself about material missed because of an absence, whether or not he/she has been formally excused.

The complete guidelines are available on the Academic Senate website. Additionally, a checklist to help instructors and students comply with the guidelines is available on the Center for Teaching and Learning website.

**Assignments & Grading**

Your final grade will be composed of four things:

- Attendance & citizenship (both lecture & section) 20%
- Online exercises (completion Sunday before lecture at 5PM) 15%
- Three case and/or reading quizzes in section 15%
- Midterm exam I 20%
- Midterm exam II 20%
- Psychology experiment participation 5%
- Final exam 5%

Midterms exams and final: 20%+20%+5%=45%

The exams will assess how well you have learned the material by asking you to apply concepts, and think critically. Exam questions will cover material from readings, lectures, videos, cases, and class discussion.
No make-up exams are allowed. If you have some extenuating circumstances, this is between you and the administration. Once your issue has been resolved at an administration-level, they will contact me to inform me (in other words, do not contact me and ask for special arrangements).

- **Midterm exams (20% + 20%)** The midterms will consist in multiple-choice questions regarding concepts covered in lecture and section up to the exam date. The midterms are closed notes, closed book exams. The second midterm is cumulative, meaning that it will include questions covering concepts taught early in the course as well. Exams are closed book, closed notes – no materials are allowed. **We will provide Scantron sheets.**

- **Final exam (5%).** In preparation for the final exam you will receive four questions via email at least a week in advance. You are responsible for preparing your answers independently, without consulting with your colleagues (under 500 words per answer). The final exam will consist of two of these questions that you prepared in advance – questions that I will choose and share with you in class at the start of the exam. You will be expected to write a written response without consulting your notes or any other materials. **You are expected to bring your own Blue Books for the exam.**

**Online exercises (15%)**

There will be short exercises and surveys to fill out before class throughout the course. These exercises are **not optional** and count as participation in the course grade because they will help you get more out of the class. I want to give you a strong incentive to actively engage with them, so I will penalize you if you fail to complete them. You will not be graded on the correctness of your answers—you just need to complete this assignment on time/ before the deadline.

**Four (4) Hours of Psychology Experiment Participation (5%)**

This class is one in which the scientific method serves as the basis for all knowledge of self, others, and organizations. A critical piece of the scientific process is participating in experiments and studies so that you can begin to understand first-hand how hypotheses are developed and tested; so that you can see and feel first-hand how a study is executed successfully (or unsuccessfully). So in this class you will be expected to participate in four (4) hour worth of experiments. Some of these experiments are one (1) hour long, others are 30 minutes long (and some are even shorter/longer). It is up to you to sign up early for these experiments. If the end of the term comes and there are none left to participate in, that will be your responsibility and your grade will suffer accordingly. No special accommodations or arrangements will be made for anyone who finds him or herself at the end of the term with no available experiments to fulfill this requirement. Fulfillment of this requirement—like all other assignments and exams in this course—is 100% your responsibility. Tracking your completion of these experiment
participation hours is also 100% your responsibility. For more information, see the last two pages of the syllabus. Note: students find participating in experiments more interesting and more beneficial to their learning than other alternatives.

**Grading Policies**

The **Haas School of Business grading policy** uses a consistent grade policy across all degree programs. The policy has three goals: to ensure that grading is fair across courses; to encourage students to take their coursework seriously; to hold faculty accountable to the rigorous standards of the Haas School of Business. The mean GPA of core courses in the undergraduate program should be a maximum of 3.2-3.4. The grade distribution is flexible as long as the mean does not exceed this cap.

As with all UC Berkeley courses, letter grades are assigned a point value as follows:

- A+ = A = 4.0; A– = 3.7; B+ = 3.3; B = 3.0; B– = 2.7; C+ = 2.3; C = 2.0; C– = 1.7;
- D+ = 1.3; D = 1.0; D– = 0.7; and F = none.

**To appeal a grade:** submit an email or printed request to your GSI explaining your position (along with the original assignment) within 7 days of receiving your grade. Document your points with the appropriate course material. After reviewing your explanation we will either award you additional points or schedule a meeting with you to discuss the disputed issue(s). We reserve the right to re-grade the entire assignment when an appeal is submitted. This can result in a lower grade.

**Course materials**

The case studies will be available through Study.net. Readings are available through the UC Berkeley library catalog.
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic Deadlines</th>
<th>Assignment / Section Info</th>
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<td>1 ● 26-Jan</td>
<td>Course intro &amp; Understanding team process</td>
<td></td>
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<tr>
<td>2 ● 2-Feb</td>
<td>Evaluating &amp; improving team outcomes</td>
<td></td>
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<tr>
<td>3 ● 9-Feb</td>
<td>Organization culture &amp; motivating performance exercise</td>
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**16 February: Holiday**

No section this week

| 4 ● 23-Feb | Hiring & performance appraisal |
| 5 ● 2-Mar | Leading teams & leadership |
| 6 ● 9-Mar | Decision making exercise |

| 7 ● 16-Mar | Midterm I |

No section this week

**23-March: Spring break**

| 8 ● 30-Mar | Power & influence |
| 9 ● 6-Apr | Social networks |

Network assessment exercise

| 10 ● 13-Apr | Negotiation & conflict resolution exercise |

Reading emotions

| 11 ● 20-Apr | Ethical issues & conflicts of interest exercise |

Tough choices

| 12 ● 27-Apr | Midterm II |

Review section

**Final Exam**

Lecture 1 Friday, May 15, 2015 8-11AM

Lecture 2 Wednesday, May 13, 2015 3-6PM
Class 1 – Monday, January 26 and Wednesday, January 28

Course introduction & Understanding team process

Readings:

Class 2 – Monday February 2 & Wednesday February 4

Evaluating & improving team outcomes

Readings:

Class 3 – Monday February 9 & Wednesday February 11

Job design and organizational culture: motivating performance

Reading:

Assignment:
- Motivation exercise (due on Sunday February 8 at 5PM)
Class 4 – Monday February 23 & Wednesday February 25

Hiring & performance appraisal

Readings:
Gladwell, M. Dec 15, 2008. Most likely to succeed: How do you hire when we can't tell who's right for the job? The New Yorker.

Class 5 – Monday March 2 & Wednesday March 4

Leading teams, management & leadership

Readings:

Case: Barbara Norris: Leading Change in the General Surgery Unit

Study Questions:
1. How well has Barbara Norris done in her first month as nurse manager of GSU? Was she a good choice for the position?
2. What changes is she trying to make and why?
3. What are 3 obstacles to effecting change Norris should anticipate and how should she address them?
4. Please devise an action plan for Norris.

Class 6 – Monday March 9 & Wednesday March 11

Decision making

Readings:
### Assignment:
Decision making exercise (due on Sunday March 8 at 5PM)

### Class 7 – Monday March 16 & Wednesday March 18

**Mid-term exam 1**

**Discussion:**
No discussion session

### Class 8 – Monday March 30 & Wednesday April 1

**Power & influence**

**Readings:**
- Zimbardo Prison Study
  - [http://www.youtube.com/watch?v=Z0jYx8nwjFQ](http://www.youtube.com/watch?v=Z0jYx8nwjFQ)

### Class 9 – Monday April 6 & Wednesday April 8

**Social networks**

**Readings:**

**Assignment:**
Network assessment exercise (due on Sunday April 5 at 5PM)

### Class 10 – Monday April 13 & Wednesday April 15

**Topic:**
**Negotiation & conflict resolution**

**Readings:**
- Leary, Kimberlyn, Julianna Pillemer, and Michael Wheeler. Jan-Feb 2013. Negotiating with Emotion: High-stakes deal making is fraught with feeling. Should we really ignore that?
Assignment:  
Reading emotions exercise (due on Sunday April 14 at 5PM)

**Class 11 – Monday April 20 & Wednesday April 22**

**Topic:**  
**Ethical issues & conflicts of interest**

**Readings:**  

**Case:** Martha McCaskey

**Study Questions:**  
1. As Martha McCaskey, what is your plan of action for finishing the Silicon 6 project? Please map out your detailed plan of action.  
2. What is troubling McCaskey? Do you agree with her assessment of the situation?  
3. Was this solution avoidable? How did McCaskey end up in this situation?

**Assignment:**  
Tough choices exercise (due on Sunday April 21 at 5PM)

**Class 12 – Monday April 27 & Wednesday April 29**

**Topic:**  
**Mid-term exam II**

**Discussion:**  
Review session

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**Final Exam**

Lecture 1 FRIDAY, MAY 15, 2015  8-11AM

Lecture 2 WEDNESDAY, MAY 13, 2015  3-6PM
Research Participation Program (RPP) Guidelines for Students

- For any questions regarding the RPP contact the RPP coordinator at silva_kurtisa@berkeley.edu
- Experiments will be posted on experiment online management system: http://haas.sona-systems.com

Description of experimental research participation requirement

- You must be at least 18 years old to participate in the RPP. If you are not 18, please notify your instructor or GSI and obtain an alternative task.
- For this class, you will be required to complete 4 hours of organizational behavior studies. A pre-measure questionnaire (at http://haas.sona-systems.com) will count towards the research participation course requirement as 1 research credit.

- In addition to the pre-measure questionnaire packet, 4-5 different experimental studies will be run during the semester. Haas faculty and graduate students will conduct these studies. At the end of these studies you will be debriefed and given time to ask questions about the study. You will be emailed when an experiment is about to be run so that you can sign up to participate in it. You are allowed to participate in and receive credits for up to 4 hours of studies. If you fulfill all of your required experimental hours, you will receive 100% credit; if you fulfill only a portion of your required experimental hours, you will receive credit only for the portion you completed.

- If you decline participation in the experimental studies, the alternative option by which you can fulfill the research requirement is to write one 2-page critical analysis (double-spaced) for each hour that you do not participate in a research experiment. The articles are selected by the RPP coordinator from OB journals such as Academy of Management Journal, Organization Science, or Harvard Business Review and describe key constructs from organizational behavior. If you decide to forego all four experimental hours, you may write one 8-page critical analysis. These alternative papers are due no later than 12pm on May 15th and should be emailed as an attachment to silva_kurtisa@berkeley.edu.

- Policy regarding students who fail to show up for a scheduled appointment (unexcused absence – the student does not cancel the study sign-up by the specified deadline and fails to contact the researcher in charge of the study): UGBA105 students have a decrease in the number of credits that can be earned through participation in research experiments but can still earn the same maximum number of credits by completing the alternative non-research activity. For example, the students can earn up to 4 research credits. If a student has unexcused absence for one 1 hour experiment, the student is allowed to earn a maximum of 3

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research credits by participating in other experiments but must earn a forth research credit by completing the alternative non-research activity that involves a comparable amount of time and effort— by writing a 2-page paper.

Signing up for Experiments:

- RPP sign-ups and credit-tracking is handled online. Studies will still take place here at the Haas School, but to sign-up, you must follow the instructions below.
- At the beginning of the semester, an account on http://haas.sona-systems.com will be created for you. You will be emailed with your login information and a link to the website.
- Once you have logged in, click on “View Available Studies”.
- To sign up for an experiment, click on that experiment. Click on “Sign up for Experiments”. You will receive an email confirmation of your appointment as well as a reminder email the day before the experiment. Be sure to write down the study time, study date, study location, and study number. Please bring this information with you when you attend your experiment. Go to your experimental session on time as scheduled. **Note whether the experiment starts on the hour or at ten minutes after the hour.**
- The experimenter will assign you credit within one week of your participation. This credit record will then appear in your profile.
- If you wish to cancel an experiment you must do so at least 24 hours before it is scheduled to start. To cancel: Click on “Appointments” to view your scheduled appointments. You will see a “cancel” option listed next to any upcoming experiment that is more than 24 hours away.
- If an Experimenter cancels a session: You will receive an email notifying you of the cancellation. Experimenters must cancel 24 hours in advance, so be sure to check your email the day before the experiment. If an experimenter cancels a session with less than 24 hour notice, all signed up students will be given credit for the session.