



## School of Management

### **EMBA 653: Organizational Behavior Fall 2011**

**Class meets:** Alternating Fridays and Saturdays  
**Instructor:** Catherine D. Cramton, Ph.D.  
Associate Professor of Management  
**Office:** Fairfax Campus, Enterprise Hall, Room 218  
**Office hours:** By appointment  
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#### ***COURSE OBJECTIVE***

To deepen your understanding of human behavior in organizations and to improve your approach to managing human capital.

#### ***LEARNING OBJECTIVES***

- Students should be able to describe the major concepts of organizational behavior.
- Students should be able to describe the relationships among people within organizational systems, explain how they influence organizational effectiveness, and suggest actions and policies to minimize problems.
- Students should be able to apply, compare, and contrast the principles, practices and models of organizational behavior that help managers deal with workplace challenges.
- Students should be able to apply organizational behavior concepts to leadership and the management of human resources.
- Students should be able to identify their own personal and interpersonal tendencies and apply the concepts covered in this class to improve their interpersonal and managerial skills.

**CLASS FORMAT**

Facilitating effective human behavior in organizations requires a variety of skills. For example, before one can analyze behavior—let alone knowingly change it—one must observe it. Likewise, a management or behavioral concept is of little service until one is able to link it to experience and vary behavior accordingly. Finally, understanding and skills improve with practice and feedback. Accordingly, the course design incorporates all these dimensions of learning through the use of cases, exercises, group work, self-reflection, readings, discussion, lectures, written work, and opportunities for feedback. Some work in the course will be completed individually (paper, exam) and some work is done in your small learning teams (casework).

**COURSE DELIVERABLES AND EVALUATION**

What you learn and how much you learn depends a great deal on how actively you approach this course. I encourage you to push yourself to make the most of the opportunities offered.

**A. TEAM PROJECT: 3 CASE WRITE-UPS (30% OF COURSE)**

Your team will prepare written analyses of three cases using concepts covered in class. This team assignment will allow you to analyze outside organizations, thereby complementing the PAA assignment, in which you will analyze your own experience. Each case write up is worth 10% of the total points in the course, for a total of 30%.

Case papers are limited to 4 single spaced pages, and are due at the beginning of the classes below:

November 5:	Harrah's Entertainment
November 11:	Sapient
December 3:	Dogus Holdings

**B. PERSONAL APPLICATION ASSIGNMENT (PAA; 35% OF COURSE)**

A central part of the course is helping you master self-referent observational and analytic skills and the ability to apply course concepts to your observations. Mastery of these skills will be assessed with the PAA. Be sure to read carefully the materials in your binder on grading criteria and hints for writing PAAs, as well as the sample PAAs. PAAs are due December 3, **but you are welcome to turn in the paper earlier.**

**C. EXAM (35% OF COURSE)**

While the PAA allows you to explore in depth the course materials that are particularly relevant and useful for you, the **exam** tests your understanding of the central ideas of the course. The exam is time-limited and open book/open notes. Central ideas of the course will be emphasized in lecture, readings and class discussion, and will often be explored in cases and exercises. The exam will consist of short essays, and will focus on your understanding of key theories and concepts and how to apply them in work settings. I am not particularly interested in your memory of case details or of author

names, except when the names are needed to identify a particular concept, model, or perspective.

**Grading Standards:** A solid job on the PAA sections or exam questions will be evaluated as a B+. To earn an A, performance must go beyond “meets expectations.”

### Summary

Team Case Write-ups	30%
PAA	35%
Exam	35%

The PAAs is due at the **beginning** of class on December 3. Late PAAs will incur a penalty of 10% for the first 24 hours and **20% per week thereafter**. Missing deliverables will receive a grade of zero. Please bring hard copies of the deliverables to me. Please do not fax them or send them via e-mail.

The percentage cutoffs are shown below. Scores exactly at the cutoff will be assigned the higher grade; for example, 96.99% will earn an A, but 97.00% will earn an A+.

Grade	% of Points
A+	97-100
A	93-96.99
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C	70-79.99
F	0-69.99

### **ACADEMIC INTEGRITY**

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

With regard to the specific deliverables for this course, you may confer with other people when working on your PAA, but the final decisions about the paper and the writing should be your own. You may not obtain any help from anyone on the examination. In all your written work in the course, you may not present the words or the sequence of ideas of others without proper attribution. Be sure that you

understand what plagiarism is. For additional program-specific guidelines and policies, see the final page of this syllabus.

### ***ADDITIONAL COURSE POLICIES***

MyMason site: Materials needed for this class will be either provided to you by the EMBA program or are available on the class website at [mymason.gmu.edu](http://mymason.gmu.edu).

E-mail: I will periodically send electronic messages to the entire class. I will use the listserv formed by the EMBA program. You are fully responsible for checking your MASONLIVE e-mail regularly, and for any information communicated to the class via e-mail. See <http://masonlive.gmu.edu> for more information. You should always feel free to communicate with me via e-mail.

Disability: Students with disabilities who require special accommodation should contact the Student Disability Resource Center (<http://www.gmu.edu/student/drc/> or 703-993-2474) and should inform me of their needs so I can take them into consideration. Please take care of this during the first two weeks of the semester.

Religion: Students who will miss class for religious reasons should inform me of their anticipated absences during the first two weeks of the semester.

Inclement weather: Information regarding weather related change in the EMBA program will be provided on the EMBA website.

Cell phones & beepers: Please turn off all audible signals before class.

### ***UNIVERSITY POLICIES***

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

### ***OTHER USEFUL CAMPUS RESOURCES:***

Writing Center: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

University Libraries: "Ask a Librarian" <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services: (703) 993-2380; <http://caps.gmu.edu>

<i>Date</i>	<i>Day</i>	<i>Time</i>	<i>Topic</i>	<i>Cases/Exercises</i>
October 22	S	12:45 – 4:30	<ul style="list-style-type: none"> <li>Effective managerial learning and problem solving</li> <li>Developing strong working relationships</li> </ul>	Case: Jim Davis
October 28	F	8:00 – 11:45	<ul style="list-style-type: none"> <li>Decision-making skills and biases</li> <li>Giving actionable feedback</li> </ul>	Exercise: Everest decision-making simulation (no pre-class prep for this)
November 5	S	8:00 – 11:45	<ul style="list-style-type: none"> <li>Motivating your people</li> <li>Leading vs. managing</li> </ul> <p><b>Written Case I Due</b></p>	Case: Harrah's Entertainment
November 11	F	8:00 – 11:45	<ul style="list-style-type: none"> <li>Designing effective organizations – leveraging talent, structure, and organizational culture</li> </ul> <p><b>Written Case II Due</b></p>	Case: Sapient Co.
November 19	S	8:00 – 11:45	<ul style="list-style-type: none"> <li>Recognizing cultural differences</li> </ul>	Case: Johannes van den Bosh sends an email (no pre-class prep for this)
December 3	S	8:00 – 11:45	<ul style="list-style-type: none"> <li>Leading change</li> <li>Creating a culture of innovation</li> </ul> <p><b>Written Case III Due</b> <b>PAA Due</b></p>	Case: Dogus Holdings
December 9	F	8:00 – 11:45	<b>In Class EXAM</b>	

### **Readings**

The readings are all available in your course packets. You should come to class prepared to summarize the key points of the reading and to contribute to class discussion and analysis. Think about each reading from both a conceptual and a practical perspective. As you read the papers, ask yourself:

- What are the key concepts and principles?
- What are the key points being made by the paper?

- So what? Why does this matter for the organization?
- What are the implications for my professional behavior and success?

***Materials to prepare in advance:***

**October 22: Effective Managerial Learning and Problem Solving; Developing Strong Working Relationships**

- Gino, F. & Pisano, G.P. (2011). Why leaders don't learn from success. *Harvard Business Review*, 89(4), 68-44. [Harvard Business Review Reprint #R1104D]
- Pfeffer, J., & Veiga, J. F. (1999). Putting people first for organizational success. *Academy of Management Executive*, 13(2), 37-48.
- Hill, L. (1994). Exercising influence. [HBR Product 9-494-080]
- Rousseau, D. M. (2004). Psychological contracts in the workplace: Understanding the ties that motivate. *Academy of Management Executive*, 18(1), 120-127.
- Hints for Writing PAAs, PAA grading sheet
- CASE: Jim Davis

**October 28: Decision Making Skills and Biases; Giving Actionable Feedback**

- Bazerman, M. H. & Chugh, D. (2006). Decisions without blinders. *Harvard Business Review* 84(1), 88-97. [Harvard Business Review, Reprint #0601G]
- Hammond, J. S., Keeney, R. L., & Raiffa, H. (1998). The hidden traps in decision making. *Harvard Business Review*, 76(5), 47-54. [Harvard Business Review Reprint R0601K]
- Cannon, M. D., & Witherspoon, R. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. *Academy of Management Executive*, 19(2), 120-134.
- SIMULATION: Decision-making on Mount Everest

**November 5: Motivating Your People; Leading vs. Managing**

- Kotter, J. P. (1990). What leaders really do. *Harvard Business Review*, 68(3), 103-111. [Harvard Business Review Reprint 90309]
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 78-90. [Harvard Business Review Reprint 4487]
- Collins, J. C. & Porras, J. I. (1996). Building your company's vision. *Harvard Business Review*, 74(5), 65-77. [Harvard Business School Reprint 96501]
- Kerr, S. (1999). Organizational rewards: Practical, cost-neutral alternatives that you may know but don't practice. *Organizational Dynamics*, 28(1), 61-70.
- CASE: Harrah's Entertainment, Inc. Rewarding Our People. [HBS 9-403-008]

**November 11: Designing Effective Organizations by Leveraging Talent, Structure and Organizational Culture**

- Chatman, J. A., & Cha, S. E. (2003). Leading by leveraging culture. *California Management Review* 45(4), 20-34. [CMR-260].
- Meehan, P., Rigby, D., & Rogers, P. (2008). Creating and Sustaining a Winning Culture. [Harvard Management Update, Reprint # U0801C]

- Christensen, C. M. (2006). What is an organization's culture? [HBS Product 9-399-104]
- CASE: Sapiient Corporation by Khurana and Podolny, 2005 [HBS 9-406-058]

### **November 19: Recognizing Cultural Differences**

- Javidan, M. & House, R.J. (2001). Cultural acumen for the global manager: Lessons from the Project GLOBE. *Organizational Dynamics*, 29 (4), 289-305.
- Javidan, M., Dorfman, P., de Luque, M. & House, R.J. (2006). Cross-cultural lessons in leadership from Project GLOBE. *Academy of Management Perspectives*, February, 67-90.

### **December 3: Leading Change; Creating a Culture of Innovation**

- Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, 73(2), 59-67. [Harvard Business School Reprint 95204]
- Ford, J.D. & Ford, L. W. (2009). Decoding resistance to change. *Harvard Business Review*, 87(4), 99-103. [Harvard Business School Reprint R0904J]
- Price, R. M. (2007). Infusing innovation into corporate culture. *Organizational Dynamics*, 36 (3), 320-328.
- CASE: Taking Charge at Doğuş Holding (A) by Khurana, Johnson & Carioggia, 2002. [HBS 9-402-009]

### **December 9: EXAM**

## **Executive Programs (EMBA & TECM) Academic Dishonesty and Student Expectations Policy**

On all EMBA and TECM syllabi, the following should be provided:

**Honor Code:** Students are expected to follow the University's honor code. The honor code can be found at <http://www.gmu.edu/facstaff/handbook/aD.html>. **All work must be the original work of each student. Drafts and work submitted by one group member to other group members will be considered 'official' submissions" and can thus be sent to the Honor Committee by a student, a professor, or the Program Director.**

### **Group Projects vs Individual Work**

1. Students may discuss assignments with fellow classmates. Feel free to bounce ideas off each other and brainstorm possible solutions.
2. Students must submit their own original work.
3. Plagiarism is considered cheating, and such actions will not be tolerated. Plagiarism is defined as "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." Plagiarizing the work of classmates, former accounting students, internet authors, websites, etc. constitutes cheating.
4. Brainstorming and collaboration becomes cheating when students execute individual assignments together. Another example of cheating can occur towards the end of an assignment. A student who changes an assignment to largely conform to the answers/style/format of another person is cheating.
5. Using answer keys, students' work from prior semesters, etc. constitutes cheating.

### **Quizzes and Tests**

1. Using any unauthorized information on quizzes and tests is obviously cheating (i.e., looking at another student's answers, using notes, storing information in a calculator or cell phone, communicating with other test takers, etc.).
2. Obtaining possible test questions through a test bank constitutes cheating.

### **Other Policies**

1. Helping another student cheat constitutes cheating for all students involved.
2. Students who are aware of cheating but fail to report it are in violation of the Honor Code and will be referred to the GMU Administration. These students can expect to receive the same sanctions as the students who cheat.
3. Students caught cheating or engaging in other forms of academic dishonesty will receive the consequences as described in the syllabus.

### **Final Warning and Overall Summary**

It is impossible to document all possible methods of cheating. The policies above are guidelines to help clarify expectations, but they do not include an exhaustive list of cheating activities. The onus is on each student to complete all course requirements in an honest manner, and any questions about acceptable academic behavior must be addressed to your professor. Thus, ignorance is never an excuse for engaging in academic dishonesty.