

**MBA B650  
Managing People in Organizations  
Winter 2023 Course Outline**

**Human Resources and Management Area  
DeGroot School of Business  
McMaster University**

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***COURSE OBJECTIVE***

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Workers' experiences and behaviors are endlessly fascinating subjects that have a number of important implications for people and the organizations in which they work. Unfortunately, misconceptions about how to manage people and run an organization abound. This course will provide a theoretical foundation that you can use to evaluate organizational phenomena and managerial practices.

This course focuses on the role of "human" resources in the functioning, success, and failure of organizations. Having a great product idea, coupled with well-designed financing arrangements, and a masterful marketing plan, will be of limited value unless organizational members can actually do their jobs effectively. In fact, whether or not an organization even has a great product idea, a well-designed financing arrangement, or a masterful marketing plan in the first place is really a reflection of the successful performance of individuals who work for and with the organization, rather than the organization itself.

The primary goal of this course will be to improve your understanding of how people behave in the context of an organizational structure. Having a greater knowledge of human behaviour will help you to better understand (and predict!) the attitudes and behaviours of your co-workers, subordinates, supervisors, and clients. The course advances through three levels of thinking about managing others: managing yourself, managing groups, and managing others. Through a combination of in-class exercise, cases, readings and assignments, this course will help you to better understand your own past and future behaviours as a member and leader within an organization.

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*INSTRUCTOR AND CONTACT INFORMATION*

Section 1 (C01): Tues 8:30 – 10:30pm Thurs 2:30 – 4:30pm	Section 2 C02: Tues 11:30am – 1:30pm Thurs 8:30am - 10:30am
<b>Dr. Baniyelme D. Zoogah</b>	<b>Dr. Baniyelme D. Zoogah</b>
Instructor	Instructor
<a href="mailto:Zoogahb@mcmaster.ca">Zoogahb@mcmaster.ca</a>	<a href="mailto:Zoogahb@mcmaster.ca">Zoogahb@mcmaster.ca</a>
Office: (905) 525-9140 x23831	Office: (905) 525-9140 x23831
Office Hours: after class	Office Hours: after class
Class Location: <b>RJC 236</b>	Class Location: <b>RJC 313</b>
<b>PhD Student TA</b>	<b>Student TA</b>
TA: Sanchita Shukla	TA Komal Mesvani
<a href="mailto:Shukls12@mcmaster.ca">Shukls12@mcmaster.ca</a>	<a href="mailto:mesvanik@mcmaster.ca">mesvanik@mcmaster.ca</a>
Office:	Office:
Office Hours: <b>Mon 1-4pm</b>	Office Hours: <b>Mon 1-4pm</b>
Tel: <b>(905) 525-9140 x27438</b>	Tel: <b>(905) 525-9140 x27438</b>

Course website: <https://avenue.cllmcmaster.ca/d2l/home/448869>

***COURSE ELEMENTS***

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
Avenue: Yes	Ethics: Yes	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: Yes	Guest speaker(s): No

***COURSE DESCRIPTION***

This course includes lectures, class discussions, exercises, and cases. This multiplicity of methods allows students to:

1. Test their understanding of theories and concepts presented in class and the readings.
2. Use theories and concepts to analyze and solve actual problems in organizations. This theoretical knowledge is crucial: it allows you to be able to return to “first principles” in order to solve the new problems that you will face, continually, as a manager.
3. Develop skills in communicating ideas, in developing and presenting arguments, in listening to and understanding others, and in challenging others’ views in a way that advances everyone’s understanding.
4. Learn to think independently and critically: you will need to choose the theories or conceptual frameworks that best fit with the issues and problems in the case at hand.

In this course, the role of the professor includes lecturing, but will more often tend toward stimulating and guiding student discussion. I will review theoretical concepts but will also ask questions and encourage you to present, and support, different points of view in discussion.

***LEARNING OUTCOMES***

Upon completion of this course, your professional skills should be improved by being able to better:

- Identify the impact of individual characteristics (e.g., personality) and explain how these factors do and do not shape behaviour
- Analyse and improve the design, motivation, and function of teams
- Anticipate and manage dysfunctional interpersonal conflict
- Identify strategies to excel in and manage diverse workplaces
- Assess and improve organization culture
- Explain the difference between a good manager and a great leader and explore ways in which you can improve your own leadership style
- Examine the concept that good management and leadership skills are not necessarily intuitive or obvious
- Build and leverage your social network as you work towards your career goals
- Explain that most managerial issues are multi-faceted and not always quickly resolved by the latest management fad

***REQUIRED COURSE MATERIALS AND READINGS***

Seven cases available via Harvard Business Publishing:

Price: \$29.75 (digital)

1. Rob Parson at Morgan Stanley (A) (HBS)
2. Carla Ann Harris at Morgan Stanley (HBS)
3. IDEO Product Development (HBS)
4. Digitalization at Siemens (HBS)
5. Unilever's New Global Strategy: Competing through Sustainability (HBS)
6. Young Lion Brewery: Leveraging Female Leadership? (HBS)
7. Language and Globalization: 'Englishnization at Rakuten (A)' (HBS)

HBS: Link to purchase - <https://hbsp.harvard.edu/coursepacks/1000625>

Students - Accessing Course Material (a Coursepack) Assigned to You:

<https://hbpacademichelpcenter.zendesk.com/hc/en-us/articles/360001262588-Students-Accessing-Course-Material-a-Coursepack-Assigned-to-You>

After the students register for the coursepack on our website, they can click on My Coursepack at the top right and then on the title of the course and click on Run Simulation to access the simulation.

***EVALUATION***

Students' grades will be calculated as follows:

**Components and Weights**

1. Individual: Interview Report, (2/16/2023)	20%
2. Group: Team Project	
Interim (Practice) Presentation, (2/2/2023)	5%
Final Presentation, (3/20/2023)	10%
Consulting (Interview) Report, (2/16/2023)	15%
Peer evaluation, (3/23/2023)	5%
3. In-class Exam, (3/27/2023)	25%
4. Participation (individual) 2x Weekly	20%
Total	100%

### Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

### Course Deliverables

#### *1. Assignment #1 (20%): Interview Report (Individual)*

For this assignment, you need to **interview someone with a job and write a report.**

#### **Interview**

For the interview, choose someone who is willing to spend some time talking to you. If the first person you contact is reluctant or busy, there are many other people you can ask. Do not ask anyone who might have difficulty saying no to your request such as a subordinate or someone who is otherwise dependent on you. You could ask:

- a mentor
- an acquaintance
- someone you would like to meet because he or she has an interesting job

You need to prepare 5-6 questions in advance of your interview and **submit them as an Appendix in your report**, but you should not ask only these questions. Be prepared to ask a lot of follow-up questions. Ask specific questions (without using technical language) and try to elicit concrete stories about the person's work experiences as concrete stories offer good data for analysis. That said, make it clear at the beginning that your interviewee doesn't have to tell you anything that he or she would rather keep private. Be professional, and don't be pushy.

Below are examples of the types of questions you might ask:

- For someone in your position, what would differentiate someone who is ok at their job from someone who is outstanding?
- Would you ever leave your current organization if you could find a similar position somewhere else?

It is important to be respectful of the interviewee's time. Your interviewee might want to see a list of the questions in advance; this is a reasonable request.

You should also tell the interviewee that you are willing to disguise their name, organization, and other personal details and that only you, your instructor, and your TA will see the report. Tell the interviewee that they are welcome to contact me or the McMaster Research Ethics Board if they have any concerns and give them the appropriate contact information: 905-525-9140 x23142 or x26117 or < [ethicsoffice@mcmaster.ca](mailto:ethicsoffice@mcmaster.ca) >.

A sample recruitment email is included below to give you a starting point for connecting with the interviewee. You don't have to use the exact wording, but you do have to **include your email as an Appendix in your report**. If you request an interview verbally, you should describe this process in your Appendix.

After the interview, be sure to send a handwritten **"Thank You"** card. If the interviewee has asked to see your final report, it is important that you provide this within a reasonable period.

### Report

After conducting the interview, you need to write a report. For the report, choose two organizational behaviour theories and explain how they apply to your interview subject. For example:

- What is he or she motivated by?
- How does he or she evaluate job performance?
- Can you observe any individual characteristics (e.g., personality, self-efficacy) that are relevant to his or her success?

You are expected to illustrate your claims with specific examples from the interviewee's experiences. Your paper will conclude with a consideration of the cause and effect between the topics you have identified (e.g., does the person's motivation shape his or her job performance?); some overall observations about the individual and his or her approach to work and resulting job experiences and performance; and concrete take-aways for your own career.

In your report, make sure that you use the appropriate organizational behaviour terminology, and be sure to define everything. It is important that you show clear evidence in support of your arguments.

### General Information

You must submit:

- Your report
- A copy of the email you sent to the interviewee as an Appendix
- A list of 5-6 questions that you prepared in advance of your interview as an Appendix

The paper should:

- Be no longer than **four (4)** double-spaced pages
- Use 12-pt Times New Roman
- Include page numbers
- Have 1" margins

Bibliographies should be on a separate page and include all relevant information. Use APA or AMJ style. Make sure that you include a reference for every citation that you have included, but don't include works that you have read but not cited. Use the following formats:

Connelly, C.E. (2012). Perception, Personality, and Emotions. Organizational Behaviour. Class Lecture, September 1, 2012. Slides 4-12.

Colquitt, J.A., Lepine, J.A., Wesson M.J., & Gellatly, I.R. (2013). *Organizational Behaviour: Improving Performance and Commitment in the Workplace*. 2<sup>nd</sup> Canadian edition, McGraw-Hill Ryerson.

Submissions will be subject to the **turnitin.com service** and will be reviewed in accordance with the university's academic integrity policy.

**All papers should be submitted through the course website by the indicated due date. Late assignments will be penalized at a rate of ten percent (10%) per calendar day.**

## ***2. Assignment #2 - Team Project***

All organizations experience crisis and failure. Nortel, a large Canadian organization which once employed more than 90,000 people, went bankrupt in 2009. British Petroleum, which had branded itself as a "green" oil company, presided over a massive oil spill in the Gulf of Mexico in 2010. Many other examples of organizational breakdown exist.

As future managers, it will be important for you to understand how to prevent and begin to repair such crises. In assigned groups of **5-6 people**, you will identify an **instance of organizational crisis** and gather secondary (and if available, primary) data on that crisis. Using this data, together with OB concepts, you will develop an analysis of the reasons for the event or series of events. I recommend that you focus on about *three OB concepts* that we have covered in class in your analysis.

Building on this analysis, you will develop 2-3 concrete and actionable recommendations for the repair of the crisis and 2-3 concrete and actionable recommendations for the prevention of future similar crises. I encourage you to select a crisis for which there is either a lot of public data (e.g., newspaper reports, legal testimony, retrospective articles or books) available or for which you have unique access (e.g., a failure at a recent employer).

You will present your analysis to the class at two phases of analysis and lay it out in greater detail in a report. By presenting your analysis to the class, you will build the class's shared knowledge about contemporary management challenges.

### **A. Interim Presentation: Incident and Analysis (5%)**

Your initial presentation will be about 10-15 minutes and should include discussion of:

- 1) The incident or series of incidents you are studying and what their effects were
- 2) The data you have gathered so far and your planned data gathering activities
- 3) Your starting analyses and hunches about the organizational reasons underlying why the crisis occurred

The presentation will be evaluated on how specific you are about what you are studying, depth and breadth of data that you have gathered thus far, clarity of your analysis, and relevance of OB concepts and theories in your analysis. Further details on expectations around these elements can be found in the description of the paper.

You are encouraged to use this presentation as a way to “workshop” the direction of your analysis and recommendations. That is, your analyses should be based on evaluation of data, but they do not need to be finalized. Your colleagues in the class can, through Q&A, help you to focus your analyses for the second part of the project and determine whether there are additional data sources you require.

Teams will be also evaluated on the skillfulness of the presentation itself (e.g., diction, poise, organization, visual aids). All team members must actively participate in the presentation. All team members receive the same grade.

**Presentation slides must be submitted electronically through the course website at least one hour before the beginning of class on the day of the presentation.**

### **B. Final Presentation - Recommendations for Repair and Prevention (10%)**

Your second presentation will be 10-15 minutes and will build on the first presentation. It should include:

- 1) A recap of what you are studying, and your analyses about the organizational issues that contributed to the crisis. (These are likely to be more developed now than they were at the time of the first presentation.)
- 2) Your recommendations for how the organization could repair the crisis. (If the case of failure that you are studying led to the organization’s total demise, please focus on repair efforts the organization might have engaged in earlier.)
- 3) Your recommendations for how the organization might prevent future similar crises

The presentation will be judged on the concreteness and plausibility of your recommendations around repair and future prevention and their grounding in OB concepts and theories. Further details on expectations around these elements can be found in the description of the paper (Part C).

Groups will be also evaluated on the skillfulness of the presentation itself (e.g., diction, poise, organization, visual aids). All group members must actively participate in the presentation. All group members receive the same grade.

**Presentation slides must be submitted electronically through the course website at least one hour before the beginning of class on the day of the presentation.**



### C. Consulting Report (15%)

Your task in the paper is to expand upon the analyses and recommendations that you will present to the class in a consulting report format in class 17, **Week 10 (3/23/2023)**. Your report should include the following key elements:

- 1) An **introduction** to what you are studying
- 2) A **detailed description** of the data gathered and your analyses about the organizational issues that contributed to the crisis
- 3) 2-3 **recommendations** for how the organization could repair the crisis. (If the case of failure that you are studying led to the organization's total demise, please focus on repair efforts the organization might have engaged in earlier.)
- 4) 2-3 **recommendations** for how the organization might prevent future similar crises.
- 5) A **conclusion** that summarizes some general take-aways (2-3) on the organizational reasons for crises, and some key ways that they can be managed and prevented.
- 6) An **appendix** summarizing in table format the data that you gathered for your analyses.

In the paper, you are expected to supplement your understanding of the concepts that you discuss with reference to at least ten academic sources beyond those we have covered in class. You need to include at least ten different articles from this list of publications in your bibliography (you can also cite other sources, but they won't count towards your ten):

<i>Academy of Management Executive</i>	<i>Journal of Business and Psychology</i>
<i>Academy of Management Journal</i>	<i>Journal of Management</i>
<i>Academy of Management Perspectives</i>	<i>Journal of Management Information Systems</i>
<i>Academy of Management Review</i>	<i>Journal of Management Studies</i>
<i>Administrative Sciences Quarterly</i>	<i>Journal of Occupational Health Psychology</i>
<i>California Management Review</i>	<i>Journal of Organizational Behavior</i>
<i>Career Development International</i>	<i>Journal of Personality and Social Psychology</i>
<i>Harvard Business Review</i>	<i>Organizational Behavior and Human Decision Processes</i>
<i>Group &amp; Organization Management</i>	<i>Journal of Organizational and Occupational Psychology</i>
<i>Group Decision and Negotiation</i>	<i>Journal of Vocational Behavior</i>
<i>Human Performance</i>	<i>Leadership &amp; Organizational Development Journal</i>
<i>Human Relations</i>	<i>Organizational Behavior and Human Decision Processes</i>
<i>Human Resources Management</i>	<i>Personnel Psychology</i>
<i>Human Resources Management Review</i>	<i>Personnel Review</i>
<i>Human Resources Management Journal</i>	<i>Sloan Management Review</i>
<i>IEEE Transactions on Engineering Management</i>	<i>Small Group Research</i>
<i>Information &amp; Management</i>	
<i>Journal of Applied Psychology</i>	

It is recommended to use one of the McMaster University Library databases, such as Business Source Complete, rather than Google Scholar. A search by subject, keywords, or author name will usually yield much better results than searching through the journal portal. If you are not familiar with the databases, please ask the librarians or me for help.

References should be in the following style if you are paraphrasing:

An increasing number of research studies focus on contingent work arrangements (Connelly & Gallagher, 2004).

But use the following style if you are quoting directly:

As noted by Connelly and Gallagher (2004, p. 978) “there has been a tremendous growth over the past ten years in the number of research studies that address the development and the consequences of contingent work arrangements.”

Bibliographies should be on a separate page and include all relevant information. Make sure that you include a reference for every citation that you have included, but don't include works that you have read but not cited. Use the following formats:

Reid, EM. and MW. Toffel. 2009. "Responding to Public and Private Politics: Corporate Disclosure of Climate Change Strategies." *Strategic Management Journal*, 30(11): 1157-1178.

Colquitt, J.A., Lepine, J.A., Wesson M.J., & Gellatly, I.R. (2013). *Organizational Behaviour: Improving Performance and Commitment in the Workplace*. 2<sup>nd</sup> Canadian edition, McGraw-Hill Ryerson.

In general, your paper should:

- Be eight pages or less (not including the title page and bibliography)
- Use 12-pt font, Times New Roman
- Be double spaced
- Be stapled
- Include the names and student numbers of all team members on the title page

Because all team members receive the same grade (for the report and the presentation), it is your team's collective responsibility to manage the team's work process. If your team is having difficulty doing this, approach me for advice. Be sure to document any problems that you are having. If a member of your team is engaging in academic dishonesty, you are expected to let me know, and I will follow the McMaster University and DeGroote School of Business guidelines in prosecuting this.

Submissions will be subject to the turnitin.com service and will be reviewed in accordance with the university's academic integrity policy.

If you are unsure about ANYTHING, just ask me for help.

**All papers should be submitted through the course website by the indicated due date. Late assignments will be penalized at a rate of ten percent (10%) per calendar day.**

#### **D. Peer Evaluation (5%)**

A critical component of your professional development in the MBA program involves improving your ability to contribute to and collaborate productively with a team. The best assessors of your ability to do so are the people with whom you work directly - your teammates. At the end of the semester, all project teammates will evaluate each other's contributions to the team project.

At the end of the project **Week 11 (3/23/2023)**, you will complete a short questionnaire providing feedback on each of your teammates. You will provide feedback on each teammate's timeliness, participation, quality of work, attitude, and overall contribution to the success of the project.

#### **3. In-class Exam (25%)**

This 60-minute exam will be conducted in **Week 11 (3/27/2022)** and will cover all material covered to date. Questions will focus on demonstrating a deep understanding of the material by extending concepts beyond what was studied in class (e.g., mini-case studies, novel situations). Study early and study often!

#### **4. Participation (20%)**

Students are expected to attend and participate actively in all class exercises and discussions. Participation grades will be based on the quantity as well as the quality of your contributions to class discussion. Generally, you should err on the side of participating more than you would ordinarily. Your comments and questions are welcome, will not be judged, and help to make the entire course more interesting and enjoyable for everyone. There is no penalty for being "wrong." Professional demeanor is mandatory at all times. Behaviors or comments that would be inappropriate in a boardroom setting are also inappropriate in the classroom.

Attendance at all classes is absolutely essential. If you miss a class, it is your responsibility to acquire the course notes from one of your classmates, and course materials (e.g., slides) will also be available from the course website. All missed classes will be noted. The policy on missed classes is to allow each student two (2) absences, no questions asked, no penalty. All further absences over this limit will reduce the student's participation grade and final course grade, no questions asked, no excuses of any kind accepted. Students with an excessive number of absences are at risk of failing the course. Only official university engagements, such as officially scheduled DeGroot sponsored case competitions and sports events, will be accepted as exceptions to this policy. Job interviews are not excused so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized. Simply put, you cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.

All students must bring name cards to class. This will help me to remember your name and learn the names of your

classmates. If you are wondering if your participation is adequate, send me an email or come to my office and I will provide you with an estimate of your anticipated participation grade for the semester. Participation will be graded on a weekly basis, so you can monitor your participation throughout the semester.

*Consider class as a feast with no left over. When the meal is consumed without you, you have to find food for yourself!*

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### ***COMMUNICATION AND FEEDBACK***

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Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

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### ***ACADEMIC INTEGRITY***

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You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

[www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

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### ***AUTHENTICITY/PLAGIARISM DETECTION***

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*Some courses may* use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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### ***COURSES WITH AN ON-LINE ELEMENT***

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*Some courses may* use on-line elements (e.g., e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

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### ***ON-LINE PROCTORING***

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**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

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### ***CONDUCT EXPECTATIONS***

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As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in**

**person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

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## ***MISSED ACADEMIC WORK***

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### ***Missed Mid-Term Examinations / Tests / Class Participation***

Where students miss a regularly scheduled mid-term or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) office, the weight for that test/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the Student Experience – Academic (MBA) office within five (5) working days upon returning to school.

To document absences for health related reasons, please provide to Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the DeGroote website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than health related, please provide Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to the Student Experience – Academic (MBA) office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by Student Experience – Academic (MBA).

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

### ***Missed Final Examinations***

A student who misses a final examination without good reason will receive a mark of 0 on the examination.

All applications for deferred and special examination arrangements must be made to the Student Experience – Academic (MBA) office. Failure to meet the stated deadlines may result in the denial of these arrangements.

Deferred examination privileges, if granted, must be satisfied during the examination period at the end of the following term. There will be one common sitting for all deferred exams.

Failure to write an approved deferred examination at the pre-scheduled time will result in a failure for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student's transcript. Students receiving no credit for a required course must repeat the course. Optional or elective courses for which no credit is given may be repeated or replaced with another course of equal credit value.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Any student who is unable to write a final examination because of illness is required to submit the Application for Deferred MBA Final Examination and a statement from a doctor certifying illness on the date of the examination. The Application for Deferred MBA Final Examination and the McMaster University Student Health Certificate can be found on the DeGroot website at <http://mbastudent.degroot.mcmaster.ca/forms-and-applications/> Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. Students who write examinations while ill will not be given special consideration after the fact.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within five business days of the missed examination.

Special examination arrangements may be made for students unable to write at the posted exam time due to compelling reasons (for example religious, or for part-time students only, work-related reasons):

- Students who have religious obligations which make it impossible to write examinations at the times posted are required to produce a letter from their religious leader stating that they are unable to be present owing to a religious obligation.
- Part-time students who have business commitments which make it impossible to write examinations at the times posted are required to produce a letter on company letterhead from the student's immediate supervisor stating that they are unable to be present owing to a specific job commitment.

In such cases, applications must be made in writing to the Student Experience – Academic (MBA) office at least ten business days before the scheduled examination date and acceptable documentation must be supplied.

If a student is representing the University at an academic or athletic event and is available at an overlapping scheduled time of the test/examination, the student may write the test/examination at an approved location with an approved invigilator, as determined by the Student Experience – Academic (MBA) office.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within ten business days of the end of the examination period.

Note: A fee of \$50 will be charged for a deferred exam written on campus and a fee of \$100 for deferred exams written elsewhere. In cases where the student's standing is in doubt, the Graduate Admissions and Study Committee may require that the student with one or more deferred examination privileges refrain from re-registering until the examination(s) have been cleared.

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### *ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES*

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Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

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### *ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)*

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Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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### *COPYRIGHT AND RECORDING*

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Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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### *POTENTIAL MODIFICATION TO THE COURSE*

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The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the



opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

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## ***RESEARCH USING HUMAN SUBJECTS***

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### ***ONLY IF APPLICABLE***

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

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## ***ACKNOWLEDGEMENT OF COURSE POLICIES***

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Your registration and continuous participation (e.g., on A2L, in the classroom, etc.) to the various learning activities of MBA B650 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

**COURSE SCHEDULE**

**MBA B650  
Organizational Behavior**

Session	TUESDAY	THURSDAY
<b>Module 1: Managing Self</b>		
Week 1  Jan 16 & Jan 19	<b>Class 1: Why do people matter?</b> Intro to OB and Personality  <b>Required Reading:</b> <ul style="list-style-type: none"> <li>• Drucker, Peter F. 1999. Managing Oneself. Harvard Business Review (Best of HBR 1999)</li> <li>• Schneider, B. (1987). The people make the place. <i>Personnel psychology</i>, 40(3), 437-453.</li> </ul> <b>Preparatory Questions:</b> <ul style="list-style-type: none"> <li>• What are some of your strengths and weaknesses in the work realm?</li> <li>• Which of these (strengths/weaknesses) would you like to work on over the semester?</li> </ul>	<b>Class 2: How can we assess job performance?</b> Good results vs. Fitting in  <b>Required Reading:</b>  <u>CASE: ROB PARSON AT MORGAN STANLEY</u> <ul style="list-style-type: none"> <li>• Rivera, L. 2012. Hiring as Cultural Matching. <i>American Sociological Review</i>, 77(6):999-1022.</li> <li>• Wrzesniewski et al., 1997. Jobs, Careers, and Callings.</li> </ul> <b>Preparatory Questions:</b> <ul style="list-style-type: none"> <li>• Should Rob Parson be promoted?</li> <li>• What is more important, fitting in, or high performance?</li> </ul>
Week 2  Jan 23 & Jan 26	<b>Class 3: How can we make good decisions?</b> Decision making and ethics  <b>Required Reading:</b> <ul style="list-style-type: none"> <li>• Gino, F. 2015. Understanding ordinary unethical behavior: Why people who value morality act immorally. <i>Current Opinion in Behavioral Science</i>, 3:107-111.</li> <li>• Moore, C. 2008. Moral Disengagement in Processes of Organizational Corruption. <i>Journal of Business Ethics</i>, 80:129-139.</li> </ul> <b>Preparatory Questions:</b> <ul style="list-style-type: none"> <li>- Think of a recent important decision that you made. What kinds of things mattered to you in making that decision?</li> </ul>	<b>Class 4: How can we motivate others?</b> Theories of Motivation  <b>In-class Exercise: Sunbolt</b>  <u>CASE: CARLA ANN HARRIS AT MORGAN STANLEY CASE.</u>  <b>Required Reading:</b> <ul style="list-style-type: none"> <li>• Scott Lazenby (2008). How to Motivate Employees</li> <li>• Newport, Cal. 2012. Follow a career passion? Let it follow you. <i>New York Times</i>. <a href="http://www.nytimes.com/2012/09/30/jobs/follow-a-career-passion-let-it-follow-you.html">http://www.nytimes.com/2012/09/30/jobs/follow-a-career-passion-let-it-follow-you.html</a></li> </ul> <b>Preparatory Questions:</b>

	<ul style="list-style-type: none"> <li>- Upon reflection, did you make the right decision? What did you notice/not notice at the time?</li> </ul> <p><b>TEAMS AND PAPER TOPICS MUST BE SELECTED AND CONFIRMED WITH INSTRUCTOR.</b></p>	<ul style="list-style-type: none"> <li>- Where or when did you work the hardest?</li> <li>- Where or when did you slack off the most?</li> <li>- What do the differences about these situations suggest about what motivates you?</li> <li>- What motivates Carla Ann Harris?</li> <li>- What should she do?</li> </ul>
<b>Module 2: Managing Groups</b>		
<p>Week 3 Jan 30 &amp; Feb 2</p>	<p><b>Class 5: What's in a team?</b> Team dynamics</p> <p><b>In-class Exercise: Group Decision Making</b></p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Wageman, R., Fisher, C.M., &amp; Hackman, J.R. (2009). Timing is everything: The importance of finding the right moment in leading teams. <i>Organizational Dynamics</i>, 38, 192-203.</li> <li>• Duhigg, C. 2015. What Google Learned from Its Quest to Build the Perfect Team. New York Times: <a href="https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html">https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html</a></li> </ul> <p><b>Preparatory Questions:</b></p> <ul style="list-style-type: none"> <li>- What are your most positive and negative team experiences? If you think about the differences between these, what can you extrapolate about what makes teams work well?</li> <li>- What are some take-aways on teams from the Google article?</li> </ul>	<p><b>Class 6: Interim Presentations</b></p> <p>In this class, you will give your <b>interim presentations</b>. Any additional time will be devoted to advancing your team project.</p>
<p>Week 4 Feb 6 &amp; Feb 9</p>	<p><b>Class 7: How can we set teams up for success?</b> Setting Compelling Direction and Enabling Structure</p> <p><b>In-class Exercise: Tanagram Factory</b></p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Edmondson, A. 2012. Teamwork on the Fly. <i>Harvard Business Review</i>.</li> </ul> <p><b>Preparatory Questions:</b></p> <ul style="list-style-type: none"> <li>- When were you on a team with high psychological safety? How did you experience that team?</li> </ul>	<p><b>Class 8: How does leadership matter?</b> Leadership and its effects for others</p> <p><b><u>CASE: YOUNG LION BREWERY: LEVERAGING FEMALE LEADERSHIP</u></b></p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>• Schachter, H. 2011. <a href="http://www.theglobeandmail.com/report-on-business/careers/careers-leadership/barling-good-leaders-mentor-not-monitor/article556906/?page=all">http://www.theglobeandmail.com/report-on-business/careers/careers-leadership/barling-good-leaders-mentor-not-monitor/article556906/?page=all</a></li> </ul>

	<ul style="list-style-type: none"> <li>- What is your opinion of teaming vs traditional team work?</li> </ul>	<ul style="list-style-type: none"> <li>• Bass, B.M. 1990. From Transactional to Transformational Leadership: Learning to Share the Vision. <i>Organizational Dynamics</i>.</li> </ul> <p><b>Preparatory Questions:</b></p> <ul style="list-style-type: none"> <li>- What type of leadership is depicted in the case? Why does type of leadership matter?</li> </ul>
<p>Week 5 Feb 13 &amp; Feb 16</p>	<p><b>Class 9: How can we foster creativity in teams?</b> Structure, process and creativity</p> <p><b>Required Reading:</b></p> <p><u>CASE: IDEO PRODUCT DEVELOPMENT</u></p> <ul style="list-style-type: none"> <li>• Amabile, T. 1997. Motivating Creativity in Organizations: On Doing What You Love and Loving What You Do. <i>California Management Review</i>, 40(1): 39-58.</li> </ul> <p><b>Preparatory Questions:</b></p> <ul style="list-style-type: none"> <li>- How would you characterize IDEO's process, organization, culture and management?</li> <li>- Decision point: Should IDEO accept the Visor project as is (on a dramatically reduced schedule)? Should they try to persuade Handspring's management to change its aggressive launch schedule? Or should they simply decline the project?</li> </ul>	<p><b>Class 10: Creativity workshop</b></p> <p>In this class, you will use creativity processes to generate a set of recommendations for advancing your team project.</p> <p><b>INTERVIEW REPORTS DUE AT START OF CLASS.</b></p>
<p>Week 6 Feb 20 &amp; Feb 23</p>	<p><b>No Class – Midterm recess</b></p>	<p><b>No Class – Midterm Recess</b></p>
<p><b>Module 3: Managing Organizations</b></p>		
<p>Week 7 Feb 27 &amp; Mar 6</p>	<p><b>Class 11: Why does culture matter?</b> Organizational culture and its effects</p> <p><b>Exercise: RIM (in-class, no pre-reading)</b></p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Barsade, S. and O.A. O'Neill. 2016. Manage your Emotional Culture. <i>Harvard Business Review</i>. <a href="https://hbr.org/2016/01/manage-your-emotional-culture">https://hbr.org/2016/01/manage-your-emotional-culture</a></li> <li>• Schein, E.H. Organizational Culture. <i>American Psychologist</i>, 45(2):109-119</li> </ul> <p><b>Optional Readings:</b></p>	<p><b>Class 12: Why do followers matter?</b> <b>Strategic Followership</b></p> <p><b>Exercise: Value Curve (in-class, no pre-reading)</b></p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Zoogah (2014): <i>Strategic followership : how followers impact organizational effectiveness</i> Chapter 3</li> <li>• Zoogah (2018): <i>Theoretical Perspectives of Strategic Followership</i> Chapter 1</li> </ul>

	<ul style="list-style-type: none"> <li>Kantor and Streitfeld. 2015. Inside Amazon: Wrestling Big Ideas in a Bruising Workplace. New York Times: <a href="https://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html">https://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html</a></li> </ul> <p><b>Preparatory Questions:</b></p> <ul style="list-style-type: none"> <li>Think of an organization you were a part of that you characterize as having a “good” culture. What was good about the culture? Did these attributes affect people’s, and the organization’s performance, and if so, how?</li> <li>How would you describe Amazon’s culture, using just 7 words?</li> </ul>	<p><b>Preparatory Questions:</b></p> <ul style="list-style-type: none"> <li>What is strategic followership?</li> <li>Why does it matter?</li> <li>What are the two major forms of strategic followership?</li> </ul>
<p>Week 8 Mar 9 &amp; Mar 13</p>	<p><b>Class 13: Why do organizations have to bother with sustainability?</b></p> <p><b>Corporate environmental sustainability</b> Sustainability what! Not my business?</p> <p><b>Required Reading:</b></p> <p><u>CASE: UNILEVER'S NEW GLOBAL STRATEGY: COMPETING THROUGH SUSTAINABILITY</u></p> <ul style="list-style-type: none"> <li>Why SUSTAINABILITY is now the key driver to INNOVATION by <i>Nidumolu, Ram; Prabalad, C. K.; Rangaswami (2009)</i></li> </ul> <p><b>Preparatory Questions:</b></p> <p><u>Case</u></p> <ul style="list-style-type: none"> <li>How would you evaluate Polman’s decision to implement a new strategy based on the Unilever Sustainable Living Plan?</li> <li>What benefits did it over?</li> <li>What risks did it present?</li> </ul> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>What are the views about sustainability?</li> <li>What are the competencies?</li> <li>What the challenges?</li> </ul> <p><b>Optional Reading:</b></p> <ul style="list-style-type: none"> <li>The Big Idea: Creating Shared Value. How to reinvent capitalism—and unleash a wave of innovation and growth by <i>Porter &amp; Kramer (2011)</i></li> </ul>	<p><b>Class 14: Analytics and Organizations</b> Seeing the trees from the forests!</p> <p><b>Required Reading:</b></p> <p><u>CASE: DIGITALIZATION AT SIEMENS</u></p> <ul style="list-style-type: none"> <li>Analytics 3.0 (Davenport, 2013)</li> </ul> <p><b>Preparatory Questions:</b></p> <p><u>Case</u></p> <ul style="list-style-type: none"> <li>How do you evaluate Siemens approach to digitalization? Is it likely to be more or less effective than the comparable effort at GE?</li> </ul> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>What is the difference between the three types of Analytics?</li> <li>What do companies need to capitalize on analytics 3.0?</li> </ul> <p><b>Optional Reading:</b></p> <ul style="list-style-type: none"> <li>Talent Analytics (Leonardi &amp; Contractor, 2018)</li> </ul>

<p>Week 9  Mar 16 &amp; Mar 20</p>	<p><b>Class 15: Team Presentation and Report preparation</b></p> <p>This time is set aside for preparation of presentations and consulting reports. I will be available to meet with students.</p>	<p><b>Class 16: Team Presentations</b></p> <p><b>TEAM PAPERS DUE AT START OF CLASS</b></p>
<p>Week 10  Mar 23 &amp; Mar 27</p>	<p><b>Class 17: Wrap-Up</b></p> <p><b>How can we manage global organizations?</b> Managing across countries</p> <p><b><u>CASE: LANGUAGE AND GLOBALIZATION: 'ENGLISHNIZATION AT RAKUTEN (A)'</u></b></p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>Neeley, T. 2015. Global Teams that Work. <i>Harvard Business Review</i>.</li> </ul> <p><b>Preparatory Questions:</b></p> <ul style="list-style-type: none"> <li>- Have you worked in a global organization? What are some challenges or opportunities you experienced there?</li> </ul> <p><b><u>DUE BY MIDNIGHT</u></b></p> <p>a). PEER EVALUATIONS b). PROJECT (CONSULTING) REPORT</p>	<p><b>Class 18: Class 19: In-class EXAM</b> Please bring a pencil and a pen.</p>