

MANAGERIAL PSYCHOLOGY 15.301/15.310
Spring, 2006

Prof. John S. Carroll

<u>Lectures:</u>	MW 10	32-123		
<u>15.301 Sections:</u>	F 10	TBA	F 11	TBA
<u>15.310 Section:</u>	F 10	TBA		

Faculty:

Prof. John S. Carroll		E52-563	jcarroll@mit.edu	3-2617
<u>15.301 TAs:</u>	Ruthanne Huising	E52-509	huising@mit.edu	3-3857
	Tanu Ghosh			
<u>15.310 TA:</u>	Maria Quijada			
<u>Writing Instructors</u>				
	Karen Boiko	14N-328	boiko@mit.edu	3-2408

Rationale

“When I recruited MIT students they had great technical grounding but not a good notion of how the real world works, how to get things done, and how to deal with people.”

Dana Mead, Chairman of MIT Corporation and former CEO,
Tenneco Corporation

Most students taking this course are engineers or scientists. Even management majors are mostly looking toward “analyst” jobs on Wall Street or in consulting firms. Although finding a job and succeeding in the first few years is largely dependent on your technical skills, as the quote from Dana Mead suggests, succeeding both in your first job and in your career depends partly on how well you can deal with organizations and the people in them. Each of you will work in organizations (hi-tech start-ups, medium and large corporations, government labs, universities) of varying sizes and characteristics. Over one-half of you will become managers even if you do not take graduate management training.

This course introduces you to behavioral science theories, methods, and tools and provides opportunities to use and apply them to problems you will encounter in your work and career. The behavioral approach includes knowledge about human behavior in general as well as behavior in work settings, a set of techniques or research methods used to find out about human behavior in a systematic way, and communications, teamwork, negotiations, conflict resolution, leadership and organizational analysis skills needed to be effective in the modern workplace. It is expected that at the end of the course you will: (a) know something about managerial psychology, (b) know how to learn more, (c) understand the behavioral research process, and (d) develop skills in presenting your ideas in oral and written reports.

Format

The class meets in lecture twice a week. Most of the lectures will present frameworks and descriptions about the psychology and sociology of organizations and the institutional context of work and careers. The course material will begin with an overview of work and organizations in modern industrial society, and then examine individual behavior, move to behavior in groups or teams, and finally discuss organizations as a whole.

Once a week, the class will meet in small sections. Sections will be used primarily to teach statistics and research methods, manage the group research projects (discussed later), and fulfill the communication requirement. However, classes may also discuss lecture material and readings, carry out experiential exercises and case discussions, and assign homework.

15.301 and 15.310

15.301 is a 15-unit course that includes a team project and assignments that fulfill the Communication Requirement. 15.310 is a 9-unit course that covers the same content but does not include the team project, nor does it fulfill the Communication Requirement. Students taking 15.310 attend the same lectures each week at 15.301, but they have a separate section meeting that will discuss cases and experiential exercises rather than statistics and research projects.

Textbooks

There are two books that students should purchase:

Greenberg, J. (2004). Managing Behavior in Organizations, 4th ed. Prentice-Hall.

This is our text. It can be purchased in paperback OR as an electronic book (at half price!) through <http://www.safarix.com>.

Cialdini, R. B. (2000). Influence: Science and Practice, 4th ed. Boston: Scott, Foresman.

This is a really well-written set of principles and examples of getting people to do things. We will use these essential ideas and skills to satisfy the Communications Requirement as well as to enrich the course.

In addition, there will be a course packet of additional required readings available from Copy Tech, E52 basement. (In syllabus this is "READINGS.")

Projects (for 15.301 only)

The major activity of the sections will involve a term research project carried out in teams. Each team will have 2-3 students. The team may choose any topic of relevance to organizations, management, or behavioral science in general. These projects work best when students are actively interested in the topic or research question; such interest is usually generated in one of two ways: (1) relevance to one's personal life and personal interests, such as a study of friendship patterns in MIT living groups, or (2) relevance to a real-world problem, such as cooperation with an office or committee at MIT that is in need of real data on a campus issue.

Teams form during the first two weeks of the course. They must generate an idea and talk it over with the section instructor before March 3. The section instructor must approve the topic and basic approach.

Each team must produce a 1-2 page summary of their research proposal (no literature review) by March 3. This summary will be graded and you will get feedback from your TAs in a couple of days, so that you can prepare the COUHES Approval Form (see below). At this stage of your projects, we want you to focus on a sound research design, in coordination with your TAs, instead of having to write a long proposal.

In addition, each team must submit one Approval Form for the Committee on the Use of Humans as Experimental Subjects (COUHES) by Friday, March 10, to allow approval of your project prior to data collection. No data may be collected without COUHES approval. However, while you wait for approval, you should plan the data collection and analysis, develop materials, and make arrangements for subjects.

Later in the term, while you are collecting data, you must submit a draft of your final report without results and data-analysis. The draft report must include a review of relevant published material including studies similar to your own (if any are available) and a detailed description of your methods. The draft report should be about 5-7 pages plus bibliography. The draft report should explain and justify in a clear and systematic way how and why you are pursuing your inquiry. This draft report is due April 17.

The final copy of the group project is due no later than 5PM on Friday, May 19.
NO LATE PROJECTS WILL BE ACCEPTED WITHOUT PRIOR APPROVAL.

For more detail on a variety of research methods useful for 15.301, I suggest:

Hoyle, R. H., Harris, M. J. & Judd, C. M. (2002). Research Methods in Social Relations, 7th ed. [publisher]

For a user-friendly (and inexpensive) approach to all the statistics you will need, I suggest:

Jaisingh, L. R. (2000). Statistics for the Utterly Confused. New York: McGraw-Hill.

Both the Hoyle and Jaisingh books are on reserve in Dewey library.

Communication Requirement (for 15.301 only)

This course fulfills the MIT communication requirement. There are two written papers and an oral presentation that together fulfill the requirement.

Solo report on social influence: A seven-page report, written individually, and based on an application of one or more concepts from Cialdini's Influence book to a real situation or problem that you have experienced or are experiencing. You must describe the situation or problem, analyze it, suggest at least one concrete strategy for improvement, and then either try out the strategy "live" and report the results or role play the strategy with a friend and report the results. The report will be evaluated both for content and for the quality of writing. Students will be asked to revise their reports accordingly for re-evaluation. More detail on this assignment is given later in the syllabus.

Class presentation of the research: Presentation by each student in the project team of an individual portion of the project and its results. In preparing students for their presentations, and in evaluating them, emphasis is placed not only on the oral aspects of the presentation, but also on the use of transparencies and other visual devices.

Final team report: The team report will be evaluated both for content and for the quality of writing. Each team member will receive the team grade for the report.

The general webpage for the Writing Center is <http://web.mit.edu/writing/>. You can find links to discussions on grammar and style, and office hours and ways to make appointments with Writing Center staff. By scrolling down, you can get to the APA citation format that we will use (<http://web.mit.edu/21.guide/www/doc-apa.htm>). In particular, you will need the General Structure, Guidelines for APA Parenthetical Citation and APA Reference List.

Grading

In addition to the Team Research Proposal and the Team Project Report, there will be two quizzes that will cover readings and lecture material. The first quiz is a take-home that requires three 1-2 page essays. This is also in fulfillment of the Communication requirement. The second quiz will be in-class and will include some multiple choice and short answer questions.

15.301 section instructors will also assign a limited amount of homework in order to teach statistics and research methods. These homework assignments and associated participation in section discussions are graded. 15.310 section instructors will assign case preparation and other readings specific to their section. 15.310 will count class participation more than 15.301.

Grades will be determined on the basis of the following allocation. For 15.301, grades will include both content and communication components (80% and 20%). For 15.310, grades are entirely content.

	<u>15.301 Content</u>	<u>Communication</u>	<u>15.310</u>
(a) Individual Paper (1/2 content)	10 %	10%	33%
(b) Quiz #1	10 %		17%
(c) Quiz #2	10 %		17%
(c) Group Proposal/Draft Report	10%		
(d) Group Oral Report (1/2 content)	5 %	5%	
(d) Group Term Report (5/6 content)	25 %	5%	
(e) Class Participation	10 %		33%
Total	80%	20%	100%

Because the Group Term Report is such an important part of the course (with proposal, oral and written reports totaling 50% of the grade), it is essential that team members contribute their fair share to the team effort. Section instructors reserve the option of changing a student's grade on the Group Term Report if that student has contributed much less or much more than other group members. Each team member will be asked to evaluate the contributions of all team members (including themselves) to the total project. Section instructors use these evaluations as one input into any adjustments of individual grades away from the team grade.

Individual Paper: A Case Study of Social Influence (7 pages, double-spaced, due Feb. 27)

The primary purpose of this assignment is to develop an understanding of influence techniques and an ability to analyze real situations and take action to bring about desired results. This is a critical leadership skill greatly valued in organizations. It is also a microcosm of “change” which is a major topic of our course. The secondary purpose of this assignment is to provide an opportunity for students to write a “case study” of a particular problem and a recommended solution, and to revise the paper based on feedback.

Begin by identifying a situation or problem that you have had or are having where someone (usually another individual, but possibly a group) is not doing what you want them to do. Your goal is to use one concept from Cialdini’s Influence book to identify a way for you to exercise influence and get them to do what you want them to do. Cialdini’s book is organized by chapter, with one concept per chapter (not including the introductory Ch. 1 or the concluding Ch. 8, so there are six to choose from). Chapter 2, Reciprocity, is probably the most useful, but you are free to skim through all the chapters to find one that you can apply to your problem. Then, use that concept to imagine something practical and immediate that you can do to exercise influence. Finally, either try it and report results, or role play your actions with a friend and discuss the results of the role play.

Your paper should have the following sections:

1. The situation or problem. What is going on, who is involved, what is bothering you about the situation, and what do you wish would be different and better? Note that you do NOT have to figure out WHY this is happening.
2. The influence concept you will use. What concept from Cialdini are you going to use, and why does it seem applicable here?
3. What you will say or do, in detail. Give the timing, the words you will use or the actions you will take. How is this based on the concept from Cialdini, i.e., why will it work?
4. Try it out in real life, i.e., try to exercise influence. Do this in an ethical way (consult GREENBERG, pp. 46-55). If you cannot try it out in reality (or ethically), get a friend to help you role-play the situation. Write out for your friend a brief description of their role, and then act out what you plan to do one step at a time and have them react as if they are in their role. In either case, describe what happened. Did it work? Did it produce the expected results? If not, what went wrong?
5. In your discussion, critically analyze Cialdini’s ideas about influence in personal situations? Are these concepts applicable, ethical, useful? How did you have to modify or adapt them? In which cultures, situations, or groups would they be more or less practical? Draw some conclusions on what you have learned about influence.

This paper will be evaluated for both content and writing quality. It is a key part of the communications assignment. You will be asked to revise the paper based on feedback from the section leaders and the writing instructors. The grade for content will be based on the first reading of the paper; the grade for communications will be based on the second reading

after your revisions (the revised paper is due April 10).

Grading Criteria for Communications

You must complete a first and final draft in order to receive credit for this assignment; you cannot satisfy the demands of this assignment in a single draft. Your TA's and the writing instructors will ask you to strengthen and deepen your ideas between the first and second draft, and the paper's overall improvement will play a large role in determining your grade. Instructors will evaluate your first draft based on the following criteria:

General Organization

- Is there an introduction that states the focus and purpose of the paper?
- Does the paper follow a logical order?
- Is there a clear connection between concepts and recommended action strategies?
- Are the action steps described in detail?
- Are the results presented in a clear and detailed way?
- Is there a logical connection between the results and the conclusions? Are the ideas supported with evidence?
- Does the writer make clear transitions between ideas?
- Does the paper conclude so the reader knows if the purpose was achieved?

Use of Language

- Are ideas expressed in concrete terms? For example, can the reader easily discern what influence strategies are being used and why?
- Does the writer use vocabulary that is appropriate for an audience of businesspeople or managers? Is the paper free from slang or overly-specialized jargon?
- Does the writer explain key terms? For example, can the reader easily understand how the writer defines "success" or "change"?
- Are descriptions clear, specific, and relevant to the paper's governing themes?

Mechanics

- Are verb tenses used consistently?
- Is the paper free from unnecessary wordiness?
- Is the punctuation clear and consistent?
- Has the writer spell-checked and proofread the draft?
- Are the pages numbered?
- Does the paper have a cover page that provides the student's name, the date, the name of the TA, and the title?
- Is the paper double-spaced and formatted in 12-point type, in a standard style such as Times Roman?

SYLLABUS - Lectures and Readings

Week 1	W 2/8	Introduction ASSIGN SOLO PAPER	GREENBERG Ch. 1, CIALDINI Ch. 1
<i>Section</i>	<i>F 2/10</i>	<i>Group Formation</i>	
Week 2	M 2/13	The Three Lenses	Carroll (2002) in READINGS
	W 2/15	Research Methods	Bowditch & Buono (2001) in READINGS
<i>Section</i>	<i>F 2/17</i>	<i>Research Questions</i>	
Week 3	M 2/20	HOLIDAY!	
	T 2/21	Perceptions and Attitudes	GREENBERG Ch. 3 & 5, CIALDINI Ch. 3
	W 2/22	Cognitive Style (MBTI)	Golden (1990) in READINGS
<i>Section</i>	<i>F 2/24</i>	<i>Design and Measurement</i>	
Week 4	M 2/27	Motivation* SOLO PAPER DUE	GREENBERG Ch. 6, CIALDINI Ch. 2
	W 3/1	Motivation	Berg & Fast (1983) in READINGS
<i>Section</i>	<i>F 3/3</i>	<i>Research Proposal Due</i>	
Week 5	M 3/6	Negotiation	Need a reading and an exercise!!
	W 3/8	Decision Making	GREENBERG Ch. 10 to p. 348 only, CIALDINI Ch. 7, Tversky & Kahneman (1974) in READINGS
<i>Section</i>	<i>F 3/10</i>	<i>COUHES Proposal Due</i>	
Week 6	M 3/13	Creativity	GREENBERG pp. 405-418, Peters (1983) in READINGS
	W 3/15	Social Influence	CIALDINI Chs. 5 & 6
<i>Section</i>	<i>F 3/17</i>	<i>Feedback on projects</i>	
Week 7	M 3/20	Groups TAKE HOME QUIZ	GREENBERG Chs. 7 & 9 in TEXT
	W 3/22	Group Decision Making TAKE HOME DUE	GREENBERG Ch. 10 p. 348 to end
<i>Section</i>	<i>F 3/24</i>	<i>Descriptive Statistics</i>	
	M 3/27	HOLIDAY!	
	W 3/29	HOLIDAY!	
<i>Section</i>	<i>F 3/31</i>	<i>HOLIDAY!</i>	
Week 8	M 4/3	Organizational Analysis	GREENBERG Ch. 13
	W 4/5	Organizational Culture	GREENBERG Ch. 12, Van Maanen (1989) in READINGS
<i>Section</i>	<i>F 4/6</i>	<i>Hypothesis Testing</i>	
Week 9	M 4/10	Networks SOLO PAPER REWRITE DUE	Krackhardt (1993) in READINGS, CIALDINI Ch. 4
	W 4/12	Org Change	GREENBERG Ch. 14

<i>Section</i>	<i>F 4/14</i>	<i>Statistics wrap-up</i>	
----------------	---------------	---------------------------	--

Week 10	M 4/17	The Strategy That Wouldn't Travel DRAFT REPORT DUE	Beers (1996) in READINGS
	W 4/19	The Strategy That Wouldn't Travel	
<i>Section</i>	<i>F 4/21</i>	<i>Feedback on Projects</i>	
Week 11	M 4/24	<i>Presentation Skills</i>	Karen Boiko guest lecturer
	W 4/26	50K team visit	
<i>Section</i>	<i>F 4/28</i>	<i>Work on Projects</i>	
Week 12	M 5/1	Leadership	
	W 5/3	Leadership & Power	
	<i>F 5/5</i>	<i>Work on Projects</i>	
Week 13	M 5/8	IN-CLASS QUIZ	
<i>Section</i>	<i>W 5/10</i>	<i>Team Presentations</i>	<i>Special section meeting or F 11-1?</i>
<i>Section</i>	<i>F 5/12</i>	<i>Team Presentations</i>	
Week 14	M 5/15	Team Presentations	Best of, by student and TA ratings
	W 5/17	Wrap-up	Awards
FINAL PAPERS DUE May 19 !!			

Additional Readings from Copy Tech Packet (READINGS)

- Carroll, J. S. (2002). Introduction to Organizational Analysis: The Three Lenses. Cambridge, MA: MIT Sloan School of Management, unpub.ms.
- Bowditch, J. L. & Buono, A. F. (2001). A Primer on Organizational Behavior, 5th ed. New York: John Wiley.
- Golden, D. (1990). Give Me an E. Give Me an S. Boston Globe Magazine, Jan. 7.
- Berg, N. A. & Fast, N. D. (1983). The Lincoln Electric Company. Boston: Harvard Business School, Case 9-376-028.
- Tversky, A. & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. Science, 185, 1124-31.
- Van Maanen, J. (1989). The smile factory: Work at Disneyland. In P. J. Frost et al (eds.) Reframing Organizational Culture. Newbury Park, CA: Sage, 58-76.
- Krackhardt, D. & Hanson, J. R. (1993). Informal networks: The company behind the chart. Harvard Business Review, July-August, 104-111.
- Peters, T. (1983). The mythology of innovation, or a skunkworks tale, part II. The Stanford Magazine.
- Beer, M. C. (1996). The strategy that wouldn't travel. Harvard Business Review, Nov-Dec, 4-7.

Class Participation and Conduct

Your class participation will be evaluated subjectively, but will rely upon measures of punctuality, attendance, familiarity with the required readings, relevance and insight reflected in classroom questions, and commentary. Although the class is taught in lecture mode, I will rely heavily upon interactive discussion within the class. I expect students to be familiar with the readings, even though they might not understand all of the material in advance. Questions and comments are strongly encouraged.

Class participation includes punctuality in attendance. We expect you to arrive, be seated, and be ready for class on time, and to stay in class for the entire session. Arriving late is inconsiderate to fellow students as well as to the instructor. Latecomers also miss announcements, handouts, and the initial set-up of the class topic. We ask that you use a name card for the first few weeks until we learn your names.

Class participation also includes maintaining a professional atmosphere in class. This means no computer use in class unless specifically required, and refraining from distracting activities during class (side conversations or games). Cold calls may be directed at a student who walks in late or seems to be inattentive in class.

We may call on you periodically to answer questions about either the homework or classroom developments. Cold calls may be chosen randomly from all students, or directed at students who have not spoken in a while. We will evaluate your classroom participation on the basis of the extent to which you contribute to the learning environment. Disagreeing with the professor is ok, as long as we remain respectful of each other. Asking what appear to be “dumb questions” about what is being covered is also ok: very often half of the class will have the same questions in mind and be relieved to have them asked.

Policy on Individual Work

Except for the team project assignments, written homework must represent your own **individual** work. Copying or otherwise using any other outside materials on an assignment without proper citation and reference constitutes a violation called **plagiarism** (for more information please visit: <http://libraries.mit.edu/tutorials/general/plagiarism.html>). Any student who copies or knowingly allows his/her work to be copied or who uses outside materials in the preparation of assignments without proper citation and reference will receive an F grade for the assignment. Similar papers may not be submitted to separate courses without explicit prior approval of both instructors. During exams, any student who either receives or knowingly gives assistance or information concerning the exam will receive an F grade on the exam.

MIT's reputation as a great university and the source of important original research rests on having the highest standards of Academic Integrity. The above violations of the Policy on Individual Work are also violations of MIT's Standards of Academic Integrity. Such cases may be brought before the MIT Committee on Discipline. Every year over a dozen such cases are brought against undergraduates and graduate students who turn in work that is copied from other students, from internet sites or other

sources, or used without proper citation. In many of these cases the students have been **suspended** from MIT, had their degrees withheld, and had notations placed on their permanent transcripts.

Surviving the Group Projects

It is not easy to plan and carry out a research project. It is not easy to meet deadlines. It is not easy to get agreements among people in a group, or to live up to our promised commitments. It is not easy to trust other people when our own grade is at stake.

For the above reasons and more, it is not surprising that some groups have problems getting their projects completed on time or feel that the workload was distributed unfairly. A common complaint is that one person is a FREE RIDER who does minimal work in the expectation that others will be forced to work anyway. Most students seem unwilling or unsure in confronting such a person and forcing them to contribute; often the group simply avoids a scene and lets the person get away with it. Another common complaint is that one group member is a DO-IT-ALL who is convinced that only he (usually a male) has the ability to do it right and get an A.

It is a major goal of the group projects to make sure everyone participates in the research and learning experience. Both the FREE RIDER and the DO-IT-ALL make that goal hard to achieve. A less-obvious major goal of the group projects is to give you a personal experience within an "organization," in this case, your own group. The process of figuring out communication, coordination, division of labor, leadership, authority, and so forth, are a key learning opportunity.

We want you to have this experience without having an unworkable group. The best way to manage the group is to have a clear set of expectations, an ability to assess how the group is working, an understanding of actions to take if the group is having problems, and a willingness to act. Here are some tips we hope will help you out:

General Tips for Success

1. The logistics of getting together constitute your first major problem. It helps if members live near one another. It often helps if one person takes charge of schedules and agendas.
2. It is harder to deal with a FREE RIDER or DO-IT-ALL or a BOSSY CONTROL FREAK if that person is your friend or fraternity brother. If you suspect that you and a friend would not work together well, try to avoid problems at the outset by joining different groups.
3. The early group conflicts involve choice of research problem. Plan ahead by considering several options; if others are not at all interested in your idea, drop it or find another group. There may be ways to create integrative research projects that include issues and questions to satisfy different group members.
4. A really interesting problem will sustain your group during the drudgery of data entry and analysis. Try to generate a topic that excites everyone.
5. The end of the semester is crunch time for every course. Don't fall behind schedule; if you can, stay ahead of schedule and complete the project one or two weeks early. At worst, early deadlines permit more flexibility.
6. Don't be reluctant to go to your section instructor for help, including ideas for projects, ways to carry out the research, statistical techniques, and group management (such as dealing

with a FREE RIDER).

Tips for Group Management

1. Set Expectations - have group discussions about the process of group work. As soon as possible, lay out the tasks that have to be done and divide them among group members in a way that is fair (everyone does a similar amount of work) and efficient (groups work better when members do what they are good at and what they want to do). Remember that group members who choose what to do and agree on what is fair will be more motivated than those forced to work. Also, learn to be patient -- establishing goals and reaching consensus takes time (so give them time) and requires compromise (so be flexible).
2. Structure the Tasks - break tasks up into short parts taking a few days or a week at most. When will someone go to the library? When will half the literature be read? When will the questionnaire be handed out? When will the data be entered into the computer? With many short deadlines you are quick to find out who is not putting in the effort. Group meetings must not only look ahead at tasks to perform but also look at progress and process. Compliment work that has been completed; acknowledge work that was not completed and get commitment for speedy progress. This keeps work from piling up at the end of the semester, and maintains a sense of fairness.
3. The Problem of Authority - all groups face the problem of who will be the boss, take control, tell others what to do, have the highest status and credibility, etc. Try to recognize when you are having an authority problem, including: no one wants to take control and suggest or tell others what to do, so the group doesn't move forward on the task (even if they are having fun); two or more people are fighting for control and care more about being the boss rather than doing a good project; one person has taken on a leadership role but does so in a way that makes others uncomfortable. Remember, there has to be authority to get things done, but there are many ways to do this. Perhaps your group has one person who is good at using authority and is trusted by others. Another group may divide authority over different parts of the project, or even divide it by time periods (e.g., this week Mary calls the meetings). Try to understand when you need authority, and what the group considers legitimate for granting authority (e.g., does someone expect to be boss because they are bigger, louder, older, male?).
4. Above all, communicate! Let all group members communicate. Tell them what you are thinking. Try to avoid acting without first checking with others. If a group member seems uninterested, ask them about their thoughts and feelings. If something is going wrong, it has to be discussed; problems you ignore will only get worse! Have regular phone calls and meetings. Communicate with the section leader.

Every group faces problems it thinks are unique. In fact, every organization faces these same problems. Successful organizations and managers learn how to deal with them.