

ORGANIZATIONAL BEHAVIOR (ORBH)

ORBH 250. Leading People (LEAD I). 3 Units.

The principal goals of this course are to help students learn about the context in which managers and leaders function, gain self-awareness of their own leadership vision and values, understand the options they have for careers in management based on their own aptitudes, orientations and expertise, and develop the fundamental skills needed for success in a chosen career. Through a series of experiential activities, assessment exercises, group discussions, and peer coaching, based on a model of self-directed learning and life-long development, the course helps students understand and formulate their own career and life vision, assess their skills and abilities, and design a development plan to reach their objectives. The course enables students to see how the effective leadership of people contributes to organizational performance and the production of value, and how for many organizations, the effective leadership of people is the driver of competitive advantage. Credit for at most one of ORBH 250 and ORBH 396 can be applied to hours required for graduation. Prereq: At least sophomore standing.

ORBH 251. Leading Organizations (LEAD II). 3 Units.

The principal goal of this course is to help students enhance their leadership skills by understanding how organizations function through the lenses of structure, culture, and power/politics. The course enables students to discern how leaders function effectively as they integrate goals, resources and people within these constraints. Students learn about these organizational lenses while developing their own leadership and professional skills. Prereq: ORBH 250 or ORBH 396 and at least Sophomore standing.

ORBH 303. Developing Interpersonal Skills for Leading. 3 Units.

This course is designed for students who want to increase their understanding of interpersonal and team dynamics. It will help you build more open and effective relationships and improve your ability to cooperate with and lead others unlike you—whether from biology or life history—to work effectively in today's increasingly team-oriented organizations. The emphasis of this course is on learning about oneself in the context of others, learning about diverse others, and using these insights to facilitate growth in skills in the groups you lead. The course revolves around student-led conversations, courageous expression of needs and concerns, and written reflections. Listening is valued as highly as speaking. Due to its many opportunities to be exposed to others' experiences, views, and needs, this course satisfies the Human Diversity and Commonality Perspective Requirements of the GER. Counts as a Human Diversity & Commonality course. Prereq: At least sophomore standing.

ORBH 310. The Art and Science of High-Functioning Teams. 3 Units.

Welcome to "The Art and Science of High-functioning Teams"! In this course you will practice and learn how to contribute to a team effectively, while being mindful of building meaningful human relationships. This is a key life skill for building and contributing to the teams that you will encounter as you pursue collective efforts at work, school, and in your home and community. Although teamwork is a ubiquitous part of our everyday lives, many of us know little about the strategy and psychology of effective teamwork. This is an introductory course on teamwork, or on the art and science of integrating the efforts of diverse parties to produce some meaningful collective outcome. Understanding your own teamwork style and what drives others is essential for success in teamwork. This kind of knowledge can only be gained through experience and this course provides a series of simulations and debriefings that address a variety of influences and processes in teamwork. Each simulation has been chosen to highlight the central concepts that underlie the art and science of high-functioning teamworks. You will also learn about the practice of high-functioning teamwork in the real-world through engagement with communities beyond the classroom to understand how teamwork provides for societal and collective responsibility. Counts as a Local & Global Engagement course.

ORBH 330. Quantum Leadership: Creating Value for You, Business, and the World. 3 Units.

This course is designed to help you develop your leadership skills and capabilities aimed at flourishing, defined as "to grow well, to prosper, to thrive, to live life to the fullest." It emphasizes the growing desire for wellbeing through practices that cultivate the self, and for a better understanding of the social, ethical, and global choices facing business. One such choice is whether to focus a company's for-profit activities only on "doing less harm", or to choose to also pursue "making a positive impact" through activities that increase prosperity, improve wellbeing, and regenerate nature. Other such choices are critically examined during the semester. The goal is changing who leaders are being, not only what they are doing, through daily practices that increase their awareness of how their actions impact others and the world. Through the course, students experiment with a variety of practices in an action learning process that allows them to experience a greater connection to self, others, and nature. Recent research shows that such direct-intuitive practices support personal wellbeing, team collaboration, and corporate citizenship behavior as part of an upward spiral in leadership effectiveness and life satisfaction. The most exciting aspect of this class is encouraging students to see themselves as positive change agents, with the ability to make a positive impact on the world through living their most fulfilling and flourishing selves. Offered as ORBH 330 and ORBH 430. Counts as a Full-Semester Wellness/Non-movement course. Counts as a Moral & Ethical Reasoning course.

ORBH 360. Independent Study. 1 - 6 Units.

This course is set up individually upon conference between student and Organizational Behavior faculty member designed in consult with the student's advisor if necessary in order to engage and challenge student with topics in organizational behavior.

ORBH 370. Navigating Gender in Organizations. 3 Units.

The purpose of this course is to prepare students to succeed in the workforce by understanding and exploring the opportunities and challenges of work across the lifespan and developing necessary skills to be effective. The course broadens understanding of gender dynamics and gendered structures in the workplace, intersections of gender with other identities, and the leadership and managerial issues affecting women and men in work organizations. The course helps students create a personal framework for how to develop a successful, happy and integrated work life in the global economy. Offered as ORBH 370 and WGST 370. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course.

ORBH 380. Managing Negotiations. 3 Units.

In this course you will practice and learn how to negotiate effectively, while being mindful of building meaningful human relationships. This is a key life skill for dealing with the relationships you will navigate everyday for the rest of your life, with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, etc. Although negotiations are a ubiquitous part of our everyday lives, many of us know little about the strategy and psychology of effective negotiations. Why do we sometimes get our way, while at other times we walk away feeling frustrated by our inability to achieve the agreement we desire? This is an introductory course on negotiations, or on the art and science of securing agreements between two or more parties who are interdependent and who are seeking to maximize their outcomes. Understanding your own negotiation style and what drives others in negotiations is essential for success at negotiating. This kind of knowledge can only be gained through experience and this course provides a series of simulations and debriefings that address a variety of bargaining processes in the contexts of deal making and dispute resolution. A central thread across the negotiation simulation experience is the ethical character that you will exercise and develop over time; our planning and execution of negotiation strategy will take into account virtue ethics and character strengths. By the end of these experiences, students will be able to identify and evaluate moral and ethical aspects of the interpersonal bargaining and conflict management situations they will face. Counts as a Full-Semester Wellness/Non-movement course. Counts as a Moral & Ethical Reasoning course. Prereq: At least sophomore standing.

ORBH 391. Leadership in Diversity and Inclusion: Towards a Globally Inclusive Workplace. 3 Units.

This course addresses workforce diversity issues from individual, group, and organizational perspectives. The focus is on innovative ways of utilizing today's culturally expanding workforce. Emphasis is on the "what and how" for managers in developing a corporate culture that embraces diversity, helping them in learning to work with, supervise and tap the talent of diverse employees within their organizations. Included are methods for modifying systems to attract, retain, develop, and capitalize on benefits of the new workforce demographics. Offered as ORBH 391 and WGST 391. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course.

ORBH 396. Professional Development for Engineers. 3 Units.

The overall objective of this course is essentially to help you to learn, grow and change personally and professionally. The course is designed to develop your self-awareness, leadership capability, relationship and collaboration skills. Specific learning objectives are: 1. Develop greater self-awareness around your core values, personal vision, career aspirations, strengths and emotional intelligence. Deepening your self-knowledge and self-awareness on these dimensions is important for setting up your personal path to success. 2. Learn how people develop and grow through a process of intentional change. You will personally apply this insight and create a plan to achieve your learning and development goals. 3. Learn about and experience the impact of personal and peer coaching. Being able to develop, nurture and sustain positive developmental relationships at work is a hallmark of highly effective professionals. 4. Expand your capability to work effectively with a range of people in groups and teams. Understanding and practicing effective communication, giving and receiving feedback and appreciating differences in others are key factors in working well with others. Credit for at most one of ORBH 250 and ORBH 396 can be applied to hours required for graduation. Prereq: Case School of Engineering majors only.

ORBH 403. Developing Interpersonal Skills for Managers. 3 Units.

This course is intended to sharpen students' skills in the art of relating successfully to other individuals and groups. The course uses an intensive group experience to make students more aware of how their actions affect others, more capable of giving and receiving interpersonal feedback, and more cognizant of processes through which groups work. Several Saturday classes.

ORBH 412. Appreciative Inquiry. 3 Units.

This course is designed to advance your understanding and skills in leading positive change in groups and organizations, and on how to create, foster and manage organizations in which people thrive and perform at their best. This course presents a proven, innovative and strength-based approach to accelerating organizational change – Appreciative Inquiry (AI). The original theory and method of Appreciative Inquiry was invented in Case Western Reserve University's Department of Organizational Behavior in the 1980's by Dr. David Cooperrider and Dr. Ron Fry. In the years since there have been hundreds of scholars, leaders, consultants, and students involved in bringing Appreciative Inquiry's strength-centric spirit of inquiry into organizations and communities all over the world. As one scholar recently wrote, "AI is revolutionizing the field of organization development and change." Appreciative Inquiry focuses on searching systematically for those capacities and processes that give life, strength, and possibility to a living system. As a constructive mode of practice, it aims at designing, improving, and innovating human organizations through a process in which valuing and creating are viewed as one, and where inquiry and change are powerfully related and understood as a seamless and integral whole.

ORBH 413. Economics of Negotiation and Conflict Resolution. 3 Units.

Students frequently enroll in a negotiation class with one thought in mind—negotiating a better job offer from an employer. They soon learn, however, that negotiation skills can do far more than improve a paycheck. Negotiations occur everywhere: in marriages, in divorces, in small work teams, in large organizations, in getting a job, in losing a job, in deal making, in decision making, in board rooms, and in court rooms. The remarkable thing about negotiations is that, wherever they occur, they are governed by similar principles. The current wave of corporate restructuring makes the study of negotiations especially important for M.B.A.s. Mergers, acquisitions, downsizing and joint ventures call into question well established business and employment relationships. Navigating these choppy waters by building new relationships requires the negotiation skills that you will learn in this class. Offered as ECON 431 and ORBH 413.

ORBH 430. Quantum Leadership: Creating Value for You, Business, and the World. 3 Units.

This course is designed to help you develop your leadership skills and capabilities aimed at flourishing, defined as "to grow well, to prosper, to thrive, to live life to the fullest." It emphasizes the growing desire for wellbeing through practices that cultivate the self, and for a better understanding of the social, ethical, and global choices facing business. One such choice is whether to focus a company's for-profit activities only on "doing less harm", or to choose to also pursue "making a positive impact" through activities that increase prosperity, improve wellbeing, and regenerate nature. Other such choices are critically examined during the semester. The goal is changing who leaders are being, not only what they are doing, through daily practices that increase their awareness of how their actions impact others and the world. Through the course, students experiment with a variety of practices in an action learning process that allows them to experience a greater connection to self, others, and nature. Recent research shows that such direct-intuitive practices support personal wellbeing, team collaboration, and corporate citizenship behavior as part of an upward spiral in leadership effectiveness and life satisfaction. The most exciting aspect of this class is encouraging students to see themselves as positive change agents, with the ability to make a positive impact on the world through living their most fulfilling and flourishing selves. Offered as ORBH 330 and ORBH 430. Counts as a Full-Semester Wellness/Non-movement course. Counts as a Moral & Ethical Reasoning course.

ORBH 450. Executive Leadership. 3 Units.

The purpose of this course is to help students understand the current theories and effective practices of executive leadership, and through this understanding, to help enhance their own leadership practices and capabilities. We will examine the methods, challenges, trade-offs, and frontiers of executive leadership through application of leadership concepts to actual case studies. Student teams will identify and conduct at-a-distance and in-depth projects studying executive leaders. The course aims at answering questions such as: Who are leaders? Are leaders different from managers? How do the most effective leaders think and act? What are the recent trends in the practices of executive leadership? What competencies do leaders need to lead in a complex, global, and interdependent world? What situations create leaders or foster their emergence? How are leaders developed? What makes us want to follow leaders? How can executive leaders most effectively relate with their teams and stakeholders? How do leaders engage positively with their authority, power, and influence? What are the personal costs of being a leader?

ORBH 451. Alternative Dispute Resolution. 3 Units.

Students will examine the processes of alternative dispute resolution (ADR) through reading materials, videotapes, guest lectures, and simulation exercises. Particular emphasis will be given to the interaction of lawyers and clients in business negotiations and in litigation. Negotiation, arbitration, mediation, and the mini-trial will be examined. The class will also cover impediments to ADR, such as lack of understanding or hostility on the part of clients or lawyers.

ORBH 460. Women in Organizations. 3 Units.

This course addresses important leadership and management issues concerning women in organizations. The course provides complex understandings of issues pertinent to professional women and work such as sex role typing, sex-based discrimination, equal pay, sexual harassment, work-family balance, women's leadership and women's career issues and development. The course helps students increase self-knowledge about their own values and practices as well as enhance their capabilities as leaders and managers. We will examine the opportunities, challenges, trade-offs, and organizational dynamics experienced by women in work settings, as well as the interpersonal, organizational, and societal structures and processes impacting women in organizations. Through a variety of course methods, students gain greater awareness of the gendered nature of work and organizations and learn effective strategies for women's career progress and effective participation in organizations.

ORBH 501. Special Problems and Topics. 1 - 18 Units.

This course is offered, with permission, to students undertaking reading in a field of special interest.

ORBH 510. Organizational Behavior Department Seminar. 1.5 Unit.

The OB Department Seminar is organized and managed by the first year PhD students. Seminar sessions will alternate between first year meetings and gatherings of the ORBH community of students, faculty and friends. Community sessions will be organized around research presentations of PhD Qualifying Papers, Dissertation Proposals and Dissertation Defense. Seminar Objectives: 1. To create and sustain an appreciative, intellectually nourishing learning space for the ORBH community that will support, inspire and empower us to explore the frontiers of scholarship in our field; 2. To provide a forum for sharing the ongoing research and scholarship of the department; 3. To develop productive collaborative research relationships; 4. To increase our collective knowledge of the current state of the art in OB and to develop productive collaborative research relationships; 4. To increase our collective knowledge of the current state of the art in OB and related fields.

ORBH 511. Micro Organizational Behavior. 1.5 Unit.

Examines the field of micro-organizational behavior. Specifically, the study of individuals and groups within an organizational context and the study of internal processes and practices as they affect individuals and groups. Major topics include individual characteristics such as beliefs, values and personality. Individual processes such as motivation, emotions, commitment, group and team processes, such as decision-making; organizational processes and practices such as goal setting, performance appraisal and rewards, and the influence of all of these on such individual, group and organizational outcomes as performance, job satisfaction, citizenship behaviors, turnover, justice, absenteeism and employee engagement.

ORBH 513. Appreciative Inquiry and Strength-Based Change. 1.5 Unit.

This course explores and develops the art of understanding social systems in ways that help us imagine, design and develop organization excellence. It seeks to show how many of our conventional ideas about organizations are based on discourse and metaphors that lead us to see and understand organizations in partial and often limiting ways. Growing research from the domains of Positive Psychology and Positive Organization Scholarship and the theory and practice of Appreciative Inquiry will be explored to show how we can create new and more positive, strength-based ways of designing and developing social systems.

ORBH 516. The Scholarship of Coaching. 1.5 Unit.

Coaching is a helping relationship in which one person assists another with change with respect to a person's behavior, attitudes, mental models, dreams of the future, etc. The popularity of the practice of coaching began to dramatically increase at least 20 years before scholars designed studies to test its efficacy. In this course, we will examine scholarly work in the coaching domain that has emerged. Prereq: Limited to ORBH PhD students only.

ORBH 520. Group and Interpersonal Analysis. 1.5 Unit.

This course is a review of major concepts and research in group dynamics and interpersonal relations. Topics concern face-to-face social interaction such as communication patterns, power, hierarchy, leadership, norms, goals, productivity, social theories of personality, and personal change through group methods. The course combines cognitive emphasis and personal experience-based learning.

ORBH 523. Design for Sustainable Value. 1.5 Unit.

The relationship between business and society—and the search for mutually beneficial advances between industry and the world's most pressing global issues—has become one of the defining issues of the 21st century. Throughout the world, immense entrepreneurial energy is finding expression, energy whose converging force is in direct proportion to the turbulence, crises, and the call of our times. Factories and buildings are being designed in ways that, surprisingly, give back more clean energy to the world than they use. Bottom-of-the-pyramid strategies and micro-enterprise models are demonstrating how business can eradicate poverty through profitability. Companies are designing products that leave behind no waste—only “food” that becomes input into their biological or technological cycles. And macrowikinomics—everything from telepresence to megacommunity—is rebooting our capacity for human cooperation and global action. Prereq: Limited to ORBH PhD students only.

ORBH 525. Leading Change from a Complexity Perspective. 1.5 Unit.

Change is an enigma and yet sustained, desirable change (SDC) drives adaptation, growth and life itself. In this course, we will continuously attempt to answer two questions: (1) What is the process of sustained, desirable change? and (2) What is the role of a leader, including their emotional and social intelligence? Concepts from complexity theory will be used, as well as case studies and longitudinal studies including understanding the multilevel nature of SDC at the individual, dyad, team, organization (including family business), community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. Prereq: Limited to ORBH PhD students only.

ORBH 528. The Dynamics of Managing Effective Change. 1.5 Unit.

This course explores and develops an understanding of how individuals actually effect positive change and outcomes within an organization without the requisite authority or decision making power to do so. It seeks to show how managing a change process appears to follow a path of cumulative activities that in time produce a punctuated equilibrium—one that triggers a step up in performance. Such activities seem to be small episodes or learning cycles geared at converting inert knowledge into action; increasing awareness; reinforcing accountability, and/or attaining results. These findings will be compared and contrasted to existing change models and theories. Prereq: Limited to ORBH PhD students only.

ORBH 533. The Practice Turn in Organizational Research. 1.5 Unit.

In this course, doctoral students will develop an understanding of the role of practice and performativity in organizing. This involves exploring the link between doing and thinking by and between individuals in an effort to address larger issues of group- and organizational-level behavior. Students will examine elements of human behavior in organizational endeavors such as embodied cognition, and the enactment of structures and routines. Methods of “capturing” practice in organizing will also be discussed. By the end of the course, students will be expected to articulate how the practice perspective relates to their own research interests and future projects. Prereq: Limited to ORBH PhD students only.

ORBH 538. Research and Theory on Dynamical Behavior in Groups. 1.5 Unit.

This seminar exposes student to a variety of conversations in the study of group dynamics. Major topics include work on commons dilemmas, communal and exchange relationships, social facilitation, social loafing, social combination, and social creativity drawing deeply on our historical roots. It will also focus on current topical issues such as demographic faultlines, transactional memory, and issues of time and transition. Prereq: Limited to ORBH PhD students only.

ORBH 540. Social Exchange, Social Networks, and Social Capital in Organizations. 1.5 Unit.

In this course we will examine the nature of social exchange relationships in organizations. We will explore how individual perceptions regarding the quality of the relationship they have with their immediate supervisor, their work group, and the organization as an entity can impact their workplace attitudes and behaviors. Additionally, we will learn how the examination of networks of relationships can enhance our understanding of how individuals experience organizational life. The course will also provide a brief introduction to the theory, methods and procedures of social network analysis with an emphasis on applications to individual and organizational social capital.

ORBH 541. Organizational Systems. 1.5 Unit.

This course covers the use of general systems theory as a conceptual base for examining organizations from the macro-perspective. The course examines organizational structure and technology, organizations and interorganizational networks in interaction with their societal environments, and large-scale problems of organizational and social power, conflict and change. It is designed to present a large-scale perspective on organization theory and behavior that is complementary to the micro-perspective of organizational behavior.

ORBH 560. Research Methods I. 3 Units.

This course concerns itself with issues associated with the conduct of social research. The primary focus is on learning the "craft" of research and its associated technologies. Among the topics that are addressed are: scientific method; research terminology and definitions; search design; laboratory experiments; simulations; field experiments; field studies; measurement, reliability and validity; and sampling. This course is intended to help students acquire the skills necessary in undertaking dissertation-related research.

ORBH 565. Research in Gender and Diversity in Organizations. 1.5 Unit.

This course will provide a full range of feminist research methods exploring relationships between feminism and methodology involving a plurality of perspectives for conducting research and creating knowledge with an emphasis on collecting and interpreting qualitative materials. Particular attention is paid to understanding gender and diversity related phenomenon that occurs in the workplace. Classic feminist research from a variety of historical, societal, economic, interpersonal and organizational paradigms are incorporated. Coreq: ORBH doctoral students only.

ORBH 570. Learning and Development. 1.5 Unit.

This course provides an exploration of the learning and development paradigm underlying the human potential development approach to human resource development. The origins of this approach in the naturalist epistemologies John Dewey's pragmatism, Kurt Lewin's gestalt psychology, the work of James, Follett, Emerson, Piaget, Maslow, Rogers, and others and current research in adult development, biology and brain/mind research, artificial intelligence, epistemology, moral philosophy and adult learning will be considered. The course will focus on applications of these ideas to current issues in human resource development such as adult learning in higher education, advanced professional development, and large system learning and development. Coreq: ORBH doctoral students only.

ORBH 601. Special Problems and Topics. 1 - 18 Units.

This course is offered, with permission, to candidates undertaking reading in a field of special interest.

ORBH 701. Dissertation Ph.D.. 1 - 9 Units.

(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.