

# Organizational Behavior (21872)

**Trimester:** 1

**ECTS Credits:** 5

**Sessions:**

**Group 1:**

**Theory Sessions: Thursday- Friday** from 17:00 to 18:30 (room 40.248)

**Seminars:** Monday (**101:** 12:30 -> 14:00; **102:** 14:00->15:30 **103:** 15:30->17:00 (All groups in 20.057)

**Seminar dates:** 14/10 - 21/10 – 28/10 - 4/11 - 11/11 - 18/11

**Group 2:**

**Theory Sessions: Thursday- Friday** from 19:00 to 20:30 (room 20.049)

**Seminars:** Wednesday (**201:** 9:00 -> 10:30; **202:** 13:00->14:30; **203:** 14:30->16:00 (All groups in 20.049)

**Seminar dates:** 16/10 - 23/10 – 30/10 - 6/11 - 13/11 - 20/11

## Professor

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## Teaching Assistant

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## 1. The Course

The core 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 and other people 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.

We will discuss a set of core theoretical concepts that form the foundation of social and cognitive psychology as **scientific fields**. You will have a chance to put the theory into practice through assignments, case discussions and project assignments. I will ask you to reflect on how the scientific knowledge discussed in class can be put into practice in your own life, to help you achieve your development goals. If you have engaged the course material enough on a regular basis during the quarter, you will notice that how you see others and how they see you will have changed substantially.

This course outline describes everything I can think of that is relevant to the course and its requirements and logistics. Please read it carefully and use it as a guide to what we will be doing.

## 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.

### **Part 1: Introduction: Two Selves, Goals, Well-Being and Life Satisfaction**

Session 1: Power, the experiencing self and the remembering self

Session 2: Well-Being and Life Satisfaction

### **Part 2: Thinking about Thinking- Basic Concepts**

Session 3: System1, System 2, Attention and Effort

Session 4: The Lazy Controller - Associative Machine

Session 5: Cognitive Ease

Session 6: The Search for Coherence

Seminar 1: Case Zia Yusuf at SAP

Session 7: Judgments... They seem so easy, don't they?

Session 8: Self-Justification and the reduction of cognitive dissonance

Seminar 2: Personality

**Part 3 - Heuristics and Biases**

Session 9: Impressions: What do people pay attention to?

Seminar 3: Keith Ferrazi Case

Session 10: Judgments from Memory: Information Sampling and Availability

Session 11: Schemas, Stereotypes and Representativeness

Seminar 4: Changing Ourselves

Session 12: The Construction of Causal Explanations - Stereotypes

Session 13: Statistics and Regression to the Mean

Seminar 5: Getting Noticed & Asking for help

**Part 4: Overconfidence**

Session 14: Overconfidence & Leadership Illusion

Session 15: Being critical of Expert judgments

Seminar 6: Debate: Should we seek power or not?

Session 16: Case: Gary Loveman and Harrah's Entertainment

Session 17: Over-optimism

Session 18. Case: Laura Esserman

**Part 5: Conclusion**

Session 19: Conclusion

## 4. Evaluation

### 4.1. Grading Scheme

To account for heterogeneity in personal preferences, students will have a choice of two grading schemes. All the assignments remain the same for both options. The only difference is the weight given to the grade components.

The teaching team will set up an online questionnaire and each student will have to choose their preferred option before the beginning of session 12. In case no response has been recorded by the deadline, the student will be assigned to option 1 (there will be no exception to this rule).

Option 1 (for those who prefer to have their oral participation in theory classes counted toward the final grade)

- 1) 20%: Oral participation in Theory sessions
- 2) 20%: Oral participation in Seminar sessions and participation in Seminar activities (including assignments)
- 3) 10% Self-reflective assignments
- 4) 20%: Final individual project
- 5) 30%: Final exam

Option 2 (for those who prefer NOT to have the participant in theory classes counted toward the final grade – in this case the final exam will receive a greater weight).

- 1) **0%**: Oral participation in Theory sessions
- 2) 20%: Oral participation in Seminar sessions and participation in Seminar activities (including assignments)
- 3) 10%: Self-reflective assignments
- 4) 20%: Final individual project
- 5) **50%**: Final exam

### 4.2. Oral Participation in Theory Sessions

I will spend part of many 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**.

I 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 involvement in the course, the discussions and the pedagogical activities will likely receive a very low participation grade.

I expect students to **attend ALL** the sessions. Although attendance in Theory sessions is not formally mandatory, 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 **IMPOSSIBLE** for me to track your participation if I do not know you and therefore you should try to make sure I **know your name** as early as possible. In fact, it is **YOUR RESPONSIBILITY to make sure that I know your name and properly account for your participation**. If I do not know your name, I will not be able to give you a proper participation grade, even if you are a good contributor to the class discussion.

### Thinking-about-Thinking Assignments

The course outline lists “Thinking-about-Thinking Assignments” for each session. These are questions about the material covered in the previous session that I am asking you to think about before coming to class. At the beginning of each class, I will randomly choose 2 or 3 students and ask them to share their thoughts about the question asked for that session. You should be ready to come in front of the class and give a 3 minute presentation of the outcome of your thinking process (just speaking, without any slides). **Insightful presentations will give a considerable boost to your participation grade**. These ‘Thinking Assignments’ are strictly oral assignments. You do **not** have any document to turn in.

## 4.3. Seminar Sessions

Seminar sessions will be devoted to small-group discussion of some case studies, and of some selected topics such as personality differences, behavioral change and regulation or the just-world hypothesis. Part of some of the sessions will also be devoted to the discussion of the self-reflective assignments and your personal plan development plan.

Attendance in seminar sessions is **mandatory**!

If you are allocated to a seminar group that has sessions at a time where you have other commitments, you are authorized to propose a change of group to the Seminar Lecturer under the condition that you find somebody with whom you can **exchange** seminar spots. This request should be done by email to the Seminar Lecturer. This request should contain the following information and should be sent to the seminar lecturer before Oct 10, 23:59.

The request should contain the following:

1. Your first name and last name
2. Your official seminar group
3. The seminar group you would like to move to
4. The first name and last name of a student from your desired seminar group and who is ready to switch to your original seminar group.
5. Include the other person in the email (cc that other person).

Example: Suppose you are in group 1 and want to move to group 2: you need to find somebody in group 2 who is ready to move to your spot in group 1.

**Requests that do not fit the above format or are sent after the deadline will be ignored.**

## 4.4 Group assignments on the case studies (to be discussed in Seminars and/or theory sessions)

In order to motivate you to do the readings and think about the cases before class, the course outline lists *questions about the case studies 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 relevant seminar 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 seminar number and 'Y' is your group number. For example, if your group is Group 5 and you are submitting your assignment for seminar 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 9:00 the day of the session**. The case reports will be graded on a 3- level scale: Fail / Pass / Good. Often, there is no right or wrong answer, and to get a pass, you need to show that you put some **serious thoughts** in your response, as for the Self-Reflective assignments. You will not receive detailed written feedback about these assignments. Rather, you should **seek the responses to your questions in the class discussion**. **Again, you are welcome to come to office hours if you want to have some more detailed feedback about what you wrote.**

Failing to submit the assignment **on time** will automatically lead to a **grade of 0 for that assignment**. There will be **no exception to this rule**.

#### 4.5. Individual Self-Reflective Assignments

The *Self-Reflective 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 3- level scale: Fail / Pass / Good.

These Self-Reflective assignments are designed as nudges to make you think about you, your plans for the future, and how you are going to achieve them. **There is no right or wrong answer, and there is really no point in trying to imagine what the professors want to read and then write your assignment accordingly. If you do so, I can guarantee you that writing these assignments will be a frustrating experience. But if you take these assignments seriously and honestly, you will surely learn some valuable insights.**

To get a pass, you need to show that you put some **serious thoughts** in your response. Due to the large number of students usually enrolled in the class, we cannot provide systematic written feedback on what you wrote. If you would like detailed feedback about your assignments, **you are welcome to come to office hours**, where we can discuss them.

**The individual assignments are to be uploaded at 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: 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.**

**Self-Reflective assignments** can be uploaded to Aula Global **until 9:00 the day BEFORE the seminar session when they will be discussed**. The reason for this early deadline is to give enough time to the seminar lecturer to go through the assignments before the session so as to have a more productive discussion.

#### 4.6. Individual Project

There will be an individual project designed to have you put the ideas of the course into practice or, at a bare minimum, think about how you intend to use the material of the course as you plan your future activities and career. The assignment is described in an addendum to this document. **Individual projects are to be uploaded on Aula Global by 1 hour before class the last day of the course.**

**LATE PROJECTS WILL NOT BE GRADED AND WILL EARN ZERO CREDIT.**

#### **4.7. Information concerning the written assignments**

Turned-in assignments must **be original**. Every assignment goes through plagiarism-detection software. Any **plagiarized** work that will be detected **will automatically get a 0 grade and will be reported to the Dean's office**. Plagiarism includes copying from published work as well as assignments of students who have taken this or other courses in the past. Turning assignments in **on time** means turning them in when they are assigned per instruction provided by the teaching team. 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.

#### **4.8. 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 second 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 at least 3 out of 4 self-reflective assignments.
- the student has completed the individual 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.

**The grade obtained at the additional examination will be the final grade for the course.**

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

### 5.1. Required Books

1. **Thinking, Fast and Slow**, by Daniel Kahneman (2011). This book provides an in-depth discussion of the concepts that will be taught. Many of the book chapters are assigned readings for the theory sessions. **I am asking you NOT to read the chapters before they are assigned.** The reason is that we will do, **in class, a number of the experiments that are discussed in the book.** If you read the chapter beforehand, you will know the experiment results before we do the experiment in class and **you will eliminate all the fun and surprise that are should make the course memorable and enjoyable** (and ease your learning). On the other hand, if you read the chapter AFTER we the corresponding session, it will help you fixate the learning in your memory and will also make your exam prep easy.

2. **Power**, by Jeffrey Pfeffer, 2010, Harper Business. This book discusses how many psychological concepts can be used to your advantage in organizational setting. It provides a conceptual background for a number of the case discussions. Although you might not agree with some of the positions of the author (you surely do not have to agree with him!), this book discusses a number of issues that are worth reflecting on as you decide where to start your career and the type of professional life you will enter.

### 5.2. To go further (optional readings to go more deeply in the concepts)

1. The Social Animal (10<sup>th</sup> edition, 2007), by Elliot Aronson, Worth Publishers. This is a basic social psychology textbook, well-written, engaging, and accessible to non-experts. Any other recent edition or a Spanish translation should work as well (although it is useful to know the concepts in English, as we will discuss them in that language in class).
2. Roy F. Baumeister, Kathleen D. Vohs: Encyclopedia of Social Psychology 2 Volume Set 2007
3. Ziva Kunda: Social Cognition Making Sense of People 1999

### 5.3. Readings to download from Aula Global.

To the extent possible, I will make the assigned reading available for download on Aula Global. I will sometimes post optional readings (mostly academic articles) that you can read if you want to dive more deeply into a specific topic or if you want to learn the details of how the underlying research has been done.

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

## 6. Schedule

### **Part 1: Introduction: Two Selves, Goals, Well-Being and Life Satisfaction**

Session 1: Power, the experiencing self and the remembering self

Session 2: Well-Being and Life Satisfaction

### **Part 2: Thinking about Thinking- Basic Concepts**

Session 3: System1, System 2, Attention and Effort

Session 4: The Lazy Controller - Associative Machine

Session 5: Cognitive Ease

Session 6: The Search for Coherence

Seminar 1: Case Zia Yusuf at SAP

Session 7: Judgments... They seem so easy, don't they?

Session 8: Self-Justification and the reduction of cognitive dissonance

Seminar 2: Personality

### **Part 3 - Heuristics and Biases**

Session 9: Impressions: What do people pay attention to?

Seminar 3: Keith Ferrazi Case

Session 10: Judgments from Memory: Information Sampling and Availability

Session 11: Schemas, Stereotypes and Representativeness

Seminar 4: Changing Ourselves

Session 12: The Construction of Causal Explanations - Stereotypes

Session 13: Statistics and Regression to the Mean

Seminar 5: Getting Noticed & Asking for help

### **Part 4: Overconfidence**

Session 14: Overconfidence & Leadership Illusion

Session 15: Being critical of Expert judgments

Seminar 6: Debate: Should we seek power or not?

Session 16: Case: Gary Loveman and Harrah's Entertainment

Session 17: Over-optimism

Session 18. Case: Laura Esserman

### **Part 5: Conclusion**

Session 19: Conclusion

## 7. 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.