



Sofaer Global MBA

1238.2212.01 - Managing Organizational Behavior

Prerequisites: None

Module 3 – 2018

Course Section Details

Module	Day	Hour	Classroom	Lecturer	Email	Telephone	Office
Module 3 6.3.18 to 24.4.18	Tues.	11:45- 14:30	254	Prof Peter Bamberger	peterb@post.tau.ac.il	0544834876	343
Module 3 8.3.18 to 26.4.18	Thurs.	12:45- 15:30	254				

Teaching Assistant (TA): Dr. Gilat Peleg, gilatpeleg@gmail.com

Office Hours: By appointment

Course Units

Course Units: 2

4 ECTS (European Credit Transfer and Accumulation System) = 1 course unit

By making higher education comparable across Europe, ECTS makes teaching and learning in higher education more transparent and facilitates the recognition of all studies.

Course Description

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.

Course Objectives

Upon completion of the course, the student will be able to:

1. Recognize and understand how heuristic biases may influence managerial decisions.
2. Identify how organizational and group characteristics influence behavior in organizations.
3. Identify “disconnects” between organizational environment and structure.
4. Diagnose the problems underlying poor performance at the employee, group and organizational level.
5. Suggest evidence-based action strategies for addressing common organizational problems.

Course 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. Four classes will be taught on the basis of written case analyses. For these classes to be effective, it is essential that **all** students carefully read the written case *ahead* of the class meeting and be prepared to answer questions relating to it in class.

Readings are all provided in the course booklet. All readings are listed below in the course

Should a student become unable to complete an assignment or course requirement, s/he must notify the TA of the course in advance via email

Assessments and Grade Distribution

Percentage	Assignment	Date	Group Size
20%	Midway Quiz – 10 items	After session 6 (tentatively 27.3)	Individual
20%	Final Quiz – 10 items	After final class session (#12) (tentatively 26.4)	Individual
60% (15 points per case)	Analysis of 4 case studies	Must be submitted before in-class discussion of the case begins	Groups of up to 4 students

*According to University regulations, a student must be present in every lesson (Article 5).

* The lecturer reserves the right to have a student removed from a course if the student is absent from a class with mandatory participation or did not actively participate in class. (The student will remain financially responsible for the course irrespective of his/her removal from the course)

Grading Policy

As of the 2008/9 academic year the Faculty has implemented a grading policy for all graduate level courses. This policy applies to all graduate courses in the Faculty, and will be reflected in the final course grade. Accordingly, the final average of the class for this course (which is a core course) will fall between 78-82%. Additional information regarding this policy can be found on the Faculty website.

Please note: In order to register for advanced elective courses in organizational behavior, your grade in this course must be at least 78%.

Evaluation of the Course by Student

Following completion of the course students will participate in a teaching survey in order to evaluate the instructor and the course for the benefit of the students and the university.

Course Site (Moodle)

The course site will be the primary tool used to communicate messages and material to students (e.g., exam details and updates regarding assignments). It is, therefore recommended to periodically check the course site in general, periodically, before each lesson, at end of the course as well. Course slides will be available on the course site.

Please note that topics which are not covered in the slides, but are discussed in class are considered an integral part of the course material and may be tested in examinations.

Course Outline*

Session	Date	Topic(s)	Reading (Highlighted readings are REQUIRED)	Comments
1-2	6.3.18 & 8.3.18	Introduction: Perspectives on Management	<ul style="list-style-type: none"> 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	Read before class -- CASE: <i>Sun Hydraulics Corporation-A</i> HBS 9-485-169 + video at: https://cb.hbsp.harvard.edu/cbmp/content/6554-AVO-ENG NO NEED FOR CASE REPORT
3	13.3.18	Organizational Design, Environment and Change	<ul style="list-style-type: none"> Note on Organization Structure by Nitin Nohria HBS - 491083-PDF-ENG 19p Goold & Campbell (2002) Do you have a well-designed organization? <i>Harvard Business Review</i> CASE: American Heart Association Stanford: OD2PDF-ENG	Due before class -- CASE:REPORT #1 on <i>American Heart Association</i>
4	15.3.18	Individual Differences, Values and Emotions	<ul style="list-style-type: none"> M. Gladwell. (2009) The talent myth: Are smart people overrated? Pp. 314-374 in <i>What the Dog Saw</i>. NY: Little Brown. 	In class exercise: SOUTHWEST AIRLINES' PERSONALITY
5	20.3.18	Perception and Individual Decision-making	<ul style="list-style-type: none"> Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. <i>Harvard Business Review</i>, 89(6), 50-60. Matzler et al. (2007). Intuitive Decision Making. <i>Sloan Management Review</i>, 49, 12-15 CASE: Brittan & Sitkin (2006): Carter Racing. Delta Leadership Case #6-001-07 	In class exercise: CARTER RACING Delta Leadership Case 6-001-07
6	22.3.18	Leadership	<ul style="list-style-type: none"> Goleman, D. (2000). Leadership that Gets Results. <i>Harvard Business Review</i>, 78(2), 78-90. Harvard Reprint# R00204-PDF-ENG Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. <i>Organizational Dynamics</i>, 18(3), 19-31. Smith, W. K., Lewis, M. W., & Tushman, M. L. (2016). Both/and" leadership. <i>Harvard Business Review</i>, 94(5), 1-8. CASE: Opening the Valve: From Software to Hardware (A) Harvard # 415-015 	Due before class -- CASE:REPORT #2: Opening the Valve: From Software to Hardware (A) Harvard # 415-015 + video at https://www.dropbox.com/sh/ug81mzybp399xfg/AACSvRPa-zqjRUhCF1Jlrgv-a?dl=0&preview=Valve-Video1-HowtoMoveYourDesk.mp4
7	27.3.18	10 question quiz + Guest Lecture	<ul style="list-style-type: none"> Quiz and Guest lecture on leadership and organizational design in SMEs 	GUEST LECTURE: TBA
8	29.3.18	Motivation and Work Design	<ul style="list-style-type: none"> Grant, A. M. 2011. How customers can rally your troops: End users can energize 	Video case + exercise: "Motivating Teams

			<p>your workforce far better than your managers can. <i>Harvard Business Review</i>, June (89): 97-103. HBR Reprint: R1106G.</p> <ul style="list-style-type: none"> • Cable, D., & Vermeulen, F. (2016). Stop paying executives for performance. <i>Harvard Business Review</i>. Feb. 23. HBR PRODUCT #: H02OEX-PDF-ENG 	<p>Improving Customer Satisfaction” Jim Roth, Manager, Dell. (Stanford “Leadership in Focus” video) Video + breakout groups on how to motivate tech service agents.</p>
9-10	10.4.18 & 12.4.18	Work Teams and Group Behavior in Organizations	<ul style="list-style-type: none"> • J. R. Hackman (2011) Collaborative Intelligence: 2: When Teams, When Not? Berrett-Koehler Publishers Harvard Reprint # BK0010-PDF. • Alex "Sandy" Pentland (2012). The New Science of Building Great Teams. <i>Harvard Business Review</i>. Feb. Apr 01, 2012 Harvard R1204C-PDF-ENG <p>Case: Medisys Corp. Case Harvard Case Number: 4059-PDF-ENG</p>	<p>Due before class -- CASE:REPORT #3 on: <i>Medisys Corp. - The IntensCare Product Development Team</i></p>
11	17.4.18	Creativity and Innovation	<ul style="list-style-type: none"> • Grant, A. (2016). How to build a culture of originality. <i>Harvard Business Review</i>, 94(3), 18. • Cross, R., Arena, M., Sims, J., & Uhl-Bien, M. (2017). How to Catalyze Innovation in Your Organization. <i>MIT Sloan Management Review</i>, 58(4), 39-47. 	<p>EXERCISE: Uses of a brick.</p>
12	24.4.18	Organizational Citizenship and Counter-Productive Work Behavior	<ul style="list-style-type: none"> • M. Rotundo & P. Spector (2011). Counterproductive Work Behavior 101. <i>Rotman Magazine</i>. Harvard Reprint # ROT139-PDF-ENG. • Amabile, T., Fisher, C. M., & Pillemer, J. (2014). IDEO’s Culture of Helping. <i>Harvard Business Review</i>, 92(1-2), 54-61. <p>Case: Sunshine Fashion: Fraud, Theft and Misbehavior among Employees Harvard # HKU916-PDF-ENG</p>	<p>Due before class -- CASE:REPORT #4 on: <i>Sunshine Fashion: Fraud, Theft and Misbehavior among Employees</i></p>
½ hour session	26.4.18	10 question quiz	Quiz on Motivation, Teams and Creativity/Innovation	---

*Subject to change

CASE STUDIES and CASE REPORTS

General Guidelines:

1. NO report needs to be written on Sun Hydraulics, but do read the case prior to class and be sure that you are prepared to answer the questions on it below.
2. For the remaining four cases, each team will be required to submit a case report (one per case). Where possible, you should use an evidence-based approach when answering the questions below. In other words, where relevant, please attempt to base your responses to the case questions below on the research literature assigned

for that topic and/or other literature that you might find in the scholarly sources listed in Addendum A or referenced by sources noted in Addendum B.

- Sun Hydraulics (Perspectives on Management) **Please read this case study BEFORE class.**
While you need not prepare a report on this case study, make sure that you can – at least in theory -- answer the following questions:

- 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.
- 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?
- To what degree does this new (post 1997) structure meet the test suggested by Goold & Campbell (assigned reading)? That is, to what degree does this new design "direct sufficient management attention to (AHA's) sources of competitive advantage in each market"?
- 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?

- Opening the Valve (Leadership)

- How would Bass (see assigned reading) categorize Gabe as a leader: More transformational or more transactional? Give examples.
- Drawing from the Smith, Lewis and Tushman reading, which does Gabe's leadership style emphasize more: stability and consistency OR dynamism and paradox? What are the advantages of this approach? What are the disadvantages of this approach?

- Gabe's leadership style was driven by an overarching interest in attracting, retaining and motivating key talent. Just how does his style likely contribute to these human capital objectives?
 - After reading Nohria's "Note on Organizational Structure" (assigned as a reading in the section on organizational structure), how would you describe Valve's structure (e.g., functional, divisional, matrix, network, something else entirely)? Considering Gabe's overall orientation as founder and CEO of Valve as well as the company's potential move into hardware, should Valve consider some alternative form of structure? If not, why not? If yes, what should that alternative be?
- 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?
- 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?

Evaluation Criteria for all cases reports (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 your arguments).
- Logical flow.

ADDENDUM A

Links to Scholarly Journals to Use in Your Case Reports if you wish

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*](#)

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.