

Course Outline:

Warning: Do not rely on this hard copy to prepare for class.
It is a “living document” that will often be updated on the web

January 3rd, 2015

MS&E 280
Winter, 2015

ORGANIZATIONAL BEHAVIOR: LEADING TEAMS AND ORGANIZATIONS

Department of Management Science and Engineering
Stanford University

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Mondays and Wednesdays
8AM to 9:30AM

Course Assistants:

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Office Hours for Robert Sutton: 1 to 2 PM on Mondays in Huang 209

Class Description

This class provides an introduction to the topic of organizational behavior. My aim is to help you understand the fundamentals of what propels individual and collective behavior in organizations through a blend of lectures, reading, discussion, and your own case studies. We cover diverse topics in the course, ranging from employee selection and socialization, to motivation, to group dynamics, to organizational culture, to turning knowledge into action. The central theme that we use to weave these topics together is leadership: The beliefs, skills and actions of who are charged with guiding teams and organizations. We focus on what it takes to spark performance in others, while at the same time, developing their confidence, skills, and abilities and enhancing – rather than damaging – their mental and physical well-being. This class is also one that requires you to be an active participant, in class, in group projects, online, and through your individual assignments.

Class Website

<https://novoed.com/msande280-w15-campus/home>

All of the class handouts and many of the readings will be available on the class website on NovoEd. In addition, you will submit your assignments on the platform and will receive feedback on them from the teaching team, and on occasion, your fellow students.

Books/Materials

Robert B. Cialdini, *Influence: The Psychology of Persuasion*, 1998, Collins. NOTE there are different versions of this book around, so long as Cialdini wrote the one you have, any variation is fine.

Many of the articles can be found by simply clicking on the url provided or using Stanford's online resources (<http://library.stanford.edu/sulapp/databases/index.jsp>)

Note that you can get free copies of *Harvard Business Review* and *California Management Review* articles here as you are registered Stanford students. NOTE THERE IS NO COURSE PACK. Note that, all readings other than the books and the film can be downloaded free on the web, will be posted on NovoEd, or are available free through the Stanford library to students who use the above link.

Supplemental Websites

The web contains vast resources, of course, and anytime you want to learn more about a topic in the class I especially suggest that you search for material under Google Scholar, which leads you to peer reviewed sources in many cases. There are also three websites that might be especially helpful.

First, I blog at *Work Matters*, which can be found at www.bobsutton.net and at [LinkedIn](https://www.linkedin.com/in/bobsutton). Although I have been less active recently than in past years, you will see that I often weave ideas about leaders and evidence-based management into my posts and talk about diverse topics that are pertinent to the class.

Second, *Harvard Business Review* maintains a splendid website that touches on all aspects of management and organizational effectiveness. It has great sources for the papers and cases you do, everything from summaries of rigorous research to "war stories" from the front lines of organizational life. They will try to sell you stuff, but there is plenty of free stuff that is excellent -- the first five articles you read are free, after that, they start charging, so pace yourself. Also note that you can get all Harvard Business Review articles free from Stanford at the address above as you are a Stanford student. The *Harvard Business Review* site is at www.hbr.org

Third, a site maintained by the British Psychological Society is a great place to find translations of peer reviewed research. You can use the research here to add some punch to your work in class. See <http://www.bps-research-digest.blogspot.com/>.

Fourth, I am a big fan of [Science Daily](http://www.sciencedaily.com/), which provides well-crafted summaries of the latest research. For this class, the Mind & Brain, Science & Society, and especially, Business & Industry are pertinent.

Fifth, my favorite researcher these days who brings together academic rigor with practical solutions is Adam Grant, a professor at the Wharton School of Business. You will see that I assign several readings from him. You might want to check out his [LinkedIn](#) posts and follow him on Twitter [@adammgrant](#)

Grading

1. Brief written assignments (30% of final grade)

Five times during the term, a 300-word written assignment (no longer) will be due by midnight before the start of class on the day they are due, and we will make it impossible for you to post after that. You will post it on the online platform NovoEd (note that we sometimes refer to this as “Venture Lab”, as this was the old name of the platform before being renamed to NovoEd) for everyone in the class to see.

These assignments will be evaluated on a three point scale: minus (-), plus (+), and wonderful (!). There will also be an assignment due on February 4th that has a 600 word limit, which you may do alone or with a fellow student. It will be weighted double, as it is twice as long and requires more effort than the others. Except in the case of *extreme circumstances* (note that a job interview, business trip, or competing deadline at work or school is not an extreme circumstance), **no late postings of these assignments will be accepted** and all requests for extensions should be sent directly to Professor Sutton.

Also, to give you a big hint about how to survive these assignments, please look at the content of the question closely before answering it. **In particular, on all assignments, please weave course concepts (not just the stories and cases presented in the class to illustrate the concepts) into your answer.** Please also remember to answer the question.

2. Midterm (25% of final grade)

You will work in a 3 to 5 person team of your choosing to do analysis of the strengths and weaknesses of a leader. Your task is to find a leader or manager of any kind, to interview him or her and at least one person who reports to that leader – and to use as many other methods as you can – to learn about that person. Your team will then produce a 1500 word (no longer) assessment of the leader’s strengths and weaknesses (which will be posted on the class site), along with advice to the leader about how to improve his or her performance. Your team will also do a very brief (5 minutes) report back to the class about your observations and findings. No PowerPoint! Just pick one member to stand-up and describe the leader you studied, his or her strengths and imperfections, what this person needs to improve, and how he or she could go about doing it. The written portion of this assignment will be due before class starts on NovoEd on February 11th.

3. Final (30% of final grade)

A written, take-home final is due at the start of the last day of class. The final will constitute 30% of your final grade and consists of an essay of no more than 2000 words. Note you can do this either as an individual or with one other student – but no trios. The standards for grading it will be the same. The question is:

"Design the ideal organization. Use course concepts to defend your answer. "

Please note that a first draft of this assignment is due about two weeks before the end of class and the final version will be due on the last day of class. Please also post this on the class website before the start of the last class. Specifically, it will be due before class starts at NovoEd on March 11th. In addition, you will provide the class with a brief – 2 minutes or less – summary of your paper.

Once again, late assignments will not be accepted except in the most dire circumstances. And any such requests must be made directly to Professor Sutton.

4. Class participation (15% of your grade)

This class will involve numerous kinds of participation. Class discussion will be a big part of it. The teaching team will assess the comments made by each student – the quantity and especially the quality. We encourage you to raise your hand and actively contribute, but Professor Sutton and guest lecturers will do “cold calling” as well. Note that good in-class comments are concise, linked to course concepts, civilized, and go beyond the facts presented to add new twists.

You will also be responsible for providing at least 150 words of feedback and suggestions on at least two other student’s (or pair of students) draft final exam on NovoEd by Friday March 5th at noon.

Class participation also includes attendance. If it becomes obvious that you are either poorly prepared or absent on a regular basis, your grade will be negatively affected. Attendance will be taken and we will also keep track of people who arrive late, and will hold it against you if these become persistent patterns. Students who miss more than two classes will be given a lower grade, as will students who are habitually late, often leave early, or leave the room temporarily to take phone calls.

Also note I allow laptops, tablets, and other devices to be used in class. BUT BUT BUT. Tuning out of class and falling prey to the temptations of texting, Facebook, email, shopping, or any of the thousands of charming and idiotic things on the web that have nothing to do with the class is a no-no. I know it isn’t easy to avoid the temptation, but let’s please help one another to create a norm against these minor sins. The teaching team will keep an eye out for such behavior – we will talk to you if we see you doing it (that not only means we see and obviously offending screen, that usually means you have a facial expression that is clearly not provoked by the class), it can affect your grade, and note that I am likely to start calling on you more if it seems like your mind is somewhere in cyberspace that is irrelevant to the class. But I would rather work with you on this challenge than against you. If you nudge or tease others who break the norm – or confess your transgressions to all of us and try to do better – perhaps we can all show some reasonable (if imperfect) self-control.

5. Grading Appeals

We encourage you to talk to any of the CAs or Professor Sutton about your performance in the class and how you might improve it. But if you disagree with a grade, all appeals are considered in writing only. The process is as follows. The original comment or paper is submitted directly by the student to Professor Sutton, a clean copy without any grades or comments. Professor Sutton will grade it independently, and will give you a new grade – *note that your grade can go up and down.*

6. Mental Provisioning

Don't believe everything I tell you. More on that later.

Term Dates:

January 5th through March 11th

Note that powerpoint decks pertinent to most classes will be available before class starts on NovoEd.

Class Schedule

January 5th: Introduction to the Class, Logistics, and a Bit About Evidence-Based Management

Film and Readings

Drake Bennett, [Luck Inc](#), *Boston.com*

Jeff Pfeffer and Bob Sutton, [Trust the Evidence, Not Your Instincts](#), *New York Times*, September 3, 2011

Sharon Otterman, "[New York City Abandons Teach Bonus Program](#)," *New York Times*, July 17, 2011.

Adam Grant "[MBTI, If You Want Me Back, You Need to Change Too.](#)" LinkedIn, September 22nd, 2013.

January 7th: An Introduction to Leadership (part 1)

Overview: What leaders actually do and ought to do.

Readings

Forbes.com - "[Peter Drucker on Leadership](#)".

New Yorker.com, [The Real Genius of Steve Jobs](#), Malcolm Gladwell

HBR.org, [True Leaders are also Managers](#), Robert Sutton

Fortune.Com. [The Secret Coach](#), Jennifer Reingold

HBR.Org [The Hidden Advantages of Quiet Bosses](#), by Adam Grant

Assignment 1: Who is a leader that you admire and hope to emulate? Why?
Due on NovoEd BEFORE the start of today's class

January 12th: "Bosses" (part 2)

Bosses – for starters

Readings

Chapter 1, *Good Boss, Bad Boss* (This is from my book, on NovoEd)

[12 Things Good Bosses Believe](#), *Harvard Business Review*, Robert Sutton

Are you a narcissist? [Take the test](#) and find out! (after that, check [this piece](#))

Start Midterm Team Formation. Please see “Midterm Team Formation” under the Assignments tab on NovoEd for further instructions on how to set up a team page and select team members.

January 14th: Bosses (part 3)

Bosses -- continued

Readings and Links

[Google’s Quest to Build a Better Boss](#), *New York Times*, March 12, 2011
Take the [ARSE Test](#). Are you a certified jerk?

Assignment 2: Imagine that you are a brand new boss. How will you set the right tone the first day on the job? Why? Due on NovoEd BEFORE the start of today’s class

January 19th, NO CLASS, Martin Luther King Holiday

January 21st: Ways of Learning About Organizations

A quick introduction to research methods -- plus setting the stage for your midterm.

Readings

Read these research summaries to get a sense of diverse behavioral science methods:
Ethnography and interviewing– [Good Cop, Bad Cop](#), Van Mannen’s [The Asshole](#).
Structured Observation, [detecting distress from where patients sit](#) and a [peaceful culture among wild baboons](#).

Surveys: [cutting in line](#) and [status anxiety](#).

Uncontrolled interventions or “field stimulations”: [Stopping theft at a sawmill](#).

Experiments: [testosterone mismatch](#) and [self-doubt turns bosses into bullies](#).

Field experiments: [Driving a Porsche vs. a Camry](#).

Teams for Midterm Will Be Finalized Today

Please see NovoEd for details

January 26th: Employee Selection and Socialization

The basics of employee selection, with an emphasis on job interviews.

Readings

Malcolm Gladwell. [Late Bloomers](#), *The New Yorker*, October 20, 2008.

HBR.org Interview with [Boris Groysberg on female stars](#)
Work Matters: [Is It Sometimes Rational to Select Leaders Randomly?](#)
BPS Research: [It Doesn't Always Pay to Be Pretty](#)
BPS Research: [Listener's facial expression alters speaker's language](#)
Work Matters: [Selecting Talent: The Upshot from 85 Years of Research](#)
Adam Grant on LinkedIn: [Emotional Intelligence is Overrated](#)

Assignment 3: Imagine that you could go back in time and “redo” the method used to select Léo Apotheker as CEO of HP back in 2010. Read this [New York Times story](#) about it. What would you do differently? Due on NovoEd BEFORE the start of today's class

January 28th: An Applied Perspective on Selection and Motivation

Guest Star: Michael Dearing. Michael is a former eBay executive, current entrepreneur and investor. He taught at the Stanford d.school for many years. He currently runs Harrison Metal, an early stage venture capital firm that has funded over 80 companies and is very successful – it is mostly just him! Michael will discuss different ways to motivate behavior in different kinds of organizations, drawing on his experience with eBay and other organizations. You can read about Michael here in this recent [Forbes story](#). Also check out some of the short lessons at the website for [Harrison Metal](#).

February 2nd: Rewards and Motivation

Introduction to several theories of human motivation

Readings

Kerr, Steve, ["On the Folly of Rewarding A, While Hoping for B."](#) *Academy of Management Executive*, 1995, Vol. 9, No. 1. (*Refresh your browser if you don't see the PDF file*)
Dan & Chip Heath, Fast Company. [The Curse of Incentives](#)
Dan and Chip Heath, Fast Company, [Get Laziness on Your Side](#)
Huggy Rao & Robert Sutton, McKinsey Quarterly, [Bad to Great](#)

Assignment 4: You are the new store manager of the Target Store in Redwood City. There is a serious “shrinkage” problem at your store – stolen and lost inventory. Your boss is insisting that you start paying \$100 bounty to any employee who turns in a co-workers or customer who is stealing? Is this a wonderful idea or a terrible idea? Due on NovoEd BEFORE the start of today's class

February 4th: Interpersonal Influence

Discussion of Cialdini's *Influence*

Film

"The Life Magazine Ploy" from "Tin Men"

Readings

Cialdini, R. *Influence* (entire book)

Assignment 5: Use one or more of Cialdini's methods on someone else – at work or in your non-work life – to get something you want. Describe what you did and the response to your influence attempt. Use Cialdini's book to explain why your influence attempt succeeded or not. NOTE: You have option of doing this assignment with one other class member if you like. Also, this is a “double” assignment, so the limit is 600 words.

February 9th: Mid-term Break NO CLASS Convened

Work on your mid-term!

Do Not Come to Class!

February 11th: Mid-term due on NovoEd before class starts

Pick a member of your team to do a short – no more than 5 minute – description of your leader, his or her strengths and weaknesses, and your advice about what needs to be fixed and how to fix it. No powerpoint! No video! Just stand and deliver the talk.

February 16th: No Class President's Day

February 18th: Group Brainstorming/Decision-making Exercise

In-Class Brainstorming

Readings

Tom Kelley [on brainstorming in Fast Company](#)

Work Matters, Robert Sutton, [Thoughts on Brainstorming](#)

February 23rd: Groups in Organizations

The fundamentals of group process and effectiveness

Readings

Groupthink: Review and Summary. This is an excellent overview and summary, also check out the politically biased but well-crafted PowerPoint.

http://psysr.org/about/pubs_resources/groupthink%20overview.htm

Gladwell, M. [Group Think](#). The New Yorker, December 2002.

Hackman, J.R. [Six Common Misperceptions About Teamwork](#), Harvard Business Review.

Anita Wooley et al, Evidence for a Collective Intelligence Factor in the Performance of Human Groups, *Science*, October 2010: Vol. 330 no. 6004 pp. 686-688. See this [media report](#) at *Science Daily* for a nice summary of the article – you don't really need to read the original as the summary is so good.

Tuckman's 5 stages of group development. See NovoEd

In-class film "The Deep Dive" – the IDEO classic

February 25th: Organizational Design, Change and Culture

Building a Culture of Creativity – with a focus on leading for innovation

Readings

Hindo, B. At [3M, a Struggle Between Creativity and Efficiency](#), *BusinessWeek*, June 11, 2007.

Lashinsky, Adam, [How Apple Works](#), *Fortune*, August 25th, 2011

Netflix Culture Slidedeck: <http://www.slideshare.net/reed2001/culture-1798664>

Assignment 6: If, based on the research and cases we've read, you were going to identify the single most important factor for building an innovative organization, what would you choose? Why?

March 2nd: Leadership, Creativity, and Organizational Change: Analysis and Advice of Ongoing Efforts

Master hands-on teachers from the Stanford d.school will guide the class as we learn about – and provide advice – to three or four teams that are leading change efforts in local organizations.

Guest Stars: [Perry Klebahn](#), [Kathryn Segovia](#) and [Jeremy Utley](#)

NOTE: Stay tuned for news about the location, this class may be held at the d.school (a short walk from our classroom)

March 4th: IDEO: Building and Reinventing a Culture of Innovation

Guest star: [Whitney Mortimer](#), Head of Marketing at IDEO

Readings

Go to www.ideo.com to read and watch the latest stories that are posted. Also read the HBR article "[Design Thinking](#)" by IDEO CEO Tim Brown. You can also get it from the Stanford databases.

Final Exam Draft Due: By start of today's class. You are to submit feedback on the final exam drafts of at least two students or teams via NovoEd – at least 150 words each. The teaching team will facilitate the matching. This feedback is due by Friday, March 6th at 5PM on NovoEd.

March 9th: Office Hours and Coaching for Final Exam

Professor Sutton will hold office hours from 8AM to 9:30 and then from 3PM to 5PM in Huang 209

March 11th: Wrap-Up and Discussion of Final

A 2-minute presentation that summarizes your paper is due.

Wrap-up

Final Exam Due: By start of class on NovoEd