San José State University

College of Business
Organization and Management
169A Seminar in Organizational Theory
Fall 2015

Instructor:	Dr. Camille Johnson
Office Location:	BT 359
Telephone:	4-3416 (not preferred)
Email:	Through Canvas, responses within 24 hours during regular business hours.
Office Hours:	Tuesday 11:15-11:45, 2:45-3:15, by appointment
Class Days/Time:	Tuesday 12:00-2:45
Classroom:	BBC 302
Prerequisites:	Acceptance into the Honors Program, Bus 160 or 161B

Canvas

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas. You are responsible for regularly checking with the messaging system through Canvas.

Course Description

This course will introduce some of the seminal theories in management and related fields. The seminar will provide a variety of views on organizations, organizational life and the way organizations function. The course will be cross-disciplinary, drawing on readings about organizations from a variety of sources and disciplines. Students will be required to apply theoretical concepts to their own work, field study, or internship experiences. Prerequisite: BUS 160, 161A, or BUS 161B.

Course Goals and Student Learning Objectives

Upon successful completion of this course, students will be able to:

- Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.
- Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.
- Recognize, analyze, and articulate strategies for promoting creativity and innovation.

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

- Design solutions to organization problems using the principals of evidence-based management
- Articulate and apply theories relevant to organizational success including procedural justice, decision-making, structure, and ethics.

Required Texts/Readings

Readings

Readings will consist of articles and book chapter available for free from the library database website. Full citations of the articles, in APA format, will be made available, as will links. Students will need to login into the library website to access the articles.

Assignments and Grading Policy

Percentage	Letter Grade
94% and above	A
93% - 90%	A-
89% - 87%	B+
86% - 84%	B
83% - 80%	B-
79% - 77%	C+
76% - 74%	C
73% - 70%	C-
69% - 67%	D+
66% - 64%	D
63% - 60%	D-
below 60%	F

Class participation: (25%)

10% In addition to oral contributions to the discussions, there will be numerous class activities. You are expected to participate fully in these activities and with your teammates. Students may also be asked to bring in current event articles at different times during the semester.

10% Participation in on-line discussions is required as part of class participation. You need to post reflections about EACH of the readings each week by **noon** on Monday. You can skip 1 week's postings. The postings will be graded on a 2 point scale corresponding to the depth of thought and clarity of writing of each posting.

5% Participation in Sbona or other development activity or speaker on campus.

Group Projects: 35%

There will be one group project, with two deliverables (a draft plan of action around mid-semester and a final report at the end). The group project includes both written and oral presentations.

Exams: 40%

There will be two one-day projects/exams (one on the midterm date and one during the final exam time) in which students will demonstrate their understanding of the theories and concepts covered in the assigned readings through a written response and, possibly, an oral presentation, with an accompanying PowerPoint presentation. Topics/problems will be assigned on the day of the test/project.

Classroom Protocol

Students should come to class prepared to discuss the readings. Each week several classic and several contemporary articles will be required. Students should be prepared to discuss them – bringing copies of the articles to class is advised. In addition, students may be asked to summarize and present the articles to the class in a brief, professional manner.

The readings are expected to take at least **6 hours** a week. The readings are complex; you cannot skim them and expect to come away with the necessary level of understanding. This is mentally demanding work. If you don't feel tired after reading a paper you haven't been paying close enough attention.

Fall 2014

Participation in the class discussion and activities is important for your success in the class. In class discussions, focus on showing your understanding of the *mechanisms* that are at the heart of each week's readings – do not just summarize.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at
http://www.sjsu.edu/advising/faq/index.htm#add
Information about late drop is available at
http://www.sjsu.edu/aars/policies/latedrops/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

University Policies

Academic integrity

Students should know the University's Academic Integrity Policy that is available at
http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/
Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at
http://www.sa.sjsu.edu/judicial_affairs/index.html

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

College of Business Policies:

To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

Eating:
Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

Fall 2014

Cell Phones:
Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. If you text in class, you will be asked to leave. Either be present in class, or be absent. Respect your classmates in your decisions. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use:
In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

Academic Honesty:
Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

Bus 169A, Fall 2015, Course Calendar

This schedule is subject to change with fair notice. Students will be notified via Canvas about any significant changes.

Date	Topics and Readings (read before class each day)	Due
8/25	**Introductions** Pfeffer, J. & Sutton, R. I. (2006). Evidence-based management. *Harvard Business Review,* 62-74. [link] Allen, D. G., Bryant, P. C., & Vardaman, J. M. (2010). Retaining Talent: Replacing Misconceptions With Evidence-Based Strategies. *Academy Of Management Perspectives*, *24*(2), 48-64. doi:10.5465/AMP.2010.51827775 [link] Sherif, M. (1937) An Experimental Approach to the Study of Attitudes. *Sociometry* , *1*(1) 90-98 . [link]	**Post 1 – introduce yourself**
9/1	**Methods: What is evidence and how do you get it?** Milgram, S. (1963). Behavioral Study of Obedience. *Journal of Abnormal and Social Psychology, 67*(4). 371-378. [link] Ladge, J. J., Humberd, B. K., Watkins, M. B., & Harrington, B. (2015). Updating the organization man: An examination of involved fathering in the workplace. *The Academy Of Management Perspectives*, *29*(1), 152-171. [link] Sample of empirical articles and NYT articles	Bring analysis of NYT articles Class project assigned Post 2
9/8	**Methods: Self-Report** Beware spurious correlations, (2015). *Harvard Business Review*, *93*(6), 34-35. [link] Donaldson, S.I., & Grant-Vallone, E.J. (2002). Understanding self-report bias in organizational behavior research. *Journal of Business and Psychology*, 17(2), 245-262. [link]. Krosnick, J. A. (1999). Maximizing questionnaire quality. In J. P. Robinson, P. R. Shaver, L. S. Wrightsman (Eds.) , *Measures of political attitudes* (pp. 37-57). San Diego, CA US: Academic Press. [available on Canvas]. Lelkes, Y., Krosnick, J. A., Marx, D. M., Judd, C. M., & Park, B. (2012). Complete anonymity compromises the accuracy of self-reports. *Journal Of Experimental Social Psychology*, *48*(6), 1291-1299. doi:10.1016/j.jesp.2012.07.002 [link]	Bring sample of online survey and 5 self-written BAD survey items Post 3
9/15	**Networks and Influence at Work** Mikes, A., Hall, M., & Millo, Y. (2013). How Experts Gain Influence. *Harvard Business Review*, *91*(7/8), 70-74. [link] Cross, R., Cowen, A., Vertucci, L., & Thomas, R. J. (2009). Leading in a Connected World: How Effective Leaders Drive Results Through Networks. *Organizational Dynamics*, *38*(2), 93-105. [link] Cohen, A. R., & Bradford, D. L. (1989). Influence Without Authority: The Use of Alliances, Reciprocity, And Exchange To Accomplish Work. *Organizational Dynamics*, *17*(3), 5-17. [link] Sherif, M., White, B., & Harvey, O. J. (1955). Status in experimentally produced groups. *American Journal Of Sociology*, *60*370-379. doi:10.1086/221569 [link] ***Every student bring $1 to class for an activity***	Create a LinkedIn profile Survey homework due by Monday at 11:59PM Post 4

9/22 *Class meets online in Canvas*	**Groups and (Online) Teams** Ayoko, O. B., Konrad, A. M., & Boyle, M. V. (2012). Online work: Managing conflict and emotions for performance in virtual teams. *European Management Journal*, *30*(2), 156-174. doi:10.1016/j.emj.2011.10.001 [link] Cordery, J. Soo, C., Kirkman, B., Rosen, B., & Mathieu, J. (2009). Leading Parallel Global Virtual Teams: Lessons from Alcoa. *Organizational Dynamics*, *38*(3), 204-216. [link] Hall, J. (2007). Dynamic interactions between two models of team development and learning: Implications for performance and human resource managers. *Human Resource Development Quarterly*, *18*(3), 421-430. doi:10.1002/hrdq.1211 [link] Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois III, L. J. (1997). Conflict and Strategic Choice: How top management teams disagree. *California Management Review*, *39*(2), 42-62. [link] Making Data Talk [link]	Post 5 10 slide presentation of project (see handout)
9/29	**Power, Gender, and Culture in Organizations** Brescoll, V. L. (2011). Who Takes the Floor and Why: Gender, Power, and Volubility in Organizations. *Administrative Science Quarterly*, *56*(4), 622-641. doi:10.1177/0001839212439994 [link] Toh, S., & Leonardelli, G. J. (2012). Cultural constraints on the emergence of women as leaders. *Journal Of World Business*, *47*(4), 604-611. doi:10.1016/j.jwb.2012.01.013 [link] Eagly, A. H., & Carli, L. L. (2003). The female leadership advantage: An evaluation of the evidence. *Leadership Quarterly*, *14*(6), 807. doi:10.1016/j.leaqua.2003.09.004 [link] Kulik, C. T., & Olekalns, M. (2012). Negotiating the gender divide: Lessons from the negotiation and organizational behavior literatures. *Journal Of Management*, *38*(4), 1387-1415. doi:10.1177/0149206311431307 [link]	Post 6
10/6	**Midterm** **Project 1 Workday**	
10/13	**Organizational Culture and Ethics** Castilla, E. J. & Bernard, S. (2010). The Paradox of Meritocracy in Organizations. *Administrative Science Quarterly 55*(4), **543-676. doi:10.2189/asqu.2010.55.4.543** [link] Treviño, L., & Brown, M. E. (2004). Managing to be ethical: Debunking five business ethics myths. *Academy Of Management Executive*, *18*(2), 69-81. doi:10.5465/AME.2004.13837400 [link] Gift, M., Gift, P., & Zheng, Q. (2013). Cross-Cultural Perceptions of Business Ethics: Evidence from the United States and China. *Journal Of Business Ethics*, *114*(4), 633-642. doi:10.1007/s10551-013-1709-z [link] Klein, G. D. (2012). Creating cultures that lead to success: Lincoln Electric, Southwest Airlines, and SAS Institute. *Organizational Dynamics*, *41*(1), 32-43. doi:10.1016/j.orgdyn.2011.12.005 [link]	Part 1 of Project 1 report due Online assessment of teammates due Post 7

10/20	**Organizational Justice** Cropanzano, R., Bowen, D. E., & Gilliland, S. W. (2007). The Management of Organizational Justice. *Academy of Management Perspectives, 21*(4), 34-48. doi:10.5465/AMP.2007.27895338 [link] Ruggs, E. N., Martinez, L. R., & Hebl, M. R. (2011). How individuals and organizations can reduce interpersonal discrimination. *Social And Personality Psychology Compass*, *5*(1), 29-42. doi:10.1111/j.1751-9004.2010.00332.x [link] Roberson, L., & Kulik, C. T. (2007). Stereotype Threat at Work. *Academy of Management Perspectives, 21*(2), 24-40. doi:10.5465/AMP.2007.25356510 [link]	Post 8
10/27	**Decision-Making** Kahneman, D. & Tversky, A. (1979). Prospect Theory: An Analysis of Decision under Risk. *Econometrica , 47*(2) 263-292 [link] Bazerman, M. H. 1990. Individual Decisions in Organizations. *Managerial Decision Making*, *2 ed*. 453-477: John Wiley & Sons. [available on Canvas]	Post 9
11/3	**Decision-Makers and Decision-Making** Vroom, V. H. (2000). Leadership and the Decision-Making Process. *Organizational Dynamics*, *28*(4), 82-94. [link] Bowen, S. A. (2004). Organizational Factors Encouraging Ethical Decision Making: An Exploration into the Case of an Exemplar. *Journal Of Business Ethics*, *52*(4), 311-324. doi: 10.1007/s10551-004-1527-4 [link] Graphing Data for Decision-Making [link] How to lie with charts. (2014). *Harvard Business Review*, *92*(12), 38-39. [link]	Post 10 Create an LinkedIn page, link with classmates & Sbona Honors
11/10	**Communication and Change** Cialdini, R. (2013). The Uses (and Abuses) of Influence. *Harvard Business Review*, *91*(7), 76-81. [link] Brown, G. F. (2013), Now Comes the Hard Part—Managing Change. *Employment Relations Today*, *39*. 21–26. doi: 10.1002/ert.21385[link] Michel, A., Stegmaier, R., & Sonntag, K. (2010). I Scratch Your Back – You Scratch Mine. Do Procedural Justice and Organizational Identification Matter for Employees' Cooperation During Change?. *Journal of Change Management 10*(1), 543-676. [link]	Post 11
11/17	**Organizational Design and Personal Networks** Worley, C. G., & Lawler, E. (2010). Agility and organization design: A diagnostic framework. *Organizational Dynamics*, *39*(2), 194-204. doi:10.1016/j.orgdyn.2010.01.006 [link] Cross, R., Ernst, C., & Pasmore, B. (2013). A bridge too far? How boundary spanning networks drive organizational change and effectiveness. *Organizational Dynamics, 42* (2), 81-91. [link] Giessner, S. R., Ullrich, J., & van Dick, R. (2011). Social identity and corporate mergers. Social and Personality Psychology Compass, 5(6), 333-345. [link]	Post 12

11/24	**Innovation and Creativity** Thompson, L. (2003). Improving the creativity of work groups. *Academy of Management Executive, 17*(1), 96-109. [link]. Gruenfeld, D. H., Martorana, P. V., & Fan, E. T. (2000). What do groups learn from their worldliest members? Direct and indirect influence in dynamic teams. *Organizational Behavior And Human Decision Processes*, *82*(1), 45-59. doi:10.1006/obhd.2000.2886 [link] Ka-yee Leung, A., Maddux, W. W., Galinsky, A. D., & Chi-yue, C. (2008). Multicultural Experience Enhances Creativity: The When and How. *American Psychologist*, *63*(3), 169-181. doi:10.1037/0003-066x.63.3.169 [link] To innovate better, find divergent thinkers. (2015). *Harvard Business Review*, *93*(6), 26-28. [link] Anderson, C., & Duarte, N. (2013). How to Give a Killer Presentation. *Harvard Business Review*, *91*(6), 121-125. [link]	Post 13
12/1	**Entrepreneurial Organizations** Katz, J., & Gartner, W. B. (1988). Properties of Emerging Organizations. *Academy Of Management Review*, *13*(3), 429-441. doi:10.5465/AMR.1988.4306967 [link] Davidsson, P. & Honig, B. L. (2003) The role of social and human capital among nascent entrepreneurs. *Journal of Business Venturing*, *18*(3), pp. 301-331. Kunisch, S., Müller-Stewens, G., & Campbell, A. (2014). why corporate functions stumble. *Harvard Business Review*, *92*(12), 110-117. [link]	Practice presentations Post 14
12/8	**Project Presentations**	
12/17 **12:15**	**2nd Midterm**	

Bus 169A, Fall 2015, Other Important Dates

Students should also attend at least 2 campus/Sbona events.

Dates TBA (all Monday evenings):

Sbona Project Management

Sbona Internal Networking Event (Nearly mandatory)

Sbona Presentation on Presentations

Sbona Information Night/Alumni Panel

Sbona Graduation/Networking Event

Silicon Valley Center for Entrepreneurship events

Sept 14 6-7:30 Art Agrawal, founder & CEO, Your Mechanic, winner of TechCrunch Disrupt 2012 Award. *From inspiration to action: An entrepreneur's journey.* MLK Library 225/229

October 19 6-7:30 Hanni Arnon, founder & Director, AICAT, Israel *From farmers to entrepreneurs: Lessons from an innovative program in Israel.* SJSU Student Union Theater.

November 9, 6-7:30 Ashmeet Sidana, Founder & Managing Partner, Engineering Capital. *Market Size: A venture capital perspective*. MLK 225/229

Career Center events

September 28, 2:00 Forming a career network BBC 008 (cap of 20 participants)

November 9, 2:00 Upperclass Career Steps BBC 008 (cap of 20 participants)

October 5, 2:00 Leveraging LinkedIn BBC 032 (cap of 95 participants)

College of Engineering

September 17, 12:00-1:00pm Pat Wadors, Senior VP Global Talent, LinkedIn. ENG 189

November 5, 12:00-1:00 Sara Kentare-Mitra, Senior VP, Research and Early Development Greentech Inc. ENG 189