

SOCIOLOGY 1311

Fall 2014

MICRO-ORGANIZATIONAL THEORY: SOCIAL BEHAVIOR IN ORGANIZATIONS

T/Th 6:40pm-8:00pm

Building for Environmental Research & Teaching (BERT) 130

Instructor

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Course Description

The field of Micro-Organizational Theory, sometimes known as “Organizational Behavior” or “OB” for short, focuses on the social-psychological dynamics of organizational life. It examines how organizational conditions shape people’s attitudes, actions, and interactions – and how people’s attitudes, actions, and interactions, in turn, shape organizational outcomes. This contrasts with more macro-level approaches, which take the organization in total as the primary unit of analysis.

Soc 1311 examines organizations from this micro-sociological perspective, exploring questions about individual feelings and actions, about work group structure and functioning, and about relations among the multiple collaborating and conflicting communities that make up any modern organization. In various ways and from various perspectives, we will ask and answer the Big Questions of organizational behavior:

- ❖ Why do individuals behave the way they do, and how is individual behavior shaped by organizational context?
- ❖ How does individual behavior affect organizational functioning, and how can individuals make the most of the organizational contexts in which they find themselves?

- ❖ How do social relations within and among workgroups, teams, subunits and stakeholder communities mediate between individual behaviors and organizational dynamics, and how are social relations affected by organizational events?

Over the course of the semester, you will encounter leading psychological models of personality, motivation, and decision-making -- and you will learn how these individual-level factors play into the ability of organizations to mobilize and coordinate participants and to formulate sound and effective strategies. You will also explore leading social-psychological theories of how workgroups and teams come to exhibit “emergent” dynamics that transcend the participants’ individual contributions – and you will learn how such group-level processes shape team performance and respond to various styles of coordination and leadership. Further, you will examine leading sociological accounts of the tensions and potentials that emerge when multiple groups interact within an organizational system – and you will learn how organizational structures and intergroup relations can magnify, sap or corrupt the energies of the intertwined and interdependent players. Most importantly, you will develop a new set of lenses for seeing the “lines of force” that move all the various organizations in which we inevitably live out our lives. And, with luck and attention, you will begin to cultivate your own style of harnessing and riding those lines of force, mindfully, effectively and responsibly.

Course Objectives

This course provides a foundation of theoretical, empirical and experiential knowledge about organizational behavior, at an individual, group, and intergroup level. Specific learning objectives include:

- *Describe current theoretical and empirical scholarship in the OB field.*
- *Identify how OB concepts and findings apply to workplace settings.*
- *Analyze workplace processes and experiences from multiple perspectives, comparing and contrasting different models of individual and group behavior.*
- *Recognize your own workplace traits, skills and inclinations, and understand how they might affect your interactions with coworkers.*
- *Strengthen your ability to function effectively in collaborative workgroups.*
- *Strengthen your ability to diagnose and respond creatively to organizational challenges.*
- *Strengthen your ability to build and sustain healthy, productive and ethical work environments.*

Course Format

Units: Thematically, Sociology 1311 is organized into three units, each corresponding to a key “level of analysis” in the study of organizational behavior: (a) the individual, (b) the group or team, and (c) the surrounding context of intergroup relations and organizational structures. We will explore social processes at each of these levels through a series of interrelated readings, lectures, exercises, and discussions. In addition, you will also have an opportunity to synthesize the three levels together, in a culminating case analysis due at the end of the semester. (To be

clear: Cross-level synthesis is encouraged throughout the semester; however, only the case analysis will be explicitly synthetic, rather than being grounded primarily in one unit or another.)

Activities: Sociology 1311 is designed to help you develop theoretical knowledge, use that knowledge critically to assess your experiences in group and organizational settings, and apply that knowledge to the challenges of real organizations. Thus, the course takes a four-pronged approach to teaching about organizational behavior: (a) Lectures and readings will introduce you to classic and contemporary scholarship on organizational behavior. (b) Hands-on learning experiences will allow you to encounter organizational behavior in the first-person, through exercises, games, and simulations. (c) In-depth examination of one particular organization – the ill-fated energy giant, Enron – will hone your skills at connecting theory and experience to the pressures and choices faced by real-world managers in real-world businesses. And (d) classroom discussions will allow you to explore and synthesize theories, experiences, and real-world dilemmas, in conversation with your classmates and the instructional team.

Discussion sections: Starting in the second week of class (i.e., Friday, September 12), you will be expected to attend a weekly discussion section, in addition to the main “lecture” sessions listed in the timetable. Sections will be scheduled in several time-slots between the Thursday lecture of one week and the Tuesday lecture of the next. To indicate your section preferences, please use the Doodle.com “poll,” at www.tinyurl.com/soc1311-sections. Section assignments will be made in advance of the first section meeting, and you will be expected to attend the specific section to which you have been assigned. We will do our best to accommodate your scheduling needs; however, we cannot guarantee every student his/her first choice.

Lab sessions: At three points during the semester, we will devote an entire evening to a major simulation “lab”: the first will focus on decision-making; the second, on teamwork; and the third, on power. For two of these labs, you will take the role of a “subject,” experiencing the exercise first-hand, as an engaged participant. For one of the labs, you will take the role of an “observer,” assisting the professor and TA to manage the simulation, and making impartial notes on what you see unfolding. You will have an opportunity to discuss each lab afterward in section, and your lab experiences and observations will form the empirical foundation for three of the four major writing assignments of the semester: two “experiential” lab reports (for the two labs in which you are a subject) and an “observational” lab report (for the lab in which you are an observer). Role assignments will be made at the end of shopping period, once course enrollment has settled down. We will make every effort to honor your preferences -- although, again, we cannot guarantee every student his/her first choice.

Groupwork: Two of the four major writing assignments for the course – the observational lab report and the case analysis – are structured as collaborative groupwork projects. This is fitting, given that one of the course’s primary objectives is to build your capacity to function effectively in collaborative settings. In addition to allowing you to work in tandem with your teammates to assimilate and deploy the course material, these assignments will also give you an opportunity to observe, assess and make recommendations about your own groupwork experience. After each groupwork project, you will be expected to complete a “360-degree evaluation” of each team member’s contributions and performance.

Course Requirements

Attendance and participation: Students are expected to complete all required readings, to attend all lectures and sections ON TIME, and to participate actively in all discussions and exercises. Together, attendance and participation will account for 30% of the final course grade, which means that it will be virtually impossible to earn an A or B without a solid attendance record.

Assignments: In addition to attendance and participation, all students are expected to complete the following assignments (detailed assignment instructions will be distributed separately):

- ❖ **Enron quiz** (5% of the course grade): There will be a brief quiz on the Enron reading in early October, to ensure that all students are familiar with the book before we begin discussing it in section. This quiz will be “closed-book,” and it will consist of 5-10 multiple-choice questions about the facts of the Enron case.
- ❖ **Three lab reports** (15% of the course grade apiece; 45% in total): Lab reports develop and demonstrate your ability to link theoretical concepts to empirical evidence. They will be moderate-length write-ups that summarize, integrate and analyze your experiences and observations from the lab sessions, in light of the concepts and themes explored in the readings and lectures. The two “experiential” lab reports are 5-7 pp. individual assignments, while the “observational” lab report is a 7-9 pp. groupwork assignment.
- ❖ **Enron case-analysis paper** (20% of the course grade): The case-analysis paper provides an opportunity to synthesize and apply your knowledge of organizational behavior to the real-world history of Enron, an energy-industry giant that failed amidst scandal in 2001. The case analysis will: (1) summarize relevant background information about Enron and its key actors; (2) delineate the underlying problem, invoking and applying central course concepts; (3) provide well-justified recommendations for addressing the problem, including anticipated obstacles/risks associated with implementation. The case analysis is an 8-12 pp. groupwork project, submitted at the end of the semester.
- ❖ **Extra-credit:** *Students may also earn extra credit by writing up to two short “thinkpiece” essays (see below for a full description). To avoid penalizing students who choose not to write thinkpieces, extra-credit points will not be reflected in the “baseline” grading curve, but will be added to your score **after** the grade cut-offs have been determined.*
- ❖ **NOTE: THERE IS NO FINAL EXAMINATION IN THIS CLASS.**

Assignment logistics: All written assignments **MUST** be submitted electronically, formatted for 8.5” x 11” paper, in 12-pt Times New Roman font, with 1-inch margins and double-spacing. Assignments should be carefully organized and clearly written, gender-neutral, professional in tone, and free of grammar and spelling errors. Late assignments will be penalized 5 points per day, and no assignments will be accepted more than one week after the assigned due-date. Although extensions may be granted in cases of unusual hardship, extensions will not be considered routine. In particular, extensions will not be granted retrospectively after a deadline has passed, except in cases of documented severe incapacitation.

Grading

Point values: Course grades will be based on a 500-point scale, as follows:

Assignment	Type	Due Date	Points
Enron Quiz (1):	Individual	T 9/30	25
Lab reports (3): Experiential (2) Observational (1)	Individual Groupwork	F 10/17; F 11/7; F 12/5	75 each
Enron analysis (1):	Groupwork	Th 12/18	100
Classroom activities: Attendance Participation	Individual Individual	Daily Daily	75 75
<i>Extra-credit thinkpieces</i>	<i>Individual</i>	<i>F 11/14; F 12/12</i>	<i>10 each</i>
Total:			500

Grading curve: Point totals will be converted to final letter grades on the following curve:

- A** 70th percentile and above
- B** 30th - 70th percentile
- C** 5th - 30th percentile
- NC** Below 5th percentile

Note that your final grade will depend on your standing *relative to your classmates*, not on your absolute score (but see the “safe harbor” provisions below).

S/NC: Students may enroll in Sociology 1311 on an S/NC basis, although would-be BEO concentrators are strongly discouraged from choosing this option. Grading-curve cut-offs will be based solely on the performance of students who are enrolled for a letter grade, so S/NC students must perform at least as well as the bottom 5% of letter-graded students in order to pass.

Safe harbors: Curved grading can be stressful, because no one can be sure of his/her grade until the end of the semester. To reduce this stress, we will employ a set of “safe harbor” provisions, allowing you to guarantee that you will receive at least a B or at least a C, regardless of your position on the curve. (Grades of A will be awarded solely on the basis of the grading curve.)

Guaranteed B: To be guaranteed at least a B, you must accomplish *all* of the following:

- ✓ Point total (without extra-credit) of at least 375
- ✓ Classroom point total of at least 100
- ✓ Extra-credit point total of at least 12

Guaranteed C: To be guaranteed at least a C, you must accomplish *all* of the following:

- ✓ Point total (without extra-credit) of at least 325
- ✓ Classroom point total of at least 75
- ✓ Extra-credit point total of at least 8

Readings

The assigned readings for this course are intended to place the lectures in context and to help you engage with classroom activities as an informed listener and an empowered contributor. Toward this end, the reading load strikes a balance between, on the one hand, being extensive enough to provide a solid grounding in key concepts and applications and, on the other hand, being manageable enough to allow all students to keep pace with the material. You should plan to average approximately 40-50 pages of reading per class, although the load may vary somewhat from session to session and from week to week.

All students should obtain the following books, which are available for purchase at the Brown Bookstore (as well as from various online vendors):

- ❖ Robbins, Stephen P.; and Timothy A. Judge. 2013. *Essentials of Organizational Behavior, 12th edition*. Prentice Hall/Pearson (ISBN: 978-0132968508).
- ❖ Ott, J. Steven; Sandra J. Parkes; and Richard B. Simpson. 2008. *Classic Readings in Organizational Behavior, 4th edition*. Cengage Learning (ISBN: 978-0495094746).
- ❖ McLean, Bethany; and Peter Elkind. 2004. *The Smartest Guys in the Room: The Amazing Rise and Scandalous Fall of Enron*. Portfolio Trade (ISBN: 978-1591840534).

Additional readings will be posted online, on the Soc 1311 *Canvas* website.

iClickers

Soc 1311 makes extensive use of “iClickers,” a technology for allowing real-time in-class student feedback. All students should obtain an iClicker and should bring it to *every* class session. Participation in iClicker exercises will count for a portion of the final course grade. iClickers are available without charge from the **Friedman Center**, on Level A of the Science Library. Once you have obtained your iClicker, you should record its registration code (from the label on the back of the device) in Canvas, in order to receive credit for your responses throughout the semester.

Honor Code

All students in this course should carefully read the Codes for Academic and Student Conduct. Cheating – in any form – will not be tolerated. This applies to all aspects of student work, including quizzes, written assignments, and attendance. Violators will be reported to the College and will receive significant grading penalties. Repeat and/or flagrant violators will be required to withdraw from the course. (Note: In some experiential exercises, mild rule-bending may be an acceptable element of the simulation. If in doubt, ask an instructor!!! In no case, however, should you act in a way that could cause lasting harm to your fellow students, the instructional team, the general public, or the Brown campus.)

General Guidelines for Discussions

In-class discussions are a **required** element of the coursework in Sociology 1311. Although you should certainly feel free to raise questions during lecture, discussions provide an invaluable opportunity to address issues in depth and to debate the nuances of the course material in conversation with your fellow students.

Format: Most discussions will explore advanced or applied topics related to -- but not redundant with -- the lectures. Generally, these explorations will take the form of open-ended conversations, although some may take the form of “staged” debates and others may involve various kinds of experiential exercises. Some discussions will have assigned readings of their own, although most will ask you simply to think about the topic a bit in advance. In all cases, though, the goal is to allow you to wrestle with the complexities, ambiguities and controversies of the course material in a hands-on way, free from the shrink-wrapped pre-packaging that often goes into presenting a tight lecture.

Participation Guidelines: As you become acclimated to classroom discussions, you will (and should) develop your own distinctive participation style; nonetheless, the following “best practice” guidelines are a good place to start:

- ❖ Consistently make valuable contributions about topics under discussion
- ❖ Stay focused and on-topic, keeping your comments relevant and succinct
- ❖ Demonstrate your listening skills, responding appropriately to others’ comments
- ❖ Respectfully help to clarify points that others may not have understood
- ❖ Raise good questions about subjects that need further exploration
- ❖ Draw on personal experience or opinion, but only when relevant to the discussion
- ❖ Demonstrate your ability to analyze, apply, and synthesize course material
- ❖ Demonstrate your willingness to take risks (e.g. offer creative speculations, tackle unpopular or difficult questions, recognize and acknowledge good counter-arguments)
- ❖ Be cheerful and good-natured; try to make the discussion interesting and enjoyable for yourself and your classmates

Grading: Both attendance and participation count toward the final course grade. If you need to miss a discussion section, your TA may ask you to attend a different section for the week or, if you cannot make it to any of the sections, may permit you to write a brief “reaction paper” summarizing your thoughts on the week’s topic. Note, though, that you may **not** simply choose on your own to write a reaction paper in lieu of attending class; to get participation credit, you must: (a) have a valid excuse, (b) obtain **prior** permission, **and** (c) complete a reaction paper. Note also that reaction papers **cannot** compensate for missing an experiential exercise. If you miss an experiential session, you sacrifice the attendance and participation points. Period.

General Guidelines for Written Assignments

Written assignments will be graded primarily on the clarity, comprehensiveness and originality of their substantive arguments. You should address and engage lectures, readings and section materials wherever appropriate, but you should do so creatively and critically, giving a fair presentation of core arguments (and counter-arguments) from prior scholarship, but also trying to make an intellectual contribution of your own. Think before you write, and do not hesitate to discuss your ideas with the instructor and/or your TA in advance.

Organization and style: Written work should be carefully organized, with a clear thesis (or at least a clear sense of purpose), and a logical progression from point to point. You should adopt a mature, professional tone, but you should try to avoid being oblique or stuffy. Use direct, forceful language wherever possible, and if you need to use jargon, be sure to define your terms and explain the underlying concepts. You should also set aside enough time to proofread your final draft thoroughly before handing it in: Errors in gender-neutrality, grammar and spelling will be frowned upon.

Formatting: All written assignments should employ the following format:

- ❖ Format your document for 8.5'' x 11'' pages, double-spaced, with margins of one-inch on all four sides.
- ❖ Number all pages in sequence.
- ❖ Set the body of the text in 12-pt Times New Roman font. You may use larger fonts for headings and smaller fonts for footnotes, if you wish, but please avoid “creative typography” (e.g., huge, tiny, or excessively ornate fonts).
- ❖ Include a cover page, providing a title, your name, your TA’s name, your section time, the assignment for which the paper is being submitted, and the date of submission.
- ❖ Include citations wherever appropriate. Course readings may be cited in the text -- e.g., “(Weber 1978:3-4)”; other materials should be cited in full, in either a footnote or a reference list.
- ❖ Submit your paper electronically, via the Soc 1311 Canvas site, in a standard document format (MSWord .doc, Adobe .pdf, ASCII .txt, etc.).

Assignment lengths: Submissions that violate the assigned length limits may incur a grading penalty. If you cannot fit your argument within the specified guidelines, try to elaborate it if it's too short, or rephrase it if it's too long. If all else fails, ask for permission to stretch the page limit; reasonable proposals will usually be accepted. (Note that assignment lengths do not include cover pages and reference lists.)

Late work: Late assignments will be **penalized 5 points per day**, and no assignments will be accepted more than one week after the assigned due-date. Although extensions may be granted in cases of unusual hardship, extensions will not be considered routine. In particular, extensions will not be granted retrospectively after a deadline has passed, except in cases of documented, severe incapacitation.

Plagiarism: Scholarship is a collective enterprise, and you should take every opportunity to situate your work in the context of what has gone before. Nonetheless, written material that you present as your own should be your own. Although you should not hesitate to make use of other people's research findings and theoretical insights, you should ***always*** give credit to your sources, unless the point is clearly a matter of common knowledge. You should, of course, explicitly indicate when you are quoting directly from someone else's work; but you should also indicate when you are borrowing ideas, even if you aren't borrowing specific words. Paraphrasing does ***not*** relieve you of the duty to cite the original author, so when in doubt, err on the side of attribution! In a larger sense, you should be using other peoples' work to make *your own* arguments. No amount of citation justifies simply restating the views of others, unless you are synthesizing them, critiquing them, or expanding upon them in some way.

Note that submitting a paper from another course, or collaborating on an individual-writing assignment also constitute plagiarism. If you have a valid educational reason to engage in either of these activities, you ***must*** obtain the instructor's explicit permission ***first***.

For details, please consult Brown's Academic Code, at:

www.brown.edu/Administration/Dean_of_the_College/curriculum/academic_code.php.

Extra-Credit Thinkpieces

Students who wish to earn extra credit may write up to *two* short “thinkpieces.” Thinkpieces should be **2-3 pages** in length. They should follow the general guidelines for written assignments (see above), and they should include a title of some kind.

There are no assigned topics for these thinkpieces, except that they all must address the course material. Each thinkpiece should focus on an interesting idea or insight that the course has inspired in you. Thinkpieces may take a wide range of forms, including personal reflections, empirical observations, research ideas, policy proposals, and reactions to theoretical arguments and debates; thinkpieces should not, however, be simple summaries of the readings.

These short essays should be neither hard to write nor time-consuming, particularly if you give them some thought in advance. In general, thinkpieces will be easiest if you write them while insights are fresh in your mind. Do not wait until the end of the course to see whether an idea is genuinely “novel” or “correct”; that is not the goal of these pieces.

Due Dates: To ensure that we can give adequate attention to your thinkpieces, we will accept no more than one thinkpiece from any given student after ***Tuesday 11/14***. Your last thinkpiece must be submitted by the final day of class, ***Thursday 12/12***. ***You need not wait for these deadlines to submit your thinkpieces, however.*** Indeed, the earlier you hand in your thinkpieces, the more attention we will be able to give them.

Grading: Thinkpieces will be graded on a 10-point scale:

Fair = 2-4 pts.

Good = 5-7 pts.

Excellent = 8-10 pts.

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Fall 2014

MICRO-ORGANIZATIONAL THEORY: SOCIAL BEHAVIOR IN ORGANIZATIONS

T/Th 6:40pm-8:00pm

Building for Environmental Research & Teaching (BERT) 130

TOPICS AND READING ASSIGNMENTS

***R&J: Essentials of Organizational Behavior*, by Robbins and Judge (2013)**

***OPS: Classic Readings in Organizational Behavior*, by Ott, Parkes & Simpson (2008)**

***TSGR: The Smartest Guys in the Room*, by McLean and Elkind (2004)**

Online: Reading available through Canvas.

“Additional” readings are entirely discretionary and will not be tested.

NOTE: The first Enron discussion is scheduled for Section #3 (~Friday 9/26). Before then, you should read the entire Enron case study, *The Smartest Guys in the Room*. A quiz on Tuesday 9/30 will test your overall grasp of how this case unfolded, including the key players and the crucial turning points. Then, throughout the remainder of the semester, we will revisit specific passages in the Enron story that illustrate particular substantive topics from our unfolding course units.

9/4-9/9	INTRODUCTION
Th 9/4 43 pp.	Introduction (lecture) <i>R&J:</i> Ch. 1, "Introduction to Organizational Behavior" 1-13. <i>OPS:</i> "Introduction" 1-30.
T 9/9 30 pp.	Questioning Conventional Wisdom (lecture) <i>OPS:</i> The Power of Reframing...[part 1] (Bolman and Deal, 2003) 107-115. <i>Online:</i> Thaler, 2000. "From Homo Economicus to Homo Sapiens." <i>Journal of Economic Perspectives</i> 14(1):133-141. <i>Online:</i> Pfeffer and Veiga, 1999. "Putting People First for Organizational Success." <i>Academy of Management Executive</i> 13(2):37-48.

9/11-10/10	UNIT I: THE INDIVIDUAL
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Th 9/11	Personality and Self (experience) BEFORE CLASS: Myers-Briggs Type Inventory
Section #1	Who am I, and who are we?
M 9/15	CASE: Introduction to Enron SPECIAL SCREENING: <i>The Smartest Guys in the Room</i> (video)
T 9/16 35 pp.	Personality and Self (lecture) <i>R&J</i> : Ch. 5, "Personality and Values" 62-79. <i>OPS</i> : Bureaucratic Structure and Personality (Merton) 297-302. <i>Online</i> : Goffman, 1949. "The Presentation of Self to Others" 234-244. <i>Additional</i> -- <i>R&J</i> : Ch. 4, "Emotions and Moods" 46-60.
Th 9/18 27 pp.	Motivation (experience) BEFORE CLASS: What Do You Want? <i>R&J</i> : Ch. 7, "Motivation Concepts" 96-114. <i>Online</i> : Kerr, 1995. "On the Folly of Rewarding A, While Hoping for B." Academy of Management Executive (1993-2005) 9(1):7-14.
Section #2	Personality and Motivation (discussion)
T 9/23 28 pp.	Motivation (lecture) <i>OPS</i> : "Motivation" 130-139. <i>OPS</i> : The Hawthorne Experiments (Roethlisberger, 1941) 140-147. <i>OPS</i> : The Human Side of Enterprise (McGregor, 1957) 158-162. <i>OPS</i> : The Motivating Effect of Cognitive Dissonance (Festinger, 1958) 163-167. <i>Additional</i> -- <i>OPS</i> : <i>A Theory of Human Motivation</i> (Maslow, 1943) 148-157.
Th 9/25 62 pp.	Motivation in the Workplace (lecture) <i>R&J</i> : Ch. 8, "Motivation: From Concepts to Applications" 115-130. <i>R&J</i> : Ch. 3, "Attitudes and Job Satisfaction" 32-44. <i>OPS</i> : One More Time: How Do You Motivate Employees?" (Herzberg, 1968) 174-181. <i>OPS</i> : The Role of Work Context in Work Motivation (Wright, 2004) 182-191. <i>OPS</i> : The Psychological Contract... (Schein, 1980) 331-335. <i>Additional</i> -- <i>Online</i> : Nicholson, 2003. "How to Motivate Your Problem People." <i>Harvard Business Review</i> 81(1):56-65. <i>Additional</i> -- <i>OPS</i> : <i>What Should We Do About Motivation Theory?</i> (Locke, 2004) 192-208.

Section #3	CASE: Motivation at Enron (discussion) <i>TSGR:</i> pp. 2-4 (Lay); 39-41 (mark-to-market); 44-47 (Wing); 62-64 (rank-and-yank); 119-122 (Skilling); 125-129 (stock price); 184-188 (broadband).
T 9/30	<u>QUIZ</u>: Enron: The Smartest Guys in the Room Introduction to Decision-making (lecture) LAB #1: Decision-making (briefing) 31 pp. <i>Online:</i> Hammond et al., 1998. "The Hidden Traps in Decision Making." Harvard Business Review 76(5):47-58.
Th 10/2	LAB #1: Decision-making (experience) <i>Online:</i> "Speed Ventures" Case Study
Section #4	LAB #1: Decision-making (debriefing)
T 10/7	Cognition and Decision-making (lecture) 12 pp. <i>Online:</i> Kahneman, 2011. Thinking, Fast and Slow. New York, NY: Farrar, Straus and Giroux. Excerpt: 19-30.
Th 10/9	Individual and Group Decision-making (lecture) 45 pp. <i>R&J:</i> Ch. 6, "Perception and Individual Decision Making" 80-95. <i>R&J:</i> Ch. 9 (part 3), "Group Decision Making" 142-146. <i>OPS:</i> Effects of Group Pressure... (Asch, 1951) 290-296. <i>OPS:</i> Groupthink (Janis, 1971) 303-309. <i>OPS:</i> The Abilene Paradox (Harvey, 1974) 310-319.
Section #5	CASE: Decisions at Enron (discussion) <i>TSGR:</i> 19-24 (Enron Oil); 105-107 (electricity trading); 115-118 (risk assessment); 177-179 (EES); 189-193 (LJM); 242-245 (stock analysts); 247-250 (Azurix); 320-323 (Enron overpriced); 403-408 (the demise)

10/14-10/28	UNIT II: THE WORKGROUP
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T 10/14 Introduction to Groups and Teams (lecture)

LAB #2: Teamwork (briefing)

43 pp.

R&J: Ch. 9 (parts 1&2), "Foundations of Group Behavior" 131-142.

OPS: Individuals in Teams and Groups 209-219.

Online: Ashforth & Mael, 1989. "Social Identity Theory and the Organization." *Academy of Management Review* 14 (1):20-39.

Additional -- Brewer & Gardener, 1996. "Who is This We? Levels of Collective Identity and Self-Representation." *JPSP* 71: 83-93.

Th 10/16 Special topic: Crafting a Case Analysis (lecture)

Communication (reading only)

44 pp.

R&J: Ch. 11, "Communication" 162-177.

Online: Cialdini, 2001. "Harnessing the Science of Persuasion." *HBR* 79(9):72-81.

Online: Eisenhardt, 1989. "Building Theories from Case Study Research," *Academy of Management Review* 14(4):532-550.

Additional -- Conger, 1998. "The Necessary Art of Persuasion." *HBR* 76(3):84-95.

F 10/17 DUE: LAB REPORT #1

Section #6 CASE: Social Identity at Enron (discussion)

TSGR: 56-59 (Skilling's cliques); 122-125 (Baja trip); 143-149 (Arthur Anderson); 161-165 (banks); 153-154 (Ben Glisan); 212-217 (traders); 391-395 (Dynegy)

T 10/21 LAB #2: Teamwork (experience)

BEFORE CLASS: Team-building exercise

Th 10/23 Groups and Teams (lecture)

47 pp.

R&J: Ch. 10, "Understanding Work Teams" 148-160.

OPS: Origins of Group Dynamics (Cartwright & Zander, 1968) 227-235.

OPS: Why Teams? (Katzenbach & Smith, 1993) 246-254.

OPS: The New Self-directed Work Teams (Orsburn & Moran, 2000) 265-74.

OPS: Can Absence Make a Team Grow Stronger? (Majchrzak, 2004) 275-80.

Section #7 LAB #2: Teamwork (debriefing)

T 10/28 Leadership (lecture)

57 pp.

R&J: Ch. 12, "Leadership" 178-197.

OPS: "Leadership" 31-42.

OPS: What Makes a Leader? (Goleman, 1998) 82-91.

OPS: ...Reframing Leadership [part 2] (Bolman and Deal, 2003) 115-129.

Additional -- *OPS:* Efficacy and Effectiveness... (Chemers, 2002) 92-106.

- Th 10/30**
44 pp. **Inter-group Relations (lecture)**
BEFORE CLASS: Implicit bias test
R&J: Ch. 2, "Diversity in Organizations" 14-30.
OPS: Foundations and Dynamics of Intergroup Behavior (Blake et al., 1964) 220-226.
OPS: An Intergroup Perspective on Group Dynamics (Alderfer, 1987) 236-245.
OPS: A Diversity Framework (Thomas, 1995) 255-264.
- Section #8** **CASE: Chuck Mackinnon (discussion)**
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- T 11/4**
31 pp. **Conflict and Negotiation (lecture)**
R&J: Ch. 14, "Conflict and Negotiation" 214-230.
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- Th 11/6** **Negotiation (experience)**
- F 11/7** **DUE: LAB REPORT #2**
- Section #9** **Negotiation (discussion)**
- T 11/11** **Equity and Fairness (experience)**
- Th 11/13**
24 pp. **Equity and Fairness (lecture)**
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Online: Garvin and Roberto, 2001. "What You Don't Know About Making Decisions." *Harvard Business Review* 79(8):108-116.
- F 11/14** **DUE: THINKPIECE #1**
- Section #10** **Equity and Fairness (discussion)**
- T 11/18**
10 pp. **Introduction to Power and Politics (lecture)**
LAB #3: Power and Politics (briefing)
OPS: "Power and Influence" 336-345.

Th 11/20	LAB #3: Power and Politics (experience)
Section #11	LAB #3: Power and Politics (debriefing)
T 11/25 66 pp.	Power and Politics (lecture) <i>R&J:</i> Ch. 13, "Power and Politics" 198-213. <i>OPS:</i> The Bases of Social Power (French and Raven, 1959) 346-354. <i>OPS:</i> Sources of Power of Lower Participants... (Mechanic, 1962) 355-362. <i>OPS:</i> Three Kinds of Power... (Etzioni, 1975) 362-364. <i>OPS:</i> A Strategic Contingency Model of Power (Salancik and Pfeffer, 1977) 365-374. <i>Online:</i> Keltner, Dacher, Deborah H. Gruenfeld, and Cameron Anderson. 2003. "Power, Approach, and Inhibition." <i>Psych. Rev.</i> 110(2):265-284. <i>Additional</i> -- <i>Women and Power</i> (Hagberg, 2003) 394-401.
Th 11/27	THANKSGIVING
T 12/2 64 pp.	Organizational Culture (lecture) <i>R&J:</i> Ch. 16, "Organizational Culture" 248-262. <i>OPS:</i> "Effects of the Work Environment" 281-289. <i>OPS:</i> The Learning Leader as Culture Manager (Schein, 1992) 74-81. <i>Online:</i> Chatman and Cha, 2003. "Leading by Leveraging Culture." <i>California Management Review</i> 45(4):20-34. <i>Online:</i> O'Reilly, 1989. "Corporations, Culture, and Commitment - Motivation and Social Control in Organizations." <i>California Management Review</i> 31(4):9-25.
Th 12/4	Ethics and Misconduct (experience)
F 12/5	<u>DUE</u>: LAB REPORT #3
Section #12	Ethics and Misconduct (discussion) CASE: Power and Culture at Enron (discussion) <i>TSGR:</i> Review selected passages (TBA)
T 12/9 41 pp.	Ethics and Misconduct (lecture) <i>OPS:</i> Coping with Tyranny in Organizations (Bies and Tripp, 1998) 385-93. <i>Online:</i> Zimbardo, 2007. "Blind Obedience to Authority..." and "A Ten-step Program to Resist..." in <i>The Lucifer Effect</i> , pp. 266-275, 451-456. <i>Online:</i> Garriga and Melé, 2004. "Corporate Social Responsibility Theories: Mapping the Territory." <i>Journal of Business Ethics</i> 53(1-2):51-71. <i>Additional</i> -- Brass, Butterfield and Skaggs, 1998. "Relationships and Unethical Behavior: A Social Network Perspective." <i>Academy of Management Review</i> 23(1):14-31. <i>Additional</i> -- Jensen, 2002. "Value Maximization, Stakeholder Theory, and the Corporate Function." <i>Business Ethics Quarterly</i> . 12 (2):235-256.

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CONCLUSION

Th 12/11

35 pp.

Conclusion (lecture)

R&J: Ch. 17, "Organizational Change and Stress Management" 263-277.

OPS: A Call for the Transformational Leader (Tichy and Ulrich, 1984) 65-73.

Online: Mellahi and Wilkinson, 2010. "Managing and Coping with Organizational Failure: Introduction to the Special Issue." *Group & Organization Management* 35:531-541.

F 12/12

DUE: THINKPIECE #2

Th 12/18

DUE: ENRON CASE-ANALYSIS

Happy Holidays!