

## **MANA6A32 Organizational Behavior and Management (Spring 2016)**

Instructor: D. Tony Kong, Ph.D.

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Class time: Tue/Thu 1-2:30PM (Section 1) or Tue/Thu 2:30-4PM (Section 2)

Classroom: CBB 310

Office hours: Tue/Thu 10-12pm or by appointment

Course website: Blackboard

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### **COURSE OVERVIEW**

This course is very interactive and you will engage in experiential learning. The main goal of this course is to help you become a more effective, ethical, and engaging employee, coworker, and (potential) manager by systematically understanding and analyzing behaviors in organizations. We will discuss various issues central to a critical understanding of organizational behavior and management. You will be familiar with major concepts of organizational behavior and management, the determinants and implications of various behaviors in organizations, and various methods of improving organizational effectiveness. You will know more about yourself through self-assessments and learn to apply your knowledge to practice through case analysis, exercises, and a group project.

### **COURSE MATERIALS**

- Course readings listed in the syllabus
- Business cases and exercises
- Harvard Business School exercise  
(purchase it via <https://cb.hbsp.harvard.edu/cbmp/access/44187106>)

## RULES FOR GRADING

The quality of your written assignments, presentations, class participation, etc. is a matter left to the course instructor's subjective judgment. If you have a question about the instructor's feedback, please ask. However, the instructor's decision on your letter grade is FINAL. See below for the grading scale.

Letter Grade	Final Score
A	93-100
A-	90-92.9
B+	88-89.9
B	83-87.9
B-	80-82.9
C+	78-79.9
C	73-77.9
C-	70-72.9
D+	68-69.9
D	63-67.9
D-	60-62.9
F	<60

If there are unusual or idiosyncratic circumstances that might prevent you from performing well in this course, such as chronic or acute illness, sudden death in your family, mental disabilities, and so forth, please inform me at the beginning of the semester, or as soon as the circumstances occur. In terms of disabilities, reasonable accommodations will be made for students with verifiable disabilities. You must communicate any problem to me as soon as possible. I will do everything in my power to tackle the problem fairly and quickly. However, retroactive excuses are not acceptable to me. You are not allowed to bring up ameliorating circumstances to justify your poor performance at the end of the semester (particularly after knowing your course/letter grade). There are additional resources that can support you in your efforts to meet course requirements

(<http://www.bauer.uh.edu/undergraduate/advising/resources.php>).

## EVALUATION FOR COURSE GRADE

You are expected to submit your assignments punctually and responsibly. The grading policies described below are intended to symbolize the activities that help you achieve the learning goals.

- Class participation (16%)
- Reading summary (10%)
- Group paper and peer evaluation (23%)
- Group presentation (10%)
- Post-negotiation questionnaire (1%)
- Final exam (40%)

### 1. Class Participation (16%)

Being on time and responsible is important. The class has strict attendance policy. I expect everyone to be on time or a little earlier for the class. If you absolutely have to miss a session or be late for a session, you must give me prior notice (via e-mail, to [dkong@bauer.uh.edu](mailto:dkong@bauer.uh.edu)) at least 1 hour before the start of class. If you do not provide such notice (except for emergency), you will get zero participation score for the session. For each session, you will be graded on a 4-point scale:

- 0—you are absent
- 1—you attend the session but do not speak up (i.e., make no contribution) or make trivial contributions (e.g., chitchats) in class discussions
- 2—you attend the session and make some contributions to class discussions
- 3—you attend the session and make significant contributions to class discussions

The quality of your contributions to class discussions is judged by the instructor based on the relevance, insightfulness, and elaboration of your discussions. Note that the quality of your contributions is not a perfect linear function of the frequency of your talking.

Tardiness will be penalized. If you arrive at a session late without prior notice, I will deduct 1 point (on the 4-point scale) for your class participation score for the session. If you are shy and uncomfortable to speak out in class, I suggest that you should take advantage of this class as an opportunity to challenge yourself.

You are supposed to display professional courtesy and respect to your classmates and the instructor. As part of professional courtesy,

- You are expected to remain in the classroom for the duration of the classes unless an urgent need arises or a prior arrangement has been made with the instructor.
- You are expected to not use laptops, PDAs, or other electronic devices in the classroom unless you have obtained the instructor's consent for activities directly related to the

classes. Accessing emails or the Internet during the classes is prohibited, as they can distract other students and the instructor.

- You are expected to keep your mobile phones and pagers turned off or have them set on silent/vibrate during the classes. Answering phones or pagers during the classes is prohibited, except for an emergency.

## **2. Reading Summary (10%)**

Before each session, you must submit a Word document with a summary of all three readings for that session (about 100-200 words for each reading) to Blackboard (the respective folder for each session). Although it takes time, your reading summary will help you better prepare for class discussions and the final exam. Your reading summary for each session will be graded based on their overall quality (0 = fail, 1 = pass, 2 = good). Failure to submit the summary for any session on time will automatically lead to a deduction of 1% of your course grade.

## **3. Group Paper and Peer Evaluation (23%)**

You will work in groups of two or three to prepare a max. 15-page (including your references, footnotes or endnotes, appendices, etc.), double-spaced paper (Times New Roman, font size 12, Word document only) on a specific real-life case pertaining to any of the topics discussed in class. A cover page is unnecessary. You may use any citation style (e.g., American Psychological Association (APA) style), but once you choose one, stick to it throughout the entire paper.

You may incorporate anything covered or not covered in the course into your analysis. However, you must do systematic research and provide focused and in-depth analysis. To produce a good research paper, you need to provide good logic/argument and find empirical data, legal evidence, news coverage, interviews, site visits, etc. to support your argument. This assignment also provides a good opportunity for you to practice your teamwork skills.

Your group paper will be judged based on four equally important criteria: critical analysis (25%), comprehension (25%), clarity (25%), and professionalism (25%).

- Critical analysis: Demonstrate your thoughtful, sophisticated, and insightful analysis, as opposed to superficial analysis with no nuance
- Comprehension: Demonstrate your comprehension of the course materials and class discussions
- Clarity: Demonstrate your clarity, coherence, and organization of your explanations with specific examples or data supporting your argument
- Professionalism: Demonstrate your professional writing skills, including good grammar and correct spellings, along with appropriate citations in the main text and the reference

list. Failure to include appropriate citations may lead to plagiarism. Very poor or sloppy writing will automatically receive a failing score on this criterion.

Plagiarism from online sources, peers' work, your previous work, and so forth is strictly prohibited. If you borrow ideas from others or yourself (yourselves), provide appropriate citations. Academic integrity is a serious matter. I take this matter seriously and expect that you do too. I encourage you to refer to related university policies or ask me if you have questions about academic integrity in this course. If you are suspected for plagiarism, you will be given a chance for an explanation.

The group paper is due by March 3, 2016. One of your group members should submit it to Blackboard (the folder for the group paper). Your file should be named as "GroupPaper\_Group #", where # is your group number.

In order to prevent social loafing, you will be given an opportunity to rate each group member's contribution to this group paper. Accordingly, your final grade for the group paper is the sum of the score of the group paper given by the instructor (20%) and the average score of your group members' evaluations of your contributions (3%).

#### **4. Group Presentation (10%)**

You and your group members will make a group presentation (20 minutes) regarding your group paper. Every one of your group has to speak during the group presentation but you all will receive the same score for the presentation. The grading of the presentation will mainly focus on the following equally important criteria: organization, knowledge, communication aids, critical analysis, and stage presence.

- Organization: Your presentation is consistently clear, concise, and well-organized. Points are easy to follow because of the organization. Transitions between sections are smooth and coordinated.
- Comprehension: You display an excellent grasp of the course materials. You demonstrate excellent mastery of contents, applications, and implications. Your discussion is focused and in-depth.
- Communication aids: Your presentation is simple, clear, easy to interpret, and easy to read. The slides, if any, are well-coordinated with contents, well-designed, and used very effectively. Your presentation is a good example of how to prepare and use good visual or/and audio aids.
- Critical analysis: Your analysis is clear and concise with major points emphasized and insights provided. Your analysis also includes clear recommendations and logical conclusions.

- Stage presence: You appear confident and at ease. You use notes (if any) well, have good eye contact with the audience, and display appropriate gestures.

An excellent presentation provides concise and useful information to your peers in class about your analysis and what you have learned from your analysis. You should demonstrate your ability to apply your knowledge and present your ideas/analysis clearly, and whenever possible, provide prescriptive advice and suggestions to your peers. You may incorporate multi-media to make your presentation creative and engaging, such as video clips, audio clips, website demonstration, role-play, etc.

### **5. Post-negotiation questionnaire (1%)**

For one of the negotiation exercises, you must complete an online, post-negotiation questionnaire regarding your negotiation experience by 11pm of the day. You will receive 1% of your grade only if you punctually and responsibly complete the required questionnaire.

### **6. Final Exam (40%)**

The final exam will cover everything (course readings, lecture slides, discussions, exercises, etc.). The details will be discussed later.

COURSE SCHEDULE

Session	Date	Topic	Assignment Due
1	1/19	Introduction and traits	None
2	1/21	Motivation	Reading summary (Session 2), before class
3	1/26	Judgment and decision making	Reading summary (Session 3), before class
4	1/28	Trust, fairness, and ethics	Reading summary (Session 4), before class
5	2/2	Leadership theories	Reading summary (Session 5), before class
6	2/4	Power and influence	Reading summary (Session 6), before class
7	2/9	<i>Case analysis – Part 1</i>	None
8	2/11	<i>Case analysis – Part 2</i>	None
9	2/16	Distributive negotiation	Reading summary (Session 9), before class
10	2/18	Integrative negotiation	Reading summary (Session 10), before class
11	2/23	Multiparty negotiation	Reading summary (Session 11), before class Post-neg. questionnaire, after class (by 11pm)
12	2/25	Team dynamics	Reading summary (Session 12), before class
13	3/1	Organizational culture	Reading summary (Session 13), before class
14	3/3	<i>Group presentation – Part 1</i>	Group paper, before class Peer evaluation, in class
15	3/8	<i>Group presentation – Part 2</i>	None
16	3/10	<i>Final exam</i>	None

## COURSE READINGS

### SESSION 1. INTRODUCTION AND TRAITS

1. Buss, D.M. (1996). Social adaptation and five major factors of personality. In J.S. Wiggins (Ed.), *The five-factor model of personality: Theoretical perspectives* (pp.180-207). New York: Guilford. [http://labs.la.utexas.edu/buss/files/2015/09/social\\_adaptation-1996.pdf](http://labs.la.utexas.edu/buss/files/2015/09/social_adaptation-1996.pdf)
2. Goleman, D. (2004). What makes a leader? *Harvard Business Review*, 82, 82-91. [http://aect.site-ym.com/resource/dynamic/forums/20130118\\_183018\\_26306.pdf](http://aect.site-ym.com/resource/dynamic/forums/20130118_183018_26306.pdf)
3. Maccoby, M. (2000). Narcissistic leaders: The incredible pros, the inevitable cons. *Harvard Business Review*, 78, 68-77. <http://waysinternational.com/Maccoby-Narcism.pdf>

### SESSION 2. MOTIVATION

4. Kohn, A. (1993). Why incentive plans cannot work. *Harvard Business Review*, 71, 54-63. <http://jleemgt.faculty.ku.edu/MGMT%20419/Readings/Why%20incentives%20cannot%20work.pdf>
5. Nohria, N., Groysberg, B., & Lee, L.E. (2008). Employee motivation: A powerful new model. *Harvard Business Review*, 86, 78-84. <http://xa.yimg.com/kq/groups/20580244/873709618/name/Motivation+theory.pdf>
6. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67. [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjf5eGjl5jKAhUC22MKHTckDQcQFggfMAA&url=http%3A%2F%2Fwww.selfdeterminationtheory.org%2FSDT%2Fdocuments%2F2000\\_RyanDeci\\_IntExtDefs.pdf&usg=AFQjCNFogHEwsJPreOWbQV8XXTmSlnZzBg&sig2=8FHTIDRjkJiJun0abRwRlg&bvm=bv.111396085,d.cGc](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjf5eGjl5jKAhUC22MKHTckDQcQFggfMAA&url=http%3A%2F%2Fwww.selfdeterminationtheory.org%2FSDT%2Fdocuments%2F2000_RyanDeci_IntExtDefs.pdf&usg=AFQjCNFogHEwsJPreOWbQV8XXTmSlnZzBg&sig2=8FHTIDRjkJiJun0abRwRlg&bvm=bv.111396085,d.cGc)

### SESSION 3. JUDGMENT AND DECISION MAKING

7. Bazerman, M. H., & Chugh, D. (2006). Decisions without blinders. *Harvard Business Review*, 84, 88-97. (course reserve)
8. Fiske, S.T. (2010). Envy up, scorn down: How comparison divides us. *American Psychologist*, 65, 698-706. [http://www.researchgate.net/profile/Susan\\_Fiske/publication/47716881\\_Envy\\_Up\\_Scorn\\_Down\\_How\\_Comparison\\_Divides\\_Us/links/0c960529d08c93ded6000000.pdf](http://www.researchgate.net/profile/Susan_Fiske/publication/47716881_Envy_Up_Scorn_Down_How_Comparison_Divides_Us/links/0c960529d08c93ded6000000.pdf)
9. Hammond, J.S., Keeney, R.L., & Raiffa, H. (1998). The hidden traps in decision making. *Harvard Business Review*, 76, 47-58. [http://www.researchgate.net/profile/Ralph\\_Keeney/publication/40968941\\_The\\_Hidden\\_traps\\_in\\_decision\\_making/links/0c9605388e65737937000000.pdf](http://www.researchgate.net/profile/Ralph_Keeney/publication/40968941_The_Hidden_traps_in_decision_making/links/0c9605388e65737937000000.pdf)

SESSION 4. TRUST, FAIRNESS, AND ETHICS

10. Brockner, J. (2006). It's so hard to be fair. *Harvard Business Review*, 84, 122-129.  
<http://down.cenet.org.cn/upfile/47/200633181255102.pdf>
11. Haidt, J. (2012). The moral foundations of politics. In J. Haidt, *The righteous mind: Why good people are divided by politics and religion* (Chapter 7). Pantheon Books.  
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12. Hurley, R. F. (2006). The decision to trust. *Harvard Business Review*, 84, 55-62.  
<http://www.estarippaconsultancy.nl/images/downloads/Artikel-The-decision-to-trust-Hurley.pdf>

SESSION 5. LEADERSHIP THEORIES

13. Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18, 19-31.  
[http://discoverthought.com/Leadership/References\\_files/Bass%20leadership%201990.pdf](http://discoverthought.com/Leadership/References_files/Bass%20leadership%201990.pdf)
14. Hackman, J.R. (2010). What is this thing called leadership? In N. Nohria & R. Khurana (Eds.), *Handbook of leadership theory and practice: A Harvard Business School Centennial Colloquium* (Chapter 4). Boston: Harvard Business Press.  
[http://cdn.transtutors.com/UploadAssignments/540656\\_1\\_leadership.pdf](http://cdn.transtutors.com/UploadAssignments/540656_1_leadership.pdf)
15. Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (1998). Contingency theories of leadership. In G. R. Hickman (Ed.), *Leading organizations: Perspectives for a new era* (pp. 141-157). Thousand Oaks, CA: Sage. (course reserve)

SESSION 6. POWER AND INFLUENCE

16. Cuddy, A. J., Kohut, M., & Neffinger, J. (2013). Connect, then lead. *Harvard Business Review*, 91, 54-61.  
[https://public.vlerick.com/Crossknowledge/uploaddocsforcrossknowledgeplatform/Ver-schil%20als%20leider%209/Follow%20up%20module%201/HBR\\_2013\\_connect,%20then%20lead.pdf](https://public.vlerick.com/Crossknowledge/uploaddocsforcrossknowledgeplatform/Ver-schil%20als%20leider%209/Follow%20up%20module%201/HBR_2013_connect,%20then%20lead.pdf)
17. Magee, J.C., Gruenfeld, D.H., Keltner, D.J., & Galinsky, A.D. (2005). Leadership and the psychology of power. In D.M. Messick & R.M. Kramer (Eds.), *The psychology of leadership: New perspectives and research* (pp. 275-293). Mahwah, NJ: Lawrence Erlbaum Associates.  
<http://ist-socrates.berkeley.edu/~keltner/publications/magee.2005.pdf>

18. Yukl, G. (2004). Use power effectively. In E. A. Locke (Ed.), *Handbook of principles of organizational behavior* (pp. 242-247). Malden, MA: Blackwell.  
<http://leadmore.org/NWCOR/Content/Readings/MGT%20386/Section%207-%20Power.pdf>

SESSION 9. DISTRIBUTIVE NEGOTIATION

19. Adler, R.S. (2007). Negotiating with liars. *Sloan Management Review*, 48, 69-74.  
[http://www.ilyaart.com/jquery\\_671/671-HYBRID/articles/mis\\_671\\_\(david\\_bouchard\)-robert\\_adler-negotiating\\_with\\_liars.pdf](http://www.ilyaart.com/jquery_671/671-HYBRID/articles/mis_671_(david_bouchard)-robert_adler-negotiating_with_liars.pdf)
20. Lewicki, R.J., Bruce, B., Saunders, D.M., & Tasa, K. (2010). *Essentials of negotiation*. Chapter 2 (Strategy and tactics of distributive bargaining). McGraw-Hill.  
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21. Wheeler, M. (2002). Negotiation analysis: An introduction. *Harvard Business School Publishing* 9-801-156.  
[http://www.academia.edu/download/30346949/Negotiation\\_analysis.pdf](http://www.academia.edu/download/30346949/Negotiation_analysis.pdf)

SESSION 10. INTEGRATIVE NEGOTIATION

22. Lax, D.A., & Sebenius, J.K. (1986). Interests: The measure of negotiation. *Negotiation Journal*, 2, 73-92. (course reserve)
23. Sebenius, J. (2000). Dealmaking essentials: Creating and claiming value for the long term. *Harvard Business School Publishing* 1-800-443.  
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24. Ury, W. L., Brett, J. M., & Goldberg, S. B. (1993). *Three approaches to resolving disputes: Interests, rights, and power* (Chapter 1, pp. 3-19). Cambridge, MA: PON Books.  
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SESSION 11. MULTIPARTY NEGOTIATION

25. Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J., III. (1997). How management teams can have a good fight. *Harvard Business Review*, 75, 77-85.  
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26. Elangovan, A. R. (2004). The manager as the third party: Deciding how to intervene in employee disputes. In R. J. Lewicki, D. M. Saunders, J. W. Minton, & B. Barry (Eds.), *Negotiation: Readings, exercises, and cases* (4th ed., pp. 467-478). Boston, MA: McGraw-Hill. (course reserve)
27. Susskind, L. (2004). Winning and blocking coalitions: Bring both to a crowded table. *Negotiation*, 7, January. <http://hbswk.hbs.edu/archive/3898.html>

SESSION 12. TEAM DYNAMICS

28. Garvin, D. A., Edmondson, A. C., & Gino, F. (2008). Is yours a learning organization? *Harvard Business Review*, 86, 109-116. <http://www.missionfacilitators.com/wp-content/uploads/2013/03/Is-Yours-a-Learning-Organization.pdf>
29. Greenberg, J. (2005). *Managing behavior in organizations* (4<sup>th</sup> ed.) (Chapter 9: Group processes and work teams, pp. 286-321). Upper Saddle River, NJ: Prentice Hall. (course reserve)
30. Lencioni, P. M. (2003). The trouble with teamwork. *Leader to Leader*, 29, 35-40.  
[http://facpub.stjohns.edu/~flanagap/3305/readings/trouble\\_with\\_teamwork.pdf](http://facpub.stjohns.edu/~flanagap/3305/readings/trouble_with_teamwork.pdf)

SESSION 13. ORGANIZATIONAL CULTURE

31. Amabile, T., Fisher, C., & Pillemer, J. (2014). IDEO's culture of helping. *Harvard Business Review*, 92, 54-61. <http://www.ds.ideo.tv/images/uploads/news/pdfs/R1401C-PDF-ENG IDEOs Culture of Helping.pdf>
32. Chatman, J. A., & Cha, S. E. (2003). Leading by leveraging culture. *California Management Review*, 45, 20-34. <http://faculty.haas.berkeley.edu/lyons/chatmanleveragingculture.pdf>
33. Schein, E. H. (1984). Coming to a new awareness of organizational culture. *Sloan Management Review*, 25, 3-16. [https://blog.itu.dk/SFOL-F2013/files/2013/03/culture\\_schein.pdf](https://blog.itu.dk/SFOL-F2013/files/2013/03/culture_schein.pdf)