

MANAGING ORGANIZATIONAL BEHAVIOR (MNGT-E1010, 6 op)

SYLLABUS

Responsible teacher	Kurssin tiedot
<p>Name: Marjo-Riitta Diehl E-mail: marjo-riitta.diehl@aalto.fi; Office hours: After the lectures, by appointment Website of the responsible teacher: https://people.aalto.fi/marjo-riitta.diehl</p>	<p>Status and level of the course: MSc, mandatory in the MSc in programme People Management and Organizational Development Academic year: 2022-2023, period III Place: Various rooms on campus, please check MyCourses for each class separately Language of instruction: English Course website: MyCourses Course assistant</p>

1. Contents

Course description

Drawing on organizational psychology, organizational behavior and HRM literatures, this course offers participants a deep dive into the psychological and social psychological factors and processes at the level of an individual, a team and an organization that help explaining human and organizational performance. For the purposes of this course, performance is broadly understood. The course provides you with an understanding and knowledge that can help you successfully lead individuals, groups and organizations. Specifically, knowledge acquired in this course is valuable in many important areas of people management, such as recruitment and selection, goal setting, personnel assessment, leadership development and performance management, among others. Specific focus is set on bridging the gap between scientific knowledge managing human and organizational performance and the day-to-day decisions made in organization to help the participants develop into effective professionals and managers in the future.

Learning goals

Upon successful completion of the course, the student

- Understands the psychological and social psychological factors that impact behavior and performance on individual, team and organizational levels.
- Can acquire, discuss and apply evidence-based knowledge in the workplace.

- Can analyse and address challenges related to managing human and organizational performance.
- Has the aptitude and skills to design, implement and influence effective processes in teams and organizations
- Understands the immediate and secondary organizational and societal consequences of people management related decisions and actions and is committed to ethical and inclusive professional practice.

2. Literature

Readings are assigned separately for each session. These readings are accessible through databases provided by the Aalto University library (e.g. EBSCO Business Source Complete).

As a basic book on organizational behavior, the following book is recommended:
Robbins, S. (2018). *Organizational Behavior*. 18th edition (or earlier).

3. Course Outline and Contents

Wed January 11, 9:15 – 11:45	Session 1: Introduction, instructions, and evidence-based management
<p>During class, we gain an overview of the course topics and discuss what evidence-based management is and what it implies for our course. We also discuss our mutual expectations for the course as well as the assignments in detail.</p> <p>Guest: Christa Uusi-Rauva</p> <p>Required reading before class:</p> <ul style="list-style-type: none"> • Rousseau, D. M. (2020). The Realist Rationality of Evidence-Based Management. <i>Academy of Management Learning & Education</i>, 19(3), 415–424. • Pfeffer, J. (2013). You’re Still the Same: Why Theories of Power Hold over Time and across Contexts. <i>Academy of Management Perspectives</i>, 27(4), 269–280. <p>Extra reading:</p> <ul style="list-style-type: none"> • Briner, R. B., Denyer, D., & Rousseau, D. M. (2009). Evidence-Based Management: Concept Cleanup Time? <i>Academy of Management Perspectives</i>, 23(4), 19–32 	
Thu January 12, 9:15 – 11:45	Session 2: Managing differences
<p>During class, we discuss sources of individual differences at the workplace, from personality to social class. We cover principles and practices managers can draw upon to leverage differences in personalities and in social identities to create more effective work relationships and teams.</p> <p>Required readings before class:</p> <ul style="list-style-type: none"> • Chamorro-Premuzic, T. (2017). Could Your Personality Derail Your Career? Don’t Take These Traits to the Extreme. <i>Harvard Business Review</i>, 95(5), 138–141. • Waldman, D., A., & Sparr J.L. (2022). Rethinking Diversity Strategies: An Application of Paradox and Positive Organization Behavior Theories. <i>Academy of Management Perspectives (in-press)</i>. 	

Extra readings:

- Fernando, Dulini & Kenny, Etlyn (2021) *Negotiating a sense of fit in elite higher education: exploring the identity work of widening participation students*. *Academy of Management Learning & Education*, 20 (2). pp. 133-155.
- Banks, G. C., Kepes, S., Joshi, M., & Seers, A. (2016). Social identity and applicant attraction: Exploring the role of multiple levels of self. *Journal of Organizational Behavior*, 37(3), 326–345.
- Harari, M. B., Rudolph, C. W., & Laginess, A. J. (2015). Does rater personality matter? A meta-analysis of rater Big Five–performance rating relationships. *Journal of Occupational and Organizational Psychology*, 88(2), 387–414.

Wed January 18, 9:15 – 11:45

Session 3: Influencing others

In this class, we discuss the different forms that social influence can take and consider how and why everyone one can influence others. We conclude with an exercise on how we can develop our charisma and thereby our ability to influence others.

Guest teacher: Kristiina Lahdenranta

Required listening and reading before class:

- Cialdini, R. B. 2001. *Harnessing The Science of Persuasion*. *Harvard Business review*.
- Listen to the Stanford psychology podcast: Episode 41 Vanessa Bohns on you have more influence than you think. Accessible e.g. via <https://podcasts.apple.com/fi/podcast/stanford-psychology-podcast/id1574802514?i=1000557626077>

Extra readings:

- Bohns, V. (2021). *You Have More Influence Than You Think: How We Underestimate Our Powers of Persuasion, and Why It Matters*. WW Norton & Company.
- Cabane, O. F. (2013). *The charisma myth: How anyone can master the art and science of personal magnetism*. Penguin.
- Cialdini, R. (2021). *Influence, New and Expanded. The Psychology of Persuasion*, 2021. New York: Harper Business.

Thu January 19, 9:15 – 11:45

Session 4: Motivating others

During class, we briefly cover the basics of motivation and then focus on the experience of meaningfulness at work as a motivator. We consider how organizations can enhance employee motivation especially in the context of professional work and what role job crafting may play in employee motivation.

Guest: Anna Kevätsalo

Required readings before class:

- Buckingham, M., & MESSYMOD. (2022). Designing Work That People Love. (cover story). *Harvard Business Review*, 100(3), 66–75.
- Vogel, R. M., Rodell, J. B., & Lynch, J. W. (2016). Engaged and productive misfits: How job crafting and leisure activity mitigate the negative effects of value incongruence. *Academy of Management Journal*, 59(5), 1561–1584.

Extra reading:

- Martela, F., & Riecki, T. J. J. (2018). Autonomy, competence, relatedness, and beneficence: A multicultural comparison of the four pathways to meaningful work. *Frontiers in Psychology*, 9, Article 1157.
- Quinn, R. E., & Thakor, A. V. (2018). Creating a purpose-driven organization. (cover story). *Harvard Business Review*, 96(4), 78–85.

Wed January 25, 9:15 – 11:45	Session 5: Understanding emotions
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During class, we learn about emotions in organizational contexts. We familiarize ourselves with the most common emotion regulation strategies and other managerially relevant topics, such as, emotional intelligence and emotional labour.

Guest teacher: Kristiina Lahdenranta

Paper pitch videos Groups 1 & 2 & 3

Required reading before class:

- McRae, K., & Gross, J. J. (2020). Emotion regulation. *Emotion*, 20(1), 1-9.
- Feinberg, M., Ford, B. Q., & Flynn, F. J. (2020). Rethinking reappraisal: The double-edged sword of regulating negative emotions in the workplace. *Organizational Behavior and Human Decision Processes*, 161, 1-19.

Extra reading:

- Ashkanasy, N. M., & Dorris, A. D. (2017). Emotions in the workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 67-90.

Thu January 26, 9:15 – 11:45	Session 6: Managing teams
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Before class we run the simulation “Mount Everest” to experience and reflect on how to build, participate in and lead effective teams. The specific focus of our discussion in the class is on team dynamics, collaboration and avoidance of biases that commonly occur in team contexts.

- Paper pitch videos Groups 4 & 5 & 6
- Prepare by going through the materials for the simulation.

Required reading **AFTER** class:

- Roberto, M. A. (2002). Lessons from Everest: The interaction of cognitive bias, psychological safety, and system complexity. *California Management Review*, 45(1), 136–158.

Extra reading:

- Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350–383.

Wed February 1, 9:15 – 11:45

Session 7: Making decisions

During class, we discuss key issues influencing judgment and decision-making in organizational contexts. We familiarize ourselves with the most common biases and compare decision-making with intuition.

Paper pitch videos Groups 7 & 8 & 9

Required reading before class:

- Strauss Einhorn, C. (2022). What Are Your Decision- Making Strengths and Blind Spots? *Harvard Business Review Digital Articles*, 1–7.
- Soll, J. B., Milkman, K. L., & Payne, J. W. (2015). Outsmart Your Own Biases. *Harvard Business Review*, 93(5), 64–71.
- Connson Chou Locke. (2015). When It's Safe to Rely on Intuition (and When It's Not). *Harvard Business Review Digital Articles*, 2–4.

Extra Reading:

- Maxfield, D. (2018). How to Get People to Accept a Tough Decision. *Harvard Business Review Digital Articles*, 2–5.
- Moore, D. A., & Bazerman, M. H. (2022). Leading with Confidence in Uncertain Times: Five tools to help you plan and make decisions when the future is unclear. *Harvard Business Review*, Digital Articles, 1–11.
- Tulgan B. (2020). Learn When to Say No. *Harvard Business Review*, 98(5):135-139.

Thu February 2, 9:15 – 11:45

Session 8: Managing change

In this class, we will examine how people in front line, participate and produce planned change, and connect with others to create change. We discuss the role of resistance in change initiatives.

Paper pitch videos Groups 10 & 11 & 12

Required reading before class:

- Venus, M., Stam, D., & van Knippenberg, D. (2019). Visions of Change as Visions of Continuity. *Academy of Management Journal*, 62(3), 667–690.
- Ford, J. D., & Ford, L. W. (2009). Decoding resistance to change. *Harvard Business Review*, 87(4), 99-103.

Extra reading:

Huy, Q. N. (2002). Emotional balancing of organizational continuity and radical change: The contribution of middle managers. *Administrative Science Quarterly*, 47(1), 31–69.

Wed February 8, 9:00 – 11:45	Session 9: Remaining ethical
<p>During class, we watch and analyse together the dynamics of moral disengagement, its antecedents and outcomes as portrayed in the film “Die Wannseekonferenz”. We also discuss other phenomena such as moral fading, moral licencing and moral identity that are relevant for remaining ethical and promoting ethical behaviour in organizations.</p> <p>Required listening and reading before class:</p> <ul style="list-style-type: none"> • Listen to the following podcast: Leadcast, Episode 125, Richard Bistrong, from corruption to compliance. 125. Richard Bistrong, keynote speaker and advisor: From corruption to compliance Leadcast - Podcast urasta ja johtajuudesta • Bazerman, M. H., & Tenbrunsel, A. E. (2011). Ethical breakdowns. <i>Harvard Business Review</i>, 89(4), 58–137. <p>Extra reading:</p> <ul style="list-style-type: none"> • Newman, A., Le, H., North-Samardzic, A., & Cohen, M. (2020). Moral disengagement at work: A review and research agenda. <i>Journal of Business Ethics</i>, 167(3), 535–570. • Mazutis, D., & Eckardt, A. (2017). Sleepwalking into catastrophe: Cognitive biases and corporate climate change inertia. <i>California Management Review</i>, 59(3), 74-108. 	
Thu February 9, 9:15 – 11:45	Session 10: Evidence based OB science fest!
<p>During class, we will present each research assignment in a world café setting in two parallel streams. To conclude the day, we announce the winners of the “A piece of scientific advice” paper pitch video awards.</p>	

4. ASSINGMENTS

Team assignments:

1. **A small-scale research project, 50% of the course grade (evaluation is based on written assignment (80%) and a poster presentation (20%))**
 - In your groups, please pick up a topic relevant to organizational behavior and carry out a small case research project to gather evidence for effective management. Your research report should contain an introduction, theory background, research questions and a plan for methodology. It should also contain a section on limitations.
 - Each group is assigned a tutor; please ensure that you meet your tutor to discuss your topic.
 - The assignments are presented in the final session of the course on February 9. These presentations take the world café format, so please prepare a poster on your research project, and be prepared to informally present and discuss your project with your colleagues. We will run the presentations in two parallel streams.

- The final submission of your assignment is February 15th. You can still modify and further develop your assignment based on the feedback you receive on the day of the presentations.
- 2. “A piece of scientific advice” paper pitch videos, 25% of the course grade**
- The idea of the paper pitch videos is to translate the insights of one academic article into actionable advice for managers.
 - The videos are watched together in relevant classes and uploaded in the course website (MyCourses)
 - Voting: The class votes for the: Best Storyline Award, Best Design Award & Best Entertainment Award; a jury of practitioners votes for the Best Advice Award
 - Individual submission deadlines during the course
 - The pitches with most votes will each receive 2 points as an award.

Individual Assignments:

- 3. This made me think of... -diary, 25% of the course grade**
- It is inevitable that we cannot comprehensively cover all relevant aspects of each chosen topic and we are sure to leave out meaningful aspects of other people’s experiences or what others consider important. This diary is a way of filling the gaps that **you** identify and experience in **four** sessions of your choice. The key in this diary is to link the course materials (a reading, film, class discussion, exercise) to a blog, a podcast, a video, an article, a book, a film, a piece of news or a personal experience that you think relates to the course topic in question. So, do write briefly but comprehensively about something that builds on the course material, connects to it, or leads you think about the topic in a different light. In your writing, please be sure not only to connect your *four chosen gaps / aspects clearly to course materials* but also demonstrate how you *extend our thinking from the class*. Each entry in your “This made me think of diary” should be about 500 words.
 - The submission deadline for your assignment is February 17^h.

Grading scale 0–5 will be used for the final course grade as follows:

- **0–49 points (%) = 0 (fail)**
- **50–59 (%) points = 1**
- **60–69 (%) points = 2**
- **70–79 (%) points = 3**
- **80–89 (%) points = 4**
- **90–100 (%) points = 5**

More detailed evaluation rubrics can be accessed via MyCourses.

Fulfilling the final feedback for the course will award you 2 extra points.

Changes to this syllabus can be made. The final version will be published during the first week of the course.