

**COURSE REQUIREMENTS
AND SCHEDULE:**

ORGANIZATIONAL BEHAVIOR CORE

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Tanya Menon Bio



Tanya Menon is Associate Professor at Fisher College of Business, Ohio State University. Her research on decision making, influence, culture, teams, and networks has been cited in various media outlets including the Wall Street Journal, Boston Globe, The Economist Intelligence Unit, The Times of London (UK), The Guardian (UK), and The Times of India. She has taught courses on Persuasion, Negotiations, Teams, and Organizational Behavior and was the winner of the 2017 Best EMBA professor and 2013 Best Elective Award at the Ohio State University's Fisher School of Business. As Associate Professor at the University of Chicago Booth School of Business, she won the 2006 Faculty Excellence Award for exceptional commitment to teaching, and the 2007 Phoenix Award, for enriching the experience of students inside and outside the classroom. She has additionally been a visiting professor at Northwestern University's Kellogg School of Management, Cornell University's School of Industrial and Labor Relations, Indian School of Business, London Business School, and INSEAD. She has conducted executive programs all over the world, including the US Intelligence Community, Discover Financial Services, DHL, Kemin, Lifelock, Cummins, Express, Scotts, Citibank (India), Tetrapak (Italy), Aetna, Erie Insurance, CareerBuilder.com, National Starch, Baker-Tilly, McCormick, and the Environmental Protection Agency. Her keynotes/speaking engagements include International Academy of Mediators, Ohio Mediation Association, Society for Hospital Epidemiology of America; American Bar Association Chief Bar Executives, Ronald McDonald House Charities, and the Deloitte Women's group. Prior to graduate school, she was a research assistant in INCAE Business School in Costa Rica and an intern in Morgan Stanley's London office. Menon earned a bachelor's degree in sociology from Harvard University in 1995 and her Ph.D. from Stanford Graduate School of Business. She is currently Associate Editor at *Management Science* Journal. She recently wrote a book with Dr. Leigh Thompson, *Stop Spending, Start Managing: Strategies to transform wasteful habits* (2016, Harvard Business Review Press), and her tedxohiostateuniversity talk was recently featured on ideas.ted.com and at the ted.com main site (go.ted.com/tanyamenon).

Course Objectives

Welcome to your Organizational Behavior core! This class is about building the critical managerial skills you need to excel in your career. We begin with a case study of an MBA's first job—which reveals several challenges and opportunities that you might encounter as you begin your internships and ultimately, career. Through the rest of the sessions, we'll consider six roles you have to play as a leader and manager to work through the challenges that arise. In each session (or two), we'll introduce you to these roles, and discuss how you can build up the skills associated with them:

- *The Relational Leader*-Your ability to diagnose the distribution of power in organizations, and tap organizational relationships through your position.
- *The Wise Decision Maker*-Your ability to overcome judgmental bias/error
- *The Ethical Decision Maker*-Your ability to exercise moral judgment
- *The Persuasive Influencer*-Your ability to design influential messages that are likely to be accepted and implemented at work, and that will motivate others
- *The Conflict Manager*-Your ability to work through difficult interpersonal impasses
- *The Synergy Creator*-Your ability to build teams that exceed the sum of their parts

The goal of this class is to allow you to build your capabilities in each of these managerial roles so that you will be more effective in accomplishing your goals at work.

Course Materials

You must purchase the royalties for the cases through www.study.net by **March 1, 2016** to receive role materials and participate in exercises. There will be one Harvard case for you to print (your pre-read for the first session). There are also 4 exercises from Kellogg and two others that are complimentary which will be distributed in class. Study.net sends me a list of people who have purchased the packet. It violates copyright if I distribute cases to you if you have not paid for the royalties, so you will not be allowed to participate in the class without purchasing the coursepack on study.net. The instructions for using Study.net are attached at the end of this syllabus.

I've redesigned the course from previous years to ensure that the course packet is as inexpensive as possible. Your total cost this year will be: \$24.19. In prior years, it was \$41.78 and before that it was over \$100.

Your textbook is:

Robert Cialdini (2000). *Influence: Science & Practice*. 4th edition is in the Bookstore, although you may purchase any edition. The concepts are the same. The book is a very affordable paperback.

I do not directly teach out of a textbook (except for undergraduate audiences). We use this book to understand the psychology of influence. The exam requires that you apply ideas in this book (you would never be asked to regurgitate specific studies and which psychologists did them; however, you should be familiar with the concepts).

Course Requirements

There are three aspects of this course: Class contribution, essays, and final exam. I have restructured the grading in this class to reward you for your effort and mastery of the course, and allow you more control over the grade you will earn.

CLASS CONTRIBUTION

Learning is an interactive process. Fisher students are admitted partly based on the experiences they bring to the learning community and what they can add to class discussions. Therefore, attendance, preparation, and contribution are important aspects of studying here. There are four ground rules for contribution in our classroom environment:

1. Laptops, smartphones, and other electronic devices are not allowed in class. While there are some benefits to their use, they have considerable negative externalities and I have found that their disadvantages ultimately outweigh their advantages. If you have to attend to specific work issues during class, please let me know ahead of time and you can excuse yourself from class to deal with them.
2. Please inform me by email if you will not be attending class or if you will be late. There are many interactive exercises in this class and this is important for planning. While I do not formally take attendance, it will be obvious

that you are missing when your partner has no one to interact with, or you do not turn in the many in-class exercises.

3. Please have your name card up every time in class so that I can learn your names quickly.

4. Honor code: When participating in the exercises, you may not: a) Search for the case solutions online, b) Share confidential information in your roles with your partners, c) Discuss case solutions with people in other classes, or d) Share information about exam questions to others. Each of these behaviors is cheating, and undermines your own and others' learning and represents an honor code violation.

There is a zero tolerance policy on honor code violations at the Fisher College of Business. I'm required to report such behaviors to our deans, and it can result in immediate failure in the course and disciplinary action. If you are aware of others who are violating the honor code, you are also required to report it to me.

I do not grade class contribution based subjective impressions, which can be highly unreliable, or on *quantity* of verbal output, which is often uncorrelated with your knowledge and learning. In fact, some of my top students never said a word in class.

Contribution is instead a course requirement. If you violate the standards of contribution above you may not pass the class and you may be penalized a grade level. If you are at risk of this happening, I will personally and immediately inform you so that you may redress the situation. If you have been able to meet the basic ground rules of professional and honorable conduct as specified above, you will receive full credit for class contribution.

I also understand it's hard to make the points you want to make in the midst of a case discussion. In a large classroom where we need to begin and end on time, it's impossible to call on everyone. My rule is always to call on those who have spoken the least. If you feel that you did not get a chance to make a point in class or you have further insights about the points made in class, please feel free to email me your thoughts/questions to discuss further at any point, or to set up an appointment.

Essays

The goal here is not to grade you on your writing skills or to stress you out, but to offer you a chance to integrate the concepts from our class more deeply so you may apply them to your work situations. The four essay topics are at the end of the syllabus.

Like class contribution, Essay 1 is also a requirement (ie. the group essay—1 per core group). If your group does not turn in that essay, you (and your team) will not pass the class.

Essays 2-4 are optional.

If you participate and turn in only the required essay, you will receive a C.

If you participate and additionally turn in one of the three individual essays, you will receive a B-.

If you participate, and additionally turn in two of the individual essays you will receive a B.

If you participate and turn in all three individual essays, you will receive a B+.

These essays are due on Sunday, April 22nd, by 5 p.m. on Canvas. I will not accept any essays that are submitted past the deadline. They will be graded pass or fail by my TA, depending on whether they reflect appropriate thought and effort.

Exam option

The final exam is optional, but it allows you to earn extra points that could qualify you for the A range in the class. It is online, open book/notes, multiple choice, and you can complete it at home. Last year's exam contained 60 questions and you will not experience time pressure *unless you are looking up most of the items*. The questions will

draw on course readings, and concepts and frameworks from class discussions. The purpose of this examination is not to trick you or stress you out, or test your writing skills or powers of management. It is simply a chance for me to gage your mastery of the concepts presented in class. People who have been in class, done the readings, and have participated in our discussions do well on the exam. The exam is multiple choice to ensure a fair, objective grading process.

It is scheduled for: 6:00-7:20 pm on April 26th. While I prefer to have everyone take the exam at the same time to avoid compromising the security of the exam, I will consider requests to reschedule this component if you have unavoidable conflicts.

If you score below the 50th percentile of the exam, you will receive no boost to your essay-only grade.

If you score in the 50th-75th percentile on the exam, you will receive a bump up to the next half grade.

(ie, 1 individual essay to b, 2 individual essays to b+, all 3 essays...to A-)

If you score above the 75th percentile on the exam, you will a two half grade boost: (ie, 1 individual essay to b+, 2 individual essays to a-, all 3 essays...to A)

Surveys

A final key part of this course involves the psychological surveys. You will receive individualized feedback on these and they will be discussed at various points in the course. Using the survey link below, complete these 43 questions by 2/28/2018, 5 p.m. Cut and paste the link, don't click on it as that sometimes doesn't work: osu.az1.qualtrics.com/jfe/form/SV_5vwmXeoy36JTGvN

Essay 1. Group collaboration analysis (1000 words max, pls single space). Please write this essay, one per core group. This is a required essay and if you do not complete it, you will not pass this course.

Much of your work in the MBA program has been accomplished in your core groups. Take this opportunity as a group to reflect back on your group's behavior over the past year. As we've documented in OB, groups can be value creating or highly frustrating depending on the processes within them. Please identify:

- 1) An example of a situation where your group lost value. What happened? What elements were missing or present that caused the issues? What did you learn and what would you share for future MBA cohorts or others leading teams?
- 2) An example of a situation where your group created value. What happened? How did you design a situation that was likely to succeed and how might you replicate these dynamics on future teams you lead?

If you've not covered it in the previous answers, were there issues you wished you'd talked about within the group, but never did? Use this last question to prompt that discussion, briefly describe the issue, and how the conversation went.

Optional Essay 2. The OB cheat sheet (1 page). In class, I ask you to think about how you file new knowledge away whenever you read or learn something new. We're often in situations where data and information are being thrown at us, but we have less time to stop, take a break, and put it all together. The MBA program is no different.

I'd like to prompt you to do that conceptual integration by creating a "cheat sheet" that allows you to summarize ideas from class at a high level. Please don't write this assignment in prose—instead, create a single page that diagrams your mental model of what you've gathered in this course. Think about the ideas, insights from cases, survey metrics, and overarching themes you've encountered in this class, and visualize how they fit together. This is not about creating lists, do the mental work of thinking about how ideas relate to each other. Don't necessarily follow the topical divisions I've created in the syllabus—your own categories may be more creative and insightful. Please do it on Powerpoint, Word, or if you do it by hand and scan it, make sure it is high quality so it's easily shareable.

To help you do this effectively, use the KJ method to convert complex information into a unified conceptual knowledge structure:

opim.wharton.upenn.edu/~ulrich/documents/ulrich-KJdiagrams.pdf

The first step is to write down most meaningful insights on notecards

The second step is to arrange notecards to identify relationships between ideas, getting beyond usual class boundaries. Here are several examples of ways to model the relationship between ideas:

www.farnamstreetblog.com/mental-models/

Again, cut and paste the link, don't click on it as that sometimes doesn't work.

Optional Essay 3. The MBA cheat sheet (1 page). Now, do the same thing with all the MBA courses you have taken so far in the program. Now that you're on the last lap of the core, take a moment to think about how all the classes fit together. And, how all these ideas fit with your core expertise. So, at the center of your model, you may indicate that you're a finance person, but how do ideas from each of the classes you've taken inform that expertise (strategy, econ, accounting etc.) Again, please get beyond the conventional boundaries of the courses and identify to relationships between ideas using the methods above.

Optional Essay 4. Critical incident analysis. (approx 800 words, pls single space). This essay is about zero-ing in vs. integrating. Education is about creating situations that allow you to grow as a human being. Please reflect on an interaction that you had this past year in MBA (with a classmate, in a classroom, or in another situation) which caused you to develop, change, and grow. Maybe this incident allowed you to gain confidence, question yourself, or changed your path in some way. Maybe it was an incident where you realized you were wrong or saw something from a new perspective. Or, it might have been an incident that made you think about who you were and where you were going in better perspective. Identify the psychological principles that allowed you to learn and grow in this situation.

Course schedule

This is an approximate plan for the topics we will cover. If our lectures/discussions go longer than expected, I may request that you do the exercises out of class so that we can save time and maintain our schedule. Thank you for your understanding. You will receive email communications prior to the classes which will offer you a clear overview of the preparation you will need to do.

<u>Date</u>	<u>Session</u>	<u>Preparation</u>	<u>Topic</u>
3/1	Session 1: Course Intro and the relational leader	Print Textile Corporation of America case from Study.net packet. Read it and be prepared to discuss it.	The first part of the session introduces the course and focuses on the challenges and opportunities in navigating a new job.
3/6	Session 2: relational leader (cont'd)	In class lecture	We consider your position in the organization, basic models of social relationships, and improving how you move the relationships around you.
3/8	Session 3: The Wise decision maker-	Read and be prepared to role play the Madsen Clayton case.	This session involves an exercise that illustrates decision making under ambiguity and pressure.
Spring break Read entire Cialdini book—it will provide a psychological basis for the next few sessions			
3/20	Session 4: The wise decision maker	In class lecture	We draw from research on behavioral decision making, and test when and where your decisions depart from rationality.

3/22	Session 5: The ethical decision maker	Read Kidney case Enter your rankings on a link provided to you.	This session involves an exercise that requires you to make a challenging moral decision.
3/27	Session 6: The ethical decision maker	In class lecture.	We discuss the psychology of moral decision making.
3/29	Session 7: Persuasive influencer	Read and negotiate Tech Now prior to class.	We consider a sensitive interaction that could affect interpersonal relationships with a boss, how to articulate your goals for advancement, and why we often miss opportunities for mutual value creation in this situation. We also consider the ethical landmines in the situation.
4/3	Session 8: The Persuasive influencer	In class lecture	The psychology of influence
4/5	Session 9: The Conflict Manager	Before class: Please prep: Rooftop deck exercise	We consider types of conflict management, coalitional dynamics, why conflicts spiral in such explosive ways, and how to defuse them.
4/10	Session 10: Synergy creator	To be handed out in class.	This session focuses on designing and leading teams.
4/12	Session 11: Synergy Creator	To be handed out in class.	This session focuses on designing and leading effective groups and teams.
4/17	Session 12: Synergy Creator	To be handed out in class.	This session focuses on designing and leading effective groups and teams.
4/19	Session 13 Wrap-up	To be handed out in class.	Course wrap up

Study.Net provides digital access to your course materials. If you have any questions regarding the use of Study.Net, please click **contact** at the bottom of any Study.Net page or send an email to: customerservice@study.net.

Student Registration and Login

If this is your first time using Study.Net, you must register as a student to obtain a login and password. Please go to www.study.net, click on the **register** link, then follow the prompts to register. If you are already registered, login with your email login and password.

The same login credentials are required to view course material on an iPad using Study.Net's free iPad app. Click the **User Info** link at the top of any Study.Net page to change your Study.Net password.

Purchase Course Materials

- After login, click the link:
- Select your course(s) from the list of available courses and click **Add to Cart** to start the purchase process. Follow the prompts.
- If prompted, use the course password provided to you by your instructor or program manager. (Most courses do not require a password) [View Course Materials](#)
- To view materials, highlight a course name (under **Courses**) and then click **View Course**.
 - Click the **Materials** tab.
 - Click a material name to view that particular material.
- Click **How-To Guide** (on the course materials page) for tips on how to manage your course materials (i.e. view, print, save, and annotate). [Zip Files and PDF eBooks](#) Use the **Download Zip File** option to download all or a selected number of your course materials with one click. Select the **Download eReader File** option to view a single paginated PDF of your course materials. Both of these features can be found at the bottom of the course materials list.
- **Printed Hard Copies** An optional printed copy (TEXTPAKTM) of your course materials can be purchased directly from Study.Net at the time of your initial purchase or anytime thereafter. To make a purchase, click the link to **Purchase a Printed TEXTPAK** on the course materials page.
- **To View Your Materials Using the Study.Net iPad App** You can view course materials on your iPad with Study.Net's free iPad App, available in the iPad App store (search "Study.Net"). Please reference the **iPad User Guide** (tap the "User Guide" link at the bottom of the app window) to answer questions.