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Courses

OB 205. Managing Groups and Teams. 1 Unit.
This course introduces you to the structures and processes that affect group performance and highlights some of the common pitfalls associated with working in teams. Topics include team culture, fostering creativity and coordination, making group decisions, and dealing with a variety of personalities. You will participate in a number of group exercises to illustrate principles of teamwork and to give you practice not only in diagnosing team problems but also in taking action to improve total team performance.

OB 206. Organizational Behavior. 2 Units.
Building on the discipline of social psychology, this course helps you cultivate mindsets and build skills to understand the ways in which organizations and their members affect one another. You will learn frameworks for diagnosing and resolving problems in organizational settings. The course relates theory and research to organizational problems by reviewing basic concepts such as individual motivation and behavior; decision making; interpersonal communication and influence; small group behavior; and dyadic, individual, and inter-group conflict and cooperation.

OB 209. Leadership Laboratory. 2 Units.
In the Leadership Labs class we ask you to consider the question, “Why would someone follow YOU?” This is a course in which you consider what kind of leader you want to be, what kind of leader you are, and how to align your leadership behavior with your leadership goals. In this class you will have an opportunity to lead your squad and in doing so to discover your strengths and challenges as a leader. You will receive feedback about your approach to leadership and you will have the opportunity to try out new skills and tools. Students will be placed into 5-6 person “squads” and the majority of class time will be spent in these squads. Your squad will meet to work on basic leadership challenges (e.g. managing conflict, assessing a team’s progress). There will be the opportunity for a lot of feedback so you can achieve a deeper understanding of the impact of your behavior on others. The squads will do role-play cases and group exercises designed to help you think more deeply about the dynamics in your workgroup and to allow you to practice and experiment with new ways of leading. Each session will be divided into two segments, and one squad member will be the leader for each segment. MBA1 squad members will rotate through the segment leader position. Your squad will have an MBA2 Leadership Fellow assigned to it and he or she will also be present for these meetings in order to provide coaching to the leader and to the squad as whole. Over the course of the quarter your squad will work together on the group project for your Strategy Class. While the deliverable on this project is for your Strategy class, the experience of working together as a team provides a rich opportunity for learning about peer leadership. A number of activities in the weekly Lab will be focused on assessing and reflecting on how you are working together in both the Labs and on your Strategy project. Finally, the quarter culminates with the Executive Challenge. The Executive Challenge will be an opportunity for you to further refine your leadership skills by engaging with alumni judges in role plays that test your ability to lead effectively. The alumni will provide you feedback and evaluate your performance.

OB 219. MSx: Organizational Design. 2 Units.
This course examines fundamental issues of general management and leadership within an organization. You will learn about setting an organization’s strategic direction, aligning structure to implement strategy, and leading individuals within the firm. You will study the interplay among formal structure, routines, informal networks, and culture in shaping organizational performance.

OB 259. Sloan: High Performance Leadership. 4 Units.
This course asks the question: What does it take to build a high-performance unit? The focus is on middle and upper-middle management in contemporary complex organizations. These are organizations that have complex tasks, exist in a rapidly changing environment, and have highly skilled subordinates. The premise of the course is that traditional methods of management may produce adequate levels of performance but prevent excellence from developing. New approaches to leadership will be presented that are more likely to lead to a truly high-performing system. Time will be spent discussing the components of effective leadership, what a manager can do to build a high-performing department, and what members can do to support the leader who wants to initiate such changes. The first two classes are required. In addition to class, students will meet for 2 1/2 hours each week in a Skill Development Group to apply the course material to their own personal development. (While there is minimal overlap in content between OB 259 and OB 374 and these two classes are highly complimentary, both require Journals and an evening group. We therefore recommend against taking both classes in the same quarter for workload reasons.)

OB 278. MSx: Organizational Behavior. 2 Units.
Building on the discipline of social psychology, this course helps you cultivate mindsets and build skills to understand the ways in which organizations and their members affect one another. You will learn frameworks for diagnosing and resolving problems in organizational settings. The course relates theory and research to organizational problems by reviewing basic concepts such as individual motivation and behavior; decision making; interpersonal communication and influence; small group behavior; and dyadic, individual, and inter-group conflict and cooperation.

OB 289. MSx: Negotiations. 2 Units.
This course is designed to improve students’ skills in all phases of a negotiation: understanding prescriptive and descriptive negotiation theory as it applies to dyadic and multi-party settings, buyer-seller transactions and the resolution of disputes, to the development of negotiation strategy and the management of integrative and distributive aspects of the negotiation process. This course is based on a series of simulated negotiations in a variety of contexts, including one-on-one, multiparty, and team negotiations. When playing a role in a simulated conflict, you will be free to try out tactics that might feel uncomfortable in a real negotiation. You will get feedback from your classmates about how you come across. In sum, you can use this course to expand your repertoire of conflict management and negotiation skills, to hone those skills, and to become more adept in choosing strategies and tactics that are appropriate for a particular negotiation situation. This course is an intense, more compact version to the elective OB381 and is almost identical to the OB581 immersion course. Thus, students should not take either of these courses as there is considerable overlap among the three. Attendance and participation in the negotiation exercises are mandatory.

OB 317. Leading Creativity and Innovation. 3 Units.
This course helps students become more effective leaders of creativity and innovation in organizations. Successful innovations begin as creative ideas, but creative ideas can be difficult to generate and accurately evaluate. Based on the latest research, this course teaches students a set of data-driven tools for generating creative ideas and forecasting which ideas will be the most successful. Through experiential exercises, students learn about their own personal strengths in developing and evaluating new ideas, and how to leverage the strengths of individuals, teams, and crowds to foster creativity and innovation in their organizations.
OB 322. Networks. 4 Units.
This course is designed to improve your effectiveness as a manager by introducing you to both the concepts and tools that are part of the "new science of social networks" as they apply to organizations. In this course, you will develop the skills to understand social networks and recognize social capital, both offline and online, as well as be able to identify key elements of your own and others' social networks that enhance competitive capabilities. Topics to be covered include how social networks affect power and influence, leadership, innovation and the generation of novel ideas, careers, organizational change and competitive advantage. Additional topics to be covered include the increasing importance of online social networks in organizational life and the importance of social cognition and how it can be used to enhance social capital. At the conclusion of this course you will have the skills to map out social networks, diagnose features of the networks that either help or hinder the performance of individuals, groups, and companies, and be able to manage important features of social networks in organizations.

OB 324. The Psychology of Startup Teams. 3 Units.
The psychology of startup teams is a major determinant of their ultimate success. In this course, we explore the psychological dynamics specific to startup teams and identify ways to effectively lead startup teams to their optimal performance. We will discuss topics such as creating the 'dream team', leadership in start-ups, the art of vision in startups, managing a startup's culture and climate, navigating virtual interactions, and solving common interpersonal problems in startup teams. To address these topics, the course will use a mix of experiential exercises, cases, and exciting guest speakers (including well-known CEOs, venture capitalists, and specialty start-up consultants from Silicon Valley).

OB 330. Leadership Fellows I. 4 Units.
The Arbuckle Leadership Fellows Program plays an integral role in the GSB leadership curriculum by bringing together a group of talented second years to support the leadership development of the first-year class. OB330, an 8 unit two-quarter MBA2 elective course (in combination with OB331), is the academic component of this program and runs the entirety of both Autumn and Winter Quarters. Both quarters must be completed to receive any units of credit. The course is open only to those students who have applied and been accepted into the Leadership Fellows Program. Interested students apply at the start of Winter Quarter of their first year and undergo a competitive application process, after which successful applicants are invited to take part in the program. Informational meetings are held late in Autumn Quarter and during the first week of Winter Quarter and Fellows are selected from the first year class in mid-Winter Quarter. Knowing how to develop others is a crucial leadership competency. In this class, Fellows develop the advanced leadership skills of leading leaders and developing others through coaching and mentoring. Among the competencies developed in this class are: 1) Team Coaching Skills (e.g. facilitating a group, diagnosing group dynamics, debriefing, coaching without undermining the leader), 2) Individual Coaching Skills (e.g. effective inquiry, asking powerful questions, balancing support and challenge, providing effective feedback, holding others accountable, utilizing, valuing and connecting across differences and power differentials, using oneself in service of another's development) and 3) Personal Development Skills (e.g. self-reflection and self-awareness, leveraging strengths, stretching outside one's comfort zone). In the Autumn Quarter, Fellows are assigned to a squad of six MBA1s in Leadership Labs. Fellows guide their MBA1 squad through the learning process in the Labs and provide both individual and team coaching to their MBA1 squad members. In addition to the work with their MBA 1 squad, Fellows provide in-depth 1:1 coaching to three additional MBA1 students who are not members of their squad. This 1:1 coaching begins after Autumn midterms and continues through the end of Winter Quarter. Fellows classes meet twice a week for 105 minutes. There will be a reading list of conceptual material which will be supplemented during class with lectures discussions and activities. Students will apply concepts through role-playing and experiential exercises during class time as well as in their coaching and mentoring of their MBA1 coachees. Additionally, Fellows will attend weekly Leadership Labs with the first year squad to which they have been assigned and meet 1:1 with MBA1 coachees. Fellows meet regularly with five of their peers in "clinics," standing groups led by Leadership Labs Instructors who are also GSB Leadership Coaches. Fellows meet with their Leadership Coach and clinic approximately every other week during regular class time to discuss specific strategies for working with their first year students. Fellows also periodically meet with their Leadership Coach one-on-one to hone their skills and explore their areas for specific improvement. Note: OB374, Interpersonal Dynamics, is a PRE-REQUISITE for this course; students who want to be Fellows are advised to assess whether that is a class they want to take in the spring quarter of their first year. Additionally, signing up for 1:1 coaching by a Fellow as an admit strengthens a MBA1 student's application to the Arbuckle Leadership Fellows program.

OB 331. Leadership Fellows II. 4 Units.
This course is the continuation of Leadership Fellows I, an 8-unit course that begins in Autumn Quarter. During this quarter Fellows will continue to deepen their coaching and mentoring skills, and will focus exclusively on in-depth 1:1 coaching with three MBA1 coachees (who were not members of their MBA1 squad.) Classes and clinics continue as in Autumn Quarter.
OB 333. Acting with Power. 3 Units.
The ability to function effectively within a hierarchy is a crucial determinant of managerial success, yet many people struggle with "authority issues" that make certain hierarchical roles and positions difficult for them. This course draws on the craft of acting and the science of psychology to help students learn to use themselves to develop the characters that can play these roles effectively. This class is designed specifically for students who have trouble "playing" authoritative roles: those who find it difficult to act with power, status, and authority. It will also be useful for students who find it difficult to share power and authority, which involves accepting and deferring to the power and authority of others. Participants will be asked to read, think deeply about, and share some of their own feelings about power and authority, and the origins of those feelings. They will also be asked to prepare for and present a series of in-class performances that involve playing characters with and without power, in scenes that highlight the interactions and relationships between high and low power characters. These performances will take up much of our time during class. Out-of-class assignments will include reading important works on psychology, and on the theory and practice of acting, as well as writing short essays analyzing their own and others' performances.

OB 336. Insight to Outcome. 3 Units.
Getting from "strategic insight" to "desired outcome" (achieving the right result) continues to be a core challenge for many organizations and leaders. In this course, we develop a framework and approach for the "insight to outcome" sequence, study some of the key levers available to managers, and learn from some common pitfalls. The bulk of the course will be devoted to the practical application of the approach to a number of important business processes, such as merger integration, corporate and business unit transformation, and strategy development. Some class sessions will involve class visits by topical experts in these applications. mThe course is designed for second-year MBAs. It will appeal to students interested in an exploratory course - more of a "how to think about it" course than a "toolkit" course. Grades will be based on class participation and a group project. mClass size is limited to 30.

OB 343. Scaling up Excellence in Organizations. 4 Units.
A problem for every manager is to make 'good' behaviors spread quickly and to shrink 'undesirable' behaviors quickly. This course provides you practical frameworks to accomplish these managerial goals. We will examine issues such as scaling Idea generation, scaling knowledge sharing, scaling the adoption of ideas across firms, scaling change in global firms. We will be using a newly written series of cases for this course and also draw on guest speakers. We will be require a project that may involve design thinking - so we encourage those who have not had exposure to design thinking to apply.

OB 345. Leadership Coaching. 3 Units.
The ability to coach others is an often overlooked core competency for leaders. This course will give second year MBA students an opportunity to learn the fundamental skills of coaching, so they can become coaching managers. This course is designed to be very experiential. While conceptual frameworks will be introduced through readings, lectures, demonstrations and discussions, the only real way to learn coaching skills is to both practice coaching, and to be coached. Every class session will provide opportunities to do both: coach and be coached. Because the in-class coaching practice will not be role-plays but will actually be real coaching sessions between students, this course will demand a high level of engagement and participation from each student. While OB374 is not required, we highly recommend students take OB374 either previously or concurrently with taking this course in order to maximize your learning.

OB 346. Inside Life and Leadership. 3 Units.
We created this class around three premises that 1) you have great potential, 2) you have had, and will continue to have, numerous opportunities to affect the world, and 3) to maximize your potential you need a reliable framework to gain self-insight and develop yourself and those around you. mIn this class we seek to provide a framework that will help you increase your self-knowledge and guide your development. In particular, this framework is designed to help you swiftly identify and resolve gaps between your current and desired state, and to help you help others do the same. We will accomplish this through interactive exercises, case studies, and self-reflection to better align your thoughts, words, and actions to maximize results for yourself and as a leader of others.

OB 353. Cultural Imperative: The Ideal of Organizational Design. 3 Units.
Business doesn't just happen, significant amounts of time are spent creating business plans, executing them, and ultimately trying to figure out what went wrong in order to correct them. This class argues, that similarly, organizational culture shouldn't be allowed to just happen; organizational culture should be designed. In this class we suggest that there is an ideal, a cultural imperative, which organizations should strive for. mWe believe that individuals have near infinite problem-solving ability, and, that all else equal, organizations that tap into this potential will outperform those that only see people in terms of labor hours and dollars. Thus, the class focuses on learning to see the role of organizational culture in creating an environment that engages, stimulates, and drives growth of the people in the organization, and aligns this engagement with the organization's mission. mWe will accomplish this through class discussion, case analyses, and a group project designed to provide hands-on experience.

OB 362. Leadership Coaching and Mentoring. 3 Units.
This two-quarter course is offered for 6 units and runs for the Winter and Spring Quarters. Both quarters must be completed to receive any units of credit. THERE IS BOTH A PREQUALIFICATION AND A PRE/CO-REQUISITE for this course. It is open to a maximum of 24 MBA2s who have passed an assessment of their potential to coach effectively, though they need not have been coached as first years. (The number of students may be increased to 36 if sufficient first-year coachees are identified.) The pre/co-requisite is OB 374-Interpersonal Dynamics. (If taken as a co-requisite, OB 374 must be taken in the winter quarter). mThere will be a reading list of conceptual material which will be supplemented during class with lectures and discussions. Students will have the opportunity to apply those concepts through role-playing and exercises during class time. Each MBA2 will be assigned three MBA1s to coach. The MBA2 coaches will meet with their MBA1s five times each quarter (i.e. a total of 10 coaching sessions) in a series of semi-structured coaching activities. In addition, the MBA2 students will meet, in groups of 6, with a Master Coach for a two-hour clinic approximately every other Friday during the Winter Quarter during class time. During Spring Quarter, students will meet every Monday (only) from 3:15 to 5:00 pm (alternating between class and clinics) with two additional Friday classes to be held on Friday, April 1, and Friday, April 15 from 3:15 to 5:00 pm. mNote: Students MUST attend the first class (including waitlisted) or they will be dropped. The drop deadline for this course is Friday, January 7, at 11:59 p.m. (i.e. earlier than standard GSB add/drop deadline).
OB 363. Leadership Perspectives. 4 Units.
What does it mean to be a principled leader? What role do values play in an organization, and how do successful leaders apply their values in their daily business lives? This course examines the concept of principled leadership and the various ways that leaders try to institutionalize particular values within the organizations they lead. Equally important, it explores the difficult challenges that leaders sometimes face when trying to apply their principles in a tough, fast-paced business environment, where others may not share the same expectations. Through assigned readings, interactive lectures with visiting executives, and weekly small group discussions, students will learn how practicing leaders implement their principles, while reflecting the realities of different cultural expectations and meeting business demands. The course will provide a forum for students to learn directly from practicing leaders and to think introspectively about their own personal values, leadership styles, and long-term aspirations.

OB 368. How to Make Ideas Stick. 4 Units.
Having a good idea is not enough, we must also be able to convey our ideas in a way that people can understand and act on them. But often our messages don't persuade or persist. This course assumes that we can craft more effective messages by understanding the principles that make certain ideas stick in the natural social environment: Urban legends survive in the social marketplace without advertising dollars to support them or PR professionals to spin them. How could we make true or useful information survive as well as bogus rumors? We will use research in sociology, folklore, and psychology to analyze what kinds of ideas survive the selection process in the marketplace of ideas and to develop a set of strategic tools to craft ideas that are more likely to survive. Topics covered include crafting messages for complex information that don't exceed the capacity of human attention and memory, using emotional appeals that inspire people and motivate action, acquiring attention in a crowded environment, and gaining legitimacy for new ideas, approaches, and technologies.

OB 372. High-Performance Leadership. 4 Units.
This course asks the question: "What does it take to build high-performance?" The focus is on middle and upper-middle management in contemporary organizations that have complex tasks, exist in a rapidly changing environment, and have highly skilled subordinates. The premise of the course is that traditional methods of management may produce adequate levels of performance but prevent excellence from developing. New approaches to leadership will be presented that are more likely to lead to a truly high-performing system. Time will be spent discussing the components of effective leadership, what a manager can do to build a compelling vision, strong teams, and mutual influence sideways and upwards as well as with direct reports. Also, what members can do to support the leader who wants to initiate such changes. In addition to class, students will meet for 2 1/2 hours each week in a Skill Development Group to apply the course material to their own personal development. (While there is minimal overlap in content between OB 372 and OB 374 and these two classes are highly complementary, both require Journals and an evening group. We recommend against taking both classes in the same quarter for workload reasons.) Students will have a choice as to when their SDG will meet. The expectation is full attendance at all SDG meetings. Only one excused class absence. Class on the day of the EIS Simulation is required.

OB 374. Interpersonal Dynamics. 5 Units.
PRE-QUALIFICATION IS REQUIRED BY THE DEADLINE (APPROXIMATELY FIVE WEEKS BEFORE THE QUARTER BEGINS). The focus of this course is to increase one's competencies in building more effective relationships. Learning is primarily through feedback from other group members. This course is very involving and, at times, can be quite emotional. However, this course is not a substitute for therapy; we deal more with inter-personal issues than with intra-personal ones. If you are in therapy, please talk this over with your therapist and get their advice before enrolling in this course. The students are divided into three 12-person T-groups that meet the same evening of the class. It is very important to note that when you decide to take this course, you make an explicit contract to be actively involved. Attendance to the first class is required for the 1-day/week sections of this class. Attendance to the first two classes is required for the 2-day/week sections of this class. Failure to attend the first class(es) will result in an automatic drop. Students who are waitlisted must attend the first meeting of each section they are waitlisted for in order to secure a place in the course should space open up. It is the student's responsibility to notify respective OB 374 faculty of your attendance and wish to fulfilling your waitlist requirement. T-group meetings for all sections will meet for 3 hours the same evening as 1-day/week class and the same evening of the first day of the 2-day/week section.

The class has a weekend retreat the seventh or eighth week (check your specific section) of the course. Because of the highly interactive nature of this course, it is very important that all students attend all sessions. Missing class, class T-group, evening T-group, or any portion of the weekend will negatively influence your grade and may result in a student's grade being dropped one grade level (for each absence). Arriving late on Friday to the weekend will negatively influence your grade level - missing any more of the weekend beyond that will result in a U. Students must pre-qualify before taking this course. Qualification assignments are due approximately five weeks prior to the quarter. For exact due dates and complete assignment details, see: https://sites.google.com/a/stanford.edu/ob374-prequalification/.

OB 377. The Paths to Power. 3 Units.
Power and influence processes are ubiquitous and important in organizations, so leaders need to be able both to understand power and to act on that knowledge. This course has three objectives: 1) increasing students' ability to diagnose and analyze power and politics in organizational situations; 2) increase students' skills in exercising power effectively; and 3) helping students come to terms with the inherent dilemmas and choices, and their own ambivalence, involved in developing and exercising influence. Topics covered include: the sources of power, including individual attributes and structural position; dealing with resistance and conflict; obtaining allies and supporters; maintaining power; how and why power is lost; living in the limelight—the price of having power; preparing oneself to obtain power; and the use of language and symbolism in exercising power. The class involves a reasonably large number of written, self-reflective assignments as well as two individual projects (doing a power diagnosis on an external organization that is important to the person) and a doing-power project (using the class material during the quarter to gain power in some group or organization). The class emphasis is on both learning the conceptual material and also incorporating it into one's own strategies and behaviors.
OB 381. Conflict Management and Negotiation. 3 Units.  
Conflict is unavoidable in every organization. The key question is how it will be handled: will it escalate to dysfunctional levels or will it be effectively managed? Hence, a first aim of the course is to develop your ability to analyze conflicts, to look beneath the surface rhetoric of a conflict, to isolate the important underlying interests, and to determine what sort of agreement (if any) is feasible. We’ll analyze which negotiation strategies are effective in different conflicts. We’ll also examine psychological and structural factors that create conflict and often pose a barrier to its resolution. But understanding how to analyze a conflict is not enough. To manage conflict effectively, you need a broad repertoire of behavioral skills. Developing these is the second aim of the course. To achieve this, negotiation exercises are used in every session. When playing a role in a simulated conflict, you will be free to try out tactics that might feel uncomfortable in a real one. You will get feedback from your classmates about how you come across. In sum, you can use this course to expand your repertoire of skills, to hone your skills, and to become more adept in choosing when to apply each skill.

OB 383. Lives of Consequence: How Individuals Discover Paths to Meaningful Engagement. 3 Units.  
This Bass Seminar and Experiential Workshop will examine what it means to live a life of consequence. Using theories and evidence from the latest and best research on happiness and meaning, we will collectively develop a conceptual framework for thinking about how you personally can design a happier and more meaningful life for yourself. In addition to building a solid conceptual foundation on which to think about your life, you will have substantial opportunities to work individually and in small groups on a variety of reflective and experiential exercises designed to stimulate your imagination regarding how to create greater happiness and meaning in your own life. These engaging and enjoyable exercises include personal writing and public speaking exercises, as well as out-of-class experiential exercises. The seminar will be very discussion oriented and student participation quite lively. The goal of this seminar and workshop is to change how you think about yourself and your life! THIS WORKSHOP IS AVAILABLE ONLY TO FIRST- AND SECOND- YEAR MBA STUDENTS. NO EXCEPTIONS WILL BE PERMITTED.

OB 387. Redesigning Work for 21st Century Men and Women. 4 Units.  
Research on the Millennial Generation (i.e., those born between 1980-2000) shows that millennials, as compared to earlier generations, have quite different values and priorities when it comes to work. For instance, millennials report that they place a high value on autonomy and creativity at work, and prefer to self-manage their personal productivity. They also report that they value being a good parent and having a good marriage over having a high-paying career. Despite this research, our organizations have been slow to respond to a new generation of workers. This has led to high levels of disengagement, and lower levels of productivity in many organizations. This class will explore the gap between how our organizations are designed, and what a new generation of workers desire in terms of work. Students will work in teams to design a new workplace that is reflective of what workers want in terms of their work. The first part of the course will focus on what the issues and problems are in how organizations are designed for an earlier generation of workers, while the second part of the course will be set aside for team-based project work and presentations.

OB 388. Leadership in the Entertainment Industry. 3 Units.  
The entertainment industry is one of the largest and most important industries in the world. It is an industry characterized by tremendous opportunities and great uncertainties. The industry is currently undergoing tremendous change as new technologies transform the way entertainment is produced and disseminated throughout the world. For all of these reasons, the dynamic industry creates tremendous challenges for entrepreneurial students interested in leaving an artistic or creative imprint on the world. This course is designed to help prepare students for careers in the media industries, and to explore leadership within them. The industry is truly an intersection of art and commerce, and a major portion of the course will involve bringing to the class leaders who represent key areas of the entertainment industry, both on the business and creative sides. As with any business, the entertainment industry is driven by the vision of its leaders. These leaders make financial and artistic decisions daily, and manage staff and productions with the goal of producing entertainment product meant to be seen as widely as possible, and meant to make a profit. It is hoped that through interaction with these speakers, students taking this course will gain a greater understanding of the industry and what it takes to succeed in it. Further, the students will see the potential of strong leadership and how it works to advance entertainment companies and the films and TV programming they produce. Topics to be examined include the process of project development, production, and marketing; emerging technologies and their impact on the industry; the roles studio and network executives, directors, film and television producers, writers, actors, agents, and others play in the making and distribution of film and television productions.

OB 392. Leadership Coaching and Mentoring II. 3 Units.  
This course is the continuation of a 6 unit course that runs for the Winter and Spring Quarters. Classes/clinics meet 10 times in the spring. It is open to up to 24 MBA students who have been selected on the basis of their having passed a screening to assess their potential to coach effectively. They also need to have taken OB 374 - Interpersonal Dynamics or will take OB 374 in the Autumn or Winter. There will be a reading list. That material will be supplemented during class time with lectures and discussions. Students will have the opportunity to apply those concepts through role-plays and exercises during class time. Each second-year student will be assigned three first-year students. The second-year coaches will meet with their coaches 5 times each quarter in a series of semi-structured coaching activities. In the spring there will be two mandatory Friday sessions, on April 1 and April 15 in addition to Monday afternoon classes.

OB 393. Leadership in Diverse Organizations. 4 Units.  
How improve capacity to exercise leadership and work effectively with others within the context of culturally diverse groups and organizations. Premise is that diversity presents challenges and opportunities that push students to develop leadership skills relevant across a variety of situations. What social and psychological obstacles limit people's ability to work effectively across identity-based differences? What can people do to build the relational and organizational capacity to enable these differences to be a resource for learning and effectiveness within teams and organizations? Focus is on dynamics of race and gender; attention to other dimensions of identity and difference in organizations, including sexual orientation, nationality, class, and religion.
OB 503. Games and Decisions. 1 Unit.
This course is intended for individuals who are interested in how decisions happen in organizations, and wish to expand their knowledge about the interactive processes involved in strategic decision-making. The course will draw on behavioral game theory to analyze and make sense of individual and group decision-making. nTo understand how decisions happen, we will use analyses of in-class exercises and in-depth discussions of new and exciting research findings on cognitive and emotional aspects of decision making (e.g., what does "bounded-rationality" really mean? how do our emotions influence our decisions? What is unconscious thought and how can it be used to improve decisions? What drives erroneous market-entry decisions?). We will play strategic games in all our meetings to understand how various conditions (e.g., time pressure, uncertainty, information complexity, accountability) influence our decisions, but we will also read and discuss theory and research on bargaining and interdependent decision-making. So, if you enjoy in-class exercises, you will enjoy our simulations. At the same time, if you enjoy analyzing human behavior and social interactions, you will like the reading and our discussions. nAfter taking this course, you will: (a) be better able to identify and avoid common traps in strategic decision making; (b) be able to draw on a diverse "tool-box" of skills and techniques to make you a more effective decision maker; and (c) have a deeper understanding of other people's thinking and decision making processes.

OB 504. Culture & Organizations. 1 Unit.
This course is designed for individuals who are interested in learning about the multitude of ways by which culture influences core organizational processes, including leader emergence and effectiveness, communication and social influence, decision making and negotiation. The course will also address the challenges associated with cross-cultural business interactions. nTo dig deep into culture's consequences, we will use analyses of real-world cases, in-class exercises, and in-depth discussions of new and exciting research findings. For example, we will discuss why some cross-cultural joint ventures succeed while others fail; engage in exercises that illustrate the challenges of working across cultural boundaries; review common pitfalls in cross-cultural interactions; and discuss when cultural variation within the organization can be an advantage, as well as how leaders can effectively manage it. Thus, class experience will include a balanced mix of hands-on exercises aimed at illustrating what culture is, and discussions aimed at analyzing its implications. nAfter taking this course, you will: (a) be better able to identify, understand, and avoid common traps in cross-cultural business interactions; (b) learn how culture can affect and be used to enhance organizational performance; (c) possess a larger repertoire of behavioral skills to apply in various cross- and intra-cultural interactions; and (d) understand why culture can be sticky, and how to leverage it for the purpose of organizational change.

OB 518. Leading Through Culture. 2 Units.
OB518: Leading Through Culture nInstructors: Glenn Carroll and Nitsa LallasnnThis compressed MBA class will meet for 12 sessions (total of 18 hours) in weeks 4 and 6 of the Winter term 2015-16. Students are expected to have taken the required Perspective course Organizational Behavior or its equivalent.nDescription: This course examines organization culture ---how and why managers can use culture to maximize results within an organization, and how culture can undermine results. The course begins by situating cultural leadership and management within a culture-shaping framework and the range of tools a manager has at his/her disposal. It also focuses on what is different in cultural management and why so many contemporary firms attempt to use it. We then analyze the relationship between culture and strategy, seeking alignment between the two. The next part of the course explores different kinds of cultures seen in high performing and low performing organizations, and seeks to understand how cultural content affects behavior and business results.

Students in this phase of the class will be asked to describe and define the culture of an organization needed for a given business and strategy, and to define the role of executives in shaping culture. The next component of the class identifies and analyzes the tools or levers that leaders can use to build an effective culture. We will spend a session on each of the following: architecture for shaping culture, selecting people for cultural alignment, aligning organizational practices, culture and society, cultural inflection points, and decision making. The course will end with a session on culture issues in merger and acquisition.nnnFormat: The course will depend heavily on student participation and involvement. Numerous cases will be used.nnnTentative outline:nSession 1: Challenge of cultural leadership and management nSession 2: Strategy alignment with culture nSession 3: Cultural content nSession 4: Cultural content nSession 5: Architecture for leading and shaping culture nSession 6: Selecting people for cultural alignment nSession 7: Aligning organizational practices nSession 8: Business culture and societal issues nSession 9: Cultural inflection points nSession 10: Decision making nSession 11: M&A: cultural integration nSession 12: Recap nn

OB 522. Managing Social Networks in Organizations. 2 Units.
This course is designed to improve your effectiveness a manager by introducing you to both the concepts and tools that are part of the "new science of social networks" as they apply to organizations. In this course, you will develop the skills to understand social networks and recognize social capital, both offline and online, as well as be able to identify key elements of your own and others' social networks that enhance competitive capabilities. Topics to be covered include how social networks affect power and influence, leadership, innovation and the generation of novel ideas, careers, organizational change and competitive advantage. Additional topics to be covered include the increasing importance of online social networks in organizational life and the importance of social cognition and how it can be used to enhance social capital. At the conclusion of this course you will have the skills to map out social networks, diagnose features of the networks that either help or hinder the performance of individuals, groups and companies, and be able to manage important features of social networks in organizations.

OB 527. The Art of Self-Coaching. 2 Units.
In 2009 a graduating student said to me, "A number of coaching resources here at the GSB have helped me develop as a person over the last two years. But after I leave school and no longer have access to those resources, how will I continue to coach myself?" This course is an attempt to help you answer that question. nIn define "self-coaching" as the process of guiding our own growth and development, particularly through periods of transition, in both the professional and personal realms. In this course you'll explore a range of practices and disciplines intended to help you build on what you've learned about yourself over the last two years and continue that process after graduation.nWhile this is a self-directed process, it's NOT a solitary one, and you'll work with classmates in pairs and small groups, so be prepared to discuss meaningful personal issues with your fellow students.
OB 537. Advanced Topics in Teams. 2 Units.
This course offers a deeper examination of team dynamics than was
provided in Groups and Teams. The course goal is to provide you with
tips and tools to maximize the performance of your teams at work. Topics
include forming and managing virtual teams, facilitating effective discussion and debate in creative
teams, and navigating informal leadership processes within top management
teams. Group exercises and cases will help you learn how to create and maintain highly effective teams.

OB 541. How to Change Things When Change is Hard. 2 Units.
This course will explore case studies and research about how to create
behavior change from a position without much formal authority or power: e.g., a middle manager trying to change a failing unit of a big firm or a
social entrepreneur trying to influence the behavior of a community. We'll use principles from social psychology, clinical psychology, and behavioral
economics to analyze cases like the following: How a new head of the
equities research department at Lehman Brothers changed his group's
ranking in the Institutional Investor polls from #15 to #1 over a four year
period. How Teach for America teachers take unmotivated kids in neglected
schools and manage on standardized tests to gain more than two year's
progress in one year of schooling. How a clever application of behavioral
economics managed to triple employee savings rates.

OB 543. Scaling Change. 2 Units.
A problem for every manager is to make 'good' behaviors spread quickly
and to shrink 'undesirable' behaviors quickly. This course provides you
practical frameworks to accomplish these managerial goals. We will
examine issues such as scaling Idea generation, scaling knowledge sharing,
scaling the adoption of ideas across firms, scaling change in global firms.
We will be using a newly written set of cases for this course and also
draw on guest speakers.

OB 547. Entrepreneurial Leadership: The Six Essential Skills of
Extraordinary Entrepreneurs. 2 Units.
How do some people turn ideas into enterprises that endure? Why do
some people succeed why so many others fail? Based on more than 200
interviews with leading entrepreneurs conducted over the past five years
by Amy Wilkinson, this course will focus on the six skills of successful
entrepreneurs. The class will include brief lectures and class discussions
with a set of the successful entrepreneurs featured in a recent book authored
by the instructor, "The Creator's Code." The class is designed to help
students integrate these skills into their own future ventures.

OB 552. The Quest for Happiness: Exploring the Psychology of
Human Fulfillment. 2 Units.
In this seminar, we will explore the nature of human happiness. We will
examine recent theories from a variety of psychological research
indicating who among us is likely to achieve deep and enduring happiness-
and why. We will also review what we know about the determinants
of happiness throughout the lifespan. We will discuss how happiness
is created and sustained, even in the face of adversity and tragedy. We
will describe the "geography" of happiness, examining different cultural
conceptions of happiness and variations in the distribution of happiness
around the globe. We will also discuss some prevalent misconceptions
regarding the antecedents of human happiness-why so many people, in
short, stumble in their quest for happiness. We will explore how leaders can
use happiness research to create more satisfying work places. To illustrate
these ideas, we will examine in detail a number of fascinating individuals,
including Bill Gates, Warren Buffet, Oprah Winfrey, venture capitalist Tom
Perkins, Steven Spielberg, Martha Stewart, and the Nobel physicist Richard
Feynman. Students will also work, either individually or in small self-
selected teams, on a case study of an individual or organization they find
interesting. There will also be several reflective exercises designed to probe
students' self-conceptions regarding their own happiness. This seminar will
be very discussion-oriented and our time will be spent engaging in lively,
provocative debate of controversial ideas and evidence about happiness.

OB 555. Mastering Life's Moments: The Challenge of Optimizing your
Experience. 2 Units.
Our personal and professional lives are made up of a series of moments.
Some of these moments present great opportunity, with the prospect of
personal change and even transformative growth. Other moments contain
the seeds of setback and even derailment of our most coveted plans. Some
of life's moments are planned, while others catch us completely by surprise.
Whatever moments we are afforded, we must make the most of them.
This new seminar will explore what we know about the psychology of
"optimal experience." We will examine how and why some individuals
harvest so much joy, zest and sense of attainment from their moments,
while others squander their moments or dig themselves into deeper holes
when trying to respond to them. We will also examine how and why
some people respond brilliantly to adversity, mastering even the most
tragic moments that life presents, while others flounder and fold. To
inform our thinking on this vital topic, the seminar will include a series
of rich and provocative readings from psychology, behavioral economics,
organizational theory and philosophy. Additionally, the seminar will
include a series of compelling video cases illustrating both optimal and
suboptimal responses to experience. To make the seminar more personally
involved and useful to you, you will also engage in a series of reflective
writing and experiential exercises. Whenever I offer a new course, I make
a promise to the students who take it. For this course I promise you an
intellectually deep and personally meaningful exploration of what it means
to "use up" your life well. Put another way, I promise you some great
educational moments in your GSb life!.

OB 568. How to Make Ideas Stick. 2 Units.
This class will explore the properties shared by ideas that stick with
people and change the way they think and act. The course is based on the
framework in the book Made to Stick and focuses on hands-on exercises
that will teach you how to transform your messages to make them stick:
How do you get attention for your idea in a crowded marketplace of ideas?
How can you convey complex information quickly? How do you make a
broad, abstract idea concrete and tangible enough for people to understand?
How do you provide credibility for your idea without resorting to dry
statistics? Although the exercises in this course are fun and generally short,
students in the past have said that they do require a lot of thinking time
outside of class in order to apply the course principles to a specific message.
This is particularly true of the final project which involves improving the
message of a specific live client (e.g., a friend with a start-up business, the
recruiting materials of a former employer). This course will be especially
useful for entrepreneurs who must pitch their ideas to customers, investors,
and potential employees and for students in the nonprofit sector where
resources for spreading ideas are often thin.

OB 569. Strategy and Management in Developing Economies. 2 Units.
This course will explore the strategic and managerial challenges involved in
running for-profit companies in developing economies. Particular emphasis
will be given to understanding the challenges of running enterprises that
touch the lives of the poor or the extreme poor, either by employing them
or producing goods and services that improve their lives. A central theme
will be the ways in which features of these economies shape the ability of
firms to thrive and grow. Among the issues that may be considered are how
the economic and social context affects the ability of firms to formulate
successful strategies for creating and capturing value and how the context
impacts the process of management within the organization.
OB 570. Psychological Assessment: Principles, Methods, and Applications in HR and Marketing. 2 Units.
This course will provide students with the theoretical background and practical skills necessary to design and deliver a psychological test. We will cover the basic principles of psychological testing (validity, reliability standardization, and freedom of bias) and introduce the methods and tools used in test development and scoring. In an extensive hands-on part of the course, students will design and deliver an online test. The course will also briefly introduce advanced assessment methods, including Item Response Theory and Computerized Adaptive Testing. Finally, we will cover ethical and legal issues associated with administering tests and interpreting their results.

OB 571. Diversity, Dynamics, and Influence. 2 Units.
The course is based on the premise that diversity can present unique challenges and opportunities thereby compelling students to expand their sensitivity and develop a wider repertoire of skills, many of which are relevant across a variety of situations. The course is intended for students who plan to work in culturally diverse groups or organizations and will be equally relevant to those who work in the not-for-profit, public, and for-profit sectors. Through the presentation of new concepts, participation in experiential group activities, and faculty facilitated debriefing, students are expected to improve their ability to better assess and intentionally influence and to be influenced inclusive of five fundamental differences presented by peers - social identity, values, power roles, cognitive styles, emotional literacy. Students will be taught how to practice 'authentic discourse' during regular faculty facilitated small task group debriefings. 'Authentic discourse' is a skill stressed in Interpersonal Dynamics (OB 374).

OB 572. High Performance Leadership for Family Business Leaders. 2 Units.
This course examines the unique leadership problems faced in family businesses. What is unique is that there are two over-lapping systems - the family system and the business system. These can be congruent or at cross-purposes. For example, the latter might stress promotion on merit while the other values family ties. There also can be difference in purpose. Is the organization to maximize shareholder value or to provide employment for family members? These and other related issues impact the communication process, how decisions are made and how power is distributed. The course will be case based. The content will overlap that of OB 372 so it is not advised to take both courses. Because of the shortened nature of 572, there would be minimal overlap with OB 374 Interpersonal Dynamics. If in addition to class, students will meet for 1 1/2 hours each week in a Skill Development Group to apply the course material to their own personal development.

OB 574. Interpersonal Dynamics at Work. 2 Units.
This course is open to students who have taken OB 374 Interpersonal Dynamics or GSBGEN 374 Interpersonal Influence and Leadership. The objectives of OB 574 is to take what was learned in the introductory Interpersonal Dynamics course further with a specific emphasis on how those approaches are applicable in a work setting. Specifically how issues of fuller self-expression/disclosure, feedback, resolution of interpersonal difficulties and building effective relationships can apply to working with peers and one’s manager as well as in a team setting. The course will meet Thursdays 7:15-5:00 for five sessions starting April 2nd and running until April 30th. The T-groups will meet that evening, 7:00-9:30. In addition, there will be one all-day meeting (instead of a weekend), Saturday, April 4th running from 9:00 a.m. to 9:30 p.m. Attendance in all class sessions, evening meetings, and the Saturday retreat is required. Any absence will result in lowering of the grade. If in addition to a modest amount of reading, students will keep an on-going self-diagnostic log. One-third of the grade will be on the log and the remaining 2/3 on the extent of participation in class, risk-taking in the group, and helping building learning conditions for self and others.

OB 581. Negotiations. 2 Units.
This course is designed to improve students’ skills in all phases of a negotiation: understanding prescriptive and descriptive negotiation theory as it applies to dyadic and multiparty negotiations, to buyer-seller transactions and the resolution of disputes, to the development of negotiation strategy and to the management of integrative and distributive aspects of the negotiation process. The course is based on a series of simulated negotiations in a variety of contexts including one-on-one, multi-party, and team negotiations. When playing a role in a simulated conflict, you will be free to try out tactics that might feel uncomfortable in a real one. You will get feedback from your classmates about how you come across. You will have an opportunity to reflect on your experience in your negotiation paper. In sum, you can use this course to expand your repertoire of conflict management and negotiation skills, to hone your skills, and to become more adept in choosing when to apply each skill.

OB 582. Leading Social Change: Educational and Social Entrepreneurship. 2 Units.
The course provides an overview of different approaches to change, drawing primarily on entrepreneurial initiatives in education. The course will equip students with an appreciation for different mechanisms of change as well as some of the challenges of initiating and sustaining change in social sectors such as education. The course will draw on readings and case studies, and we will benefit from the wisdom of an inspirational group of guest lecturers. While the course will benefit any student concerned with making a positive impact, it is particularly appropriate for students in the joint MA/MBA program as well as those who will lead social change through nonprofit consulting or entrepreneurship.

OB 586. Organizational Learning. 2 Units.
This is a course about how firms learn from their experiences and the opportunities created by flawed learning. It will explore common mistakes in learning and barriers to the adoption of effective practices. Understanding learning problems will help future managers avoid common mistakes and build organizations that learn more effectively; learning is particularly important for entrepreneurs who are trying out new ideas and so must adapt correctly to feedback from the environment. But understanding common mistakes is also useful for identifying possible opportunities in markets; opportunities exist when firms make mistakes and when they fail to learn effective practices. The course will introduce concepts and findings from organization theory, psychology, decision theory, and statistics. A variety of exercises, cases, and readings will be used to illustrate barriers to learning and the opportunities they create, including the book “Moneyball” by Michael Lewis which discusses market-level mistakes in professional baseball.
OB 591. Advanced Negotiation. 1 Unit.
This course is designed for individuals who have taken one of the basic negotiation courses (OB 381 or OB 581) and are interested in honing their negotiation and conflict management skills and expanding their knowledge about bargaining and dispute resolution. To dig deeper into the minds of negotiators, we will use analyses of in-class exercises and in-depth discussions of new and exciting research findings. Thus, we will play strategic games and negotiate in all our meetings, but we will also read and discuss theory and research on bargaining. So, if you enjoy negotiating, you will enjoy the classes. At the same time, if you enjoy analyzing human behavior and social interactions, you will like the reading and our discussions. We will start off the class by launching a week-long entrepreneurial negotiation assignment that will allow you to test your bargaining skills outside of class. Our in-class exercises and in-depth discussions will subsequently tackle critical issues in negotiation, including the role of power and norms in negotiation; cross-cultural negotiations; accountability, emotions, and information processing in negotiation; and creativity in negotiation. After taking this course, you will: (a) be better able to identify and avoid common traps in negotiation; (b) have a larger repertoire of behavioral skills to apply in various negotiations; and (c) have a deeper understanding of other people's behavior in negotiation.

OB 593. Leadership in Diverse Organizations. 2 Units.
This course is designed to help students improve their capacity to exercise leadership and work effectively with others within the context of culturally diverse groups and organizations. The course is based on the premise that diversity can present unique challenges and opportunities and thereby pushes students to develop crucial leadership skills, many of which are relevant across a variety of situations. The class will address two primary questions: 1) What social and psychological obstacles limit people's ability to work effectively across identity-based differences? 2) What can you do to create contexts that enable differences to be used as a resource for learning and effectiveness within teams and organizations? Students should be prepared to experiment with various conceptual and analytic skills inside and outside of the classroom. While the course focuses on dynamics of race and gender, there will be opportunities for students to explore a variety of other dimensions of identity and difference in organizations, including (but not limited to) sexual orientation, nationality, class, and religion. The course is intended for students who expect to work in culturally diverse groups or organizations and will be equally relevant to those who plan to work in the not-for-profit, public, and for-profit sectors. The course is cross-listed in the School of Education.

OB 601. Organizational Ecology. 3 Units.
This seminar examines theoretical and methodological issues in the study of the ecology of organizations. Particular attention is given to the dynamics that characterize the interface between organizational populations and their audiences. Same as: SOC 366A

OB 622. Topics in Social Network Analysis: Structure and Dynamics. 2 Units.
This course provides coverage of both introductory and intermediate topics in social network analysis with a primary focus on recent developments in theory, methods and substantive applications. We will begin the course with a brief overview of introductory themes and concepts from various disciplines that have contributed to social network theory, including sociology, anthropology, social psychology, and organizations. Introductory topics to be included: centrality, cliques, structural and regular equivalence and cognitive social structures. The primary topics to be covered in this course include the application of network theory to the study of careers, competition, innovation, inequality/stratification, and recent research on IT mediated networks, as well as an examination of network formation and dynamics. The course will also provide hands-on experience applying social network methods in empirical research. Students will have an opportunity to learn some modern network analysis methods and apply them to network data using the R programming language. No prior experience with social network analysis or software is required.

OB 623. Stratification in Organizations. 2 Units.
Racial and sexual segregation within firms and other organizations is persistently decried as a social problem. Yet there is persistent scholarly debate about the causes, effects, and remedies for such segregation. Over five weeks this course will review several dominant economic, psychological and sociological theories of organizational stratification. We will explore how organizational scholars identify stratification as arising both from individual-level biases and from organizational policies that enable and reinforce actions stemming from those biases. The focus will be on research that has tried to identify policy interventions to reduce such stratification.

OB 625. Economic Development and Economic Sociology. 4 Units.
As a field, economic sociology has had little to say about economic development. Much of this quietude stems from the latter's identification with "backward," "poor" or "developing" economies, and the former's interest in many of the advanced features of the richer economies. This state of affairs not only sets up a false dichotomy but also makes it difficult by construction to theorize or research the issue of economic decline, seemingly a necessary piece of any coherent theory of development. The (admittedly ambitious) goal of this seminar is to move toward a better theory of economic development. We will review several of the more common strands of thought on development in related literatures and then consider some alternative perspectives that might bridge this research and contemporary sociology. No guarantees are made that we will have a full-fledged theory by the end of the quarter, but with luck we will have breathed some new life into an often marginalized but critically important strain of social thought and research. The class will be a seminar based around the readings. Grading will be a combination of class participation, a take-home midterm and a final paper.

OB 626. Strategy and Organizations. 2 Units.
Why are some organizations more competitive than others? This is one of the defining questions of the interdisciplinary research field known as strategic management. In this seminar, we will survey the field of strategic management as seen through the lens of organization theory, touching on the four main theoretical approaches that have developed there. Most work in strategic management pays little attention to particular theoretical perspectives, and is organized more by the topic - the phenomenon being studied - such as market exit, growth, performance, mergers and acquisitions, innovation, and the like. I have catalogued the research in strategic management both according to theoretical perspective and topic, and that structure is developed in this course. Our goal is to help you to identify theoretical perspectives as you try to understand the strategy field.

OB 630. Social Norms. 3 Units.
This course covers research and theory on the origins and function of social norms. Topics include the estimation of public opinion, the function of norms. Topics include the estimation of public opinion, the function of norms as ideals and standards of judgment, and the impact of norms on collective and individual behavior. In addition to acquainting students with the various forms and functions of social norms the course will provide students with experience in identifying and formulating tractable research questions.
OB 632. Social Movements. 3 Units.
Social movement actors have helped initiate some of the major social, cultural, and political changes of the modern era. It is hard to imagine a major political or social reform that did not find its origins in a social movement or collective action. Social movement scholarship has flourished in political sociology and has recently gained a foothold in organizational theory as an explanation for innovation and organizational change. The purpose of this course is to provide you a roadmap for you to roam the terrain of movements and organizations, and be prepared to generate original research ideas that extend inquiry in your chosen area of research. Organizations and industries are frequent targets of collective action. Social movement activists frequently target organizations (e.g., corporations, universities) in order to bring about political and social change. Because most organizations are not democracies, movements must find ways to penetrate their closed boundaries if they are to have an influence inside organizations. At the same time, social movements make good use of organizations to carry out their own goals, creating structures that help them carry out their goals, reproduce their missions and tactics, and effectively generate collective action. Social movement organizations develop as vehicles for social change. One purpose of this course is to examine the complex relationship between social movements and organizations. nIn order to understand the empirical link between movements and organizations, we will rely on social movement and organizational theory. Like the phenomena they seek to explain, these theories are strongly intertwined. Since the 1970s, organizational theory has strongly influenced social movement theory. Mayer Zald, John McCarthy, and others imported ideas from the burgeoning field of organizational theory to move social movement scholarship beyond naïve, ve concepions of collective action and crowd behavior. Under the umbrella of resource mobilization and political process theory, organizational theory strongly influenced our understanding of the structural underpinnings of collective action. In recent years, social movement scholars have also begun examining the culture and social psychological dimensions of social movement organizations. nDuring most of the 1980s and 1990s, the link between social movement theory and organizational theory was a one-way road. Social movement scholars did most of the conceptual borrowing and organizational theorists, for the most part, ignored political sociology. However, in the last decade the opposing lane has been opened. The rise of economic sociology has created fertile grounds for social movement theory. The last decade has seen the development of research on social psychology of power and culture. nPrerequisites: Enrollment in a PhD program. Also listed as Sociology 361.

OB 652. Statistical Methods for Behavioral and Social Sciences. 5 Units.
For students who seek experience and advanced training in empirical research methods. Analysis of experimental data with methods ranging from simple chi-square to multiple regression models, including an introduction to mixed models. Uses the free statistical computing package R. Prerequisite: An intro stats class (Same as Psych 252 – Co-taught with Ewart Thomas).

OB 653. Categories in Markets, 3 Units.
This seminar investigates the ways in which categories emerge in markets and shape market behavior. It covers recent theoretical and empirical work on the sociology of categories and its foundations in cognitive science. Participants are required to present upon one another’s ideas. Students can and are encouraged to take the seminar multiple times.

OB 654. Organizational Behavior Pro Seminar, 1 Unit.
This pro-seminar is primarily for OB-macro PhD students who are developing dissertation ideas. The focus is on the theoretical argument underpinning the dissertation research. Students will regularly present and comment upon one another’s ideas. Students can and are encouraged to take the pro-seminar multiple times.

OB 660. Topics in Organizational Behavior: Individual processes. 3 Units.
This seminar will focus on psychological processes that occur within individuals that cannot be seen but whose existence can be inferred on the basis of people’s behavior. Such processes, referred to as individual processes, include personality, emotions, perception, and learning. This course aims to introduce students to both theoretical and applied background on individual processes, with a special emphasis on their assessment, importance for person-job fit, and career planning. The course will include a hands-on section aimed at practicing test/survey development and delivering it in the online environment.

OB 662. Topics in Organizational Behavior: Intergroup Processes. 3 Units.
This seminar is intended for Ph.D. students who want to explore theoretical ideas and empirical findings related to intergroup processes, including conflict and cooperation; stereotypes, prejudice and discrimination; diversity, social identity, and group-based ideologies. The class is centered on graduate-level discussion of psychological and organizational perspectives on this broad topic. Participants are expected to (a) complete all readings and be prepared to discuss them in class; (b) submit weekly reaction papers based on the readings; (c) co-lead a portion of the class discussions; (d) write a final paper and present its main ideas to the group.

OB 670. Designing Social Research. 3 Units.
This is a course in the design of social research, with a particular emphasis on research field (i.e., non-laboratory) settings. As such, the course is a forum for discussing and developing an understanding of the different strategies social theorists employ to explain social processes, develop theories, and make these theories as believable as possible. In general, these issues will be discussed in the context of sociological research on organizations, but this will not be the exclusive focus of the course. A range of topics will be covered, for example: formulating and motivating research questions; varieties of explanation; experimental and quasi-experimental methods, including natural experiments; counterfactual models; conceptualization and measurement; sampling and case selection; qualitative and quantitative approaches. This course is particularly oriented toward developing an appreciation of the tradeoffs of different approaches. It is well suited to Ph.D. students working on qualifying papers and dissertation proposals.

OB 671. Social Psychology of Organizations. 3 Units.
This seminar focuses on social psychological theories and research relevant to organizational behavior. It reviews the current research topics in micro-organizational behavior, linking these to foundations in cognitive and social psychology and sociology. Topics include models of attribution, decision making, emotion, coordination, influence and persuasion, and the psychology of power and culture. Prerequisites: Enrollment in a PhD program. Also listed as Sociology 361.
OB 672. Organization and Environment. 3 Units.
This seminar considers the leading sociological approaches to analyzing relations of organizations and environments, with a special emphasis on dynamics. Attention is given to theoretical formulations, research designs, and results of empirical studies. Prerequisite: Enrollment in a PhD program. Also listed as Sociology 362.

OB 673. Perspectives on the Social Psychology of Organizations. 3 Units.
This seminar focuses on topics relevant to organizational behavior, drawing primarily on social psychological and some sociological research. Topics vary from year to year. In Fall 2014 the seminar will focus on group and team dynamics. Topics will include diversity, power and status dynamics in teams, expertise and knowledge utilization, information processing, trust and respect in teams, team leadership, and multi-level perspectives on team and group dynamics, among others. Prerequisites: Enrollment in a PhD Program. Cannot be audited or taken pass/fail.

OB 674. Perspectives on Organization and Environment: Social Movement Organizations and Environments. 3 Units.
This course examines the interaction between organizations and their environments. It is given every year by a different faculty member. What follows is the description of the course for the academic year 2012-13. This research seminar explores recent theory and research on social movement organizations and their environments. We'll consider the way in which organizational theories help us to explain social movement phenomena, and the way in which social movement theories help us to explain organizational phenomena.

OB 675. Micro Research Methods. 3 Units.
The purpose of this course is to develop students' skill at designing, executing, interpreting, and describing micro-organizational and social psychological research. The course will have a practical focus and will focus on questions such as how to identify and formulate a tractable research question, how to decide on an appropriate research design and strategy; how to operationalize independent and dependent variables, and how to build a research paper.

OB 676. Social and Political Processes in Organizations. 4 Units.
Social psychological and sociological research at the meso, or intermediate between micro and macro, level of analysis. Topics vary from year to year, but usually include organizational routines and learning; mobility and attainment processes; gender and race inequality and discrimination; social networks; cultural perspectives on organizations, and related topics. Prerequisite: Ph.D. student.

OB 678. The Design and Process of Experimental Research. 2 Units.
This year-long course takes a hands-on approach to learning about experimental research. It will cover the entire process of experimental research from idea and hypothesis generation to study design, analysis, and publication. The topical content will be customized to the specific interests of the enrolled students, but generally will be concerned with questions about behavioral phenomena in organizational contexts.

OB 679. Work and Employment in Organizations. 2 Units.
Most macro-organizational theories draw on assumptions about how work is performed within organizations; yet organizational scholarship has for a generation been filled with descriptions of how work and the employment relationship have been transformed. This course will review current scholarship on trends in employment with organizations. The focus will be on trying to trace how changes at the level of work and the job aggregate to changes in macro-level outcomes such as the distribution of wages, career opportunities and other outcomes.

OB 683. Models of Social Dynamics. 4 Units.
This seminar provides an introduction to several important theoretical and formal models in sociology, psychology, and organization theory. The purpose is, in part, to provide an overview of commonly used models. More important, participants will learn to read, criticize, and formulate models for their own research questions. The focus is on model development, deriving implications from models, comparing models, but also on how models can be and have been tested. Topics include models of size distributions, network evolution, contagion, group formation, conceptual structures, decision making, and learning.

OB 690. Organizations in Competition. 3 Units.
When organizations compete, why do some fail while others succeed? This is one of the defining questions of the interdisciplinary research field known as "strategic management." In this seminar, we will address this question from a sociological perspective. Seen from this vantage point, the field of strategic management can be understood as the study of organizations in competition. Over the past 30 years, a considerable amount of research in organizational sociology has addressed this topic, only some of which has been explicitly framed as being aimed at the field of strategic management. This course studies the central themes that have emerged from this sociological research on organizations in competition.

OB 691. PhD Directed Reading. 1-15 Unit.
This course is elected as soon as a student is ready to begin research for the dissertation, usually shortly after admission to candidacy. To register, a student must obtain permission from the faculty member who is willing to supervise the reading. Same as: ACCT 691, FINANCE 691, GSBGEN 691, HRMGT 691, MGTECON 691, MKTG 691, OIT 691, POLECON 691, STRAMGT 691.

This course is offered for students requiring specialized training in an area not covered by existing courses. To register, a student must obtain permission from the faculty member who is willing to supervise the research. Same as: ACCT 692, FINANCE 692, GSBGEN 692, HRMGT 692, MGTECON 692, MKTG 692, OIT 692, POLECON 692, STRAMGT 692.

OB 698. Doctoral Practicum in Teaching. 1 Unit.
Doctoral Practicum in Teaching.

OB 699. Doctoral Practicum in Research. 1 Unit.
Doctoral Practicum in Research.

OB 802. TGR Dissertation. 0 Units.
Same as: ACCT 802, FINANCE 802, GSBGEN 802, HRMGT 802, MGTECON 802, MKTG 802, OIT 802, POLECON 802, STRAMGT 802.