

Social Psychology of Organizations

(21872)

Trimester: 1

ECTS Credits: ?

Sessions:

Group 1:

Theory Sessions: Monday- Tuesday from 11:00 to 12:30 (room 40.109)

Seminars: Friday (**101:** 9:00 -> 10:30; **102:** 10:30->11: **103:** 13:00->14:30 (All groups in 20.179)

Seminar dates: 19/10 - 26/10 - 9/11 - 16/11 - 23/11 - 30/11

Group 2:

Theory Sessions: Monday- Tuesday from 18:30 to 20:00 (room 40.109)

Seminars: Wednesday (**201:** 16:00 -> 17:30; **202:** 18:00->19:30; **203:** 19:30->21:00 (All groups in 20.175)

Professor

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Teaching Assistant

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Faculty Assistant

Nuria Fabregas: nuria.fabregas@upf.edu.

Office Hours: If you have questions about the course or the course material, please come to the office hours of the teaching team. We would love to get to know you better during the quarter. We value face-to-face contacts with students, and therefore we will not respond to questions about the course via email.

1. The Course

The objectives of this course are a) to provide an opportunity for you to define your personal project and what you are going to do in the next few months / years to grow as an individual; b) to have you discover things about you that will help you achieve your personal development goals; c) to have you see your social world differently—to change what you notice and think about and how you apprehend the world around you—and d) to also change what you do as you navigate through that world.

To accomplish these objectives, we will spend some portion of many sessions and the out-of-class assignments helping you focus on building your own action plan and skills for attaining power and understanding power relations around you. **It is important that you do *all* the assignments and the readings. The readings cover interesting people and subjects and are fun. It is also useful if you actually think about how this material applies to you in your current life as well as in your future career. Learning the material requires engaging with it.**

2. Competences that you will develop

1. Understanding and correctly interpreting academic writings.
2. Being able to justify and defend your position using coherent arguments.
3. Being able to actively contribute to teamwork, resolving conflict to reach an agreement on the tasks to accomplish and how to accomplish them.
4. Developing reasoning and critical thinking abilities in order to analyze controversial issues.
5. Accepting the diversity of opinions as a fundamental ingredient of academic life and as an essential component of contemporary society. Being able to form your own opinion while respecting the diverging opinions from others.
6. Reinforcing your habits of auto-discipline, self-control and rigor in completing academic work and in managing your time schedule.
7. Having a proactive attitude toward learning about the topics you do not know and toward the learning process and/or professional activity more generally.
8. Being able to make creative use of the knowledge and concepts learnt in the course. Being able to adapt those to novel and original situations
9. Acquiring a level high enough for the professional practice.
10. Identifying the key components of a problem.
11. Demonstrating a critical attitude in analyzing diverse situations.

3. Content

This is tentative description – details are subject to change during the quarter as the teaching team adapts content to the students.

INTRODUCTION

Session 1: Power Dynamics, Organizations and Social Psychology

BASIC CONCEPTS IN SOCIAL PSYCHOLOGY

Session 2. Social Thinking 1

Session 3. Social Thinking 2

Session 4: Social Thinking 3

KNOWING YOURSELF: SELF AND IDENTITY

Session 5: The Self 1

Session 6: The Self 2

Seminar 1.

Session 7: Keith Ferrazi Case

OTHER PEOPLE MATTER: ATTITUDES AND PERSUASION

Session 8 Attitudes

Seminar 2

Session 9: Persuasion, Conformity and Compliance

Session 10 Interpersonal Attraction + Case: Barbarians at the Gate

UNDERSTANDING PEOPLE IN ORGANIZATIONS

Session 11: People in groups

Session 12: Case: Gary Loveman and Harrah's Entertainment

Seminar 3

Session 13: Intergroup Relations / Prejudice

Session 14. Building Effective and Efficient Social Networks

Seminar 4

Session 15: Case Zia Yusuf at SAP

Session 16: Culture, Organizational Culture and Communication

Seminar 5

Session 17: Case: Laura Esserman

LOOKING BACK AND LOOKING AHEAD

Session 18. Group project presentations (1/2)

Seminar 6

Session 19. Group project presentations (2/2)

Session 20. What Have We Learned, and What Will You Do With What You Have Learned?

4. Evaluation

Grades will be based on four components:

1) 25%: Class participation. This involves 2 components:

- a. Completing the self-reflecting assignments and questionnaires about the readings assigned for the preparation of each session. These are graded on a Pass / Fail basis.
- b. Actively contributing to class discussion.

2) 25%: group project

3) 20%: final individual project

4) 30%: final exam

Overall Grade for the Course: The overall grade for the course is the weighted average of the grade obtained for the components. If this overall average is below 5, the student will fail the course. If this overall average is above 5, the student will pass the course.

Regarding Participation

We will spend part of most sessions discussing readings / assignments with the class. Such discussion is generally an enjoyable and productive learning experience under the condition that students **come prepared to the session**. Students are therefore expected to **complete all the readings and all the assignments**. There is the possibility of **in-class quizzes** to check that students have read the assigned articles and thought about them before the course.

We expect discussions to be engaging, fun, and productive learning experiences. Those who consistently come prepared to class, contribute to a positive learning atmosphere and are engaged with the course material and the pedagogical activities will receive a high participation grade. On the other hand, those who show a lack of positive involvement in the course, the discussions and the pedagogical activities will likely receive a very low participation grade.

We expect students to **attend ALL** the sessions (theory sessions + seminars). Failure to attend some of the sessions will lead to substantial penalties to the participation grade (it is hard to participate when not in class).

In order to help me track your class participation, as well as to learn your names, I am asking you to use a **name tag** in **every** session. It will be hard for me to track your participation if I do not know you and therefore you should aim for me to **know your name** as early as possible.

Individual Self-Reflective Assignments

The self-reflective assignments will be specified at appropriate times on **Aula Global**.

The *self-reflecting assignments* are designed to help you explore the content of the course in the context of your own plans, objectives, values, and experiences. If taken seriously, these self-reflective assignments will be useful as work in process for your individual project. They will be graded on a Pass / Fail basis by the teaching team. There is no right answer for these assignments. To get a pass, you just need to show that you put some **serious thoughts** in your response. If you would like detailed feedback about these assignments, you are welcome to come to office hours.

The individual assignments are to be uploaded at area in Aula Global before the due date and time as a .pdf document. You should name your file according to the following convention: SRX_(first last name)_(firstname).pdf where 'X' is the assignment number. For example, if I were to upload the second self-reflective assignment, I would name it 'SR2_LeMens_Gael.pdf'.

Assignments that are not in pdf format or do not have a filename that does not follow this naming convention will not be graded and will receive a grade of 0.

Group assignments about the readings for the Theory Sessions

In order to motivate you to do the readings and think about the cases before class, we will list *questions about the readings on Aula Global*. After completing the readings for a given session, you should meet with your study group and discuss your answers together. Each study group will have to produce a written document answering all the questions to be submitted on Aula Global before the beginning of each session. **Students are encouraged to discuss the readings together (within and across groups), but each group should produce their own original written report.**

The written report should be submitted in the appropriate area in Aula Global before the due date and time as a **.pdf document**. You should name your file according to the following convention: SXGY.pdf where 'X' is the session number and 'Y' is your group number. For example, if your group is Group 5 and you are submitting your assignment for session 3, your file should be named S3G5.pdf.

Assignments that have a filename that does not follow this naming convention will not be graded and will receive a grade of 0.

You can upload your file to Aula Global **until 1 hour before the beginning of the corresponding session**. At each session, the teaching team will randomly pick a few of the assignments and grade them. The responses to the questions will be graded on a Pass / Fail basis by my assistant or myself. Often there is no right or wrong answer, and to get a pass, you just need to show that you put some **serious thoughts** in your response, just as for the self-reflecting assignments. You will not receive detailed written feedback about these assignments. Rather, you should **seek the responses to your questions in the class discussion**.

Failing to submit the assignment **on time** will automatically lead to a **grade of 0 for that assignment**.

Information concerning assignments

Turned-in assignments must be **original and unpublished**. Any **plagiarized** work that will be detected **will automatically get a 0 grade and will be reported to the Dean's office**. Turning assignments in **on time**

means turning them in when they are assigned per instruction provided by the teaching team (e.g., if something is to be turned in at the start of class, after class will not be considered “on time”). In order to make the logistics of the course as simple as possible, we will adopt the two following rules:

1. We will **not accept assignments via email**.
2. **No late assignment will be accepted. Late assignments will automatically receive a grade of 0.**

These rules will be consistently applied, with no exception.

Recovering a failing grade

Under some conditions, students who failed the course will be authorized to take an additional evaluation. The additional evaluation will be a written exam taken during the third trimester of the academic year.

Only students that have participated in the course and the evaluations activities will be authorized to take the additional evaluation, as stated in the following article of the Agreement of the Government Council (Article 11.4.2)

“Podran concórrer al procés de recuperació tots els estudiants que, havent participat a les activitats d'aprenentatge i avaluació durant el trimestre, hagin obtingut la qualificació de suspens de l'assignatura corresponent en l'avaluació trimestral. No hi podran concórrer els que no hagin participat en les activitats d'aprenentatge i avaluació o hagin renunciat a l'avaluació.”

It is understood that students have participated in the learning activities and continuous assessment during the term when they have attended class and have completed the exercises and other classroom activities. We understand that students have attended the final examination when they hand it out.

More concretely: to be **eligible** to take the recovery evaluation, students must meet ALL the following conditions:

- the student has attended more than 66% of the seminars (i.e. at least 4 seminars out of 6).
- the student has completed the group project
- the student has taken the December exam

Since, as it is stated in the above mentioned article, only those students who have failed the whole subject may participate in the process of recuperation, there will be no opportunity to participate for improving the grade if initially it is equal to or higher than 5.0.

Provided that a student is eligible to take the recovery examination, the grade obtained **at the additional examination will be the final grade for the course**, whatever the initial grades for the different activities of the course. This implies that no component of the initial grade will be kept – in other words, all the activities of the course can be recovered, provided that the student is eligible to take the recovery examination.

For students who will participate in exchange programs recognized by the Faculty in the 2nd trimester and therefore cannot attend the additional examination, special arrangement will be made between the instructor and the student. Students that fall in this category should let the instructor know within 7 days of their grade being posted on Campus Global. Failure to do so implies that no extra arrangement will be made.

5. Bibliography - Textbook

Textbook:

“**Power**”, by Jeffrey Pfeffer, 2010, Harper Business. This book provides the conceptual overview, relevant research literature, and many examples for the ideas we will be covering in the course.

Power: Why Some People Have It and Others Don't

Author: Jeffrey Pfeffer

Publisher: Harper Business (September 14, 2010)

ISBN: 978-0061789083

Readings to download from Aula Global.

To the extent possible, I will make the assigned reading available for download on Aula Global. Some of the readings can be a bit challenging and therefore I therefore encourage you not to wait for the last minute before starting to read the material for a given session.

Case studies

Due to copyright restrictions, it is impossible for me to post some of the case studies on Aula Global. I asked the library to purchase a few hard copies of the relevant case studies and these will be put on reserve and available for your consultation. I am asking you NOT to check out the cases out of the library as these valuable learning resources need to remain available for everybody. Here is a list of the cases I am planning to use and that are on reserve at the front desk of the library:

Keith Ferrazzi (OB44-PDF-ENG) -

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=70253&R=OB44-PDF-ENG&conversationId=663170

Zia Yusuf at SAP: Having Impact (OB73-PDF-ENG)

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=588152&R=OB73-PDF-ENG&conversationId=663289

Gary Loveman and Harrah's Entertainment (OB45-PDF-ENG)

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=70267&R=OB45-PDF-ENG&conversationId=663313

Laura Esserman (A) (OB42A-PDF-ENG)

http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=70411&R=OB42A-PDF-ENG&conversationId=663344

7. Schedule

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Session 20: What Have We Learned, and What Will You Do With What You Have Learned?

8. Email Communications

As a rule, we will not answer questions about the class material or logistics via emails. But we will set up office hours during which students are encouraged to come and ask questions about the course content and organization.