Course Description

This is an introductory course in the management of modern organizations. The purpose of this course is to provide an understanding of the behaviors, problems, and effective management of organizations and their members. The course uses readings, cases, exercises, and films to survey problems confronting organizational managers, and demonstrate practical skills for analyzing and solving those problems. Topics include attribution and stereotypes, influence and power, motivation, conflict and negotiation, group and team decision making, justice and ethics, and leadership and perception management.

Course Materials

Text Pak: readings, exercises, and cases. Available on Study.net

Course Requirements

1. Two group position papers (25% of grade – 12.5% for each paper): Each group will hand in a 3-page paper analyzing the assigned case. Groups will be assigned to take a position on each case and will be required to defend their position in both the paper and in an in-class debate. Details on writing and presenting position papers is attached at the end of the syllabus.

2. One in-class Exam in Class 8 (40% of grade). Short answer questions covering the readings from the first 7 classes (excluding the case studies covered by the two position papers and the book Typo). Partial credit given. Illegible handwriting can hurt your grade. The exam is closed book and sample questions will be provided a couple of weeks before the exam.

3. One group case presentation in Class 10 (25% of grade): Each group will make a 15 minute presentation on a real-life case of a managerial problem/controversy/failure, and how that case illustrates the concepts from one day of the class (e.g., either motivation, or power/influence, or group decision processes, but not more than one of these). You should also use make recommendations about what the organization could have done differently to avoid or recover from the problem. Your recommendations should be grounded in the readings from the course concept you are illustrating. The case may be of a current or past problem, and may be taken from reports in the media, or from one’s own experience. The case cannot be fictional, and cannot be based solely on a movie (i.e., “Twelve Angry Men”), or on one group member's experience. Examples: (1) the problem of reducing distrust between management and union employees at General Motors, (2) the problem of aligning corporate cultures after the HP-Compac merger, (3) the problem of retaining top faculty at UC Davis, when it pays less than private schools. There is no paper that accompanies this presentation. You will be graded on the presentation alone. The last page of your presentation slides should include your references. Turn in to me the name of your case and the course topics you will illustrate by Class 7.

4. Class-participation (5% of grade): Students are expected to be prepared for class by completing assigned readings and cases, and are expected to participate in class discussions, group exercises, and position paper debates. Highly-rated class participation involved thoughtful comments and questions, not just “floor time” or repetition of facts from the readings.

5. Leadership Challenge Exercise (5% of grade): The first day of the course, I will give you a packet of 5 observer questionnaires and 1 self questionnaire to fill out. You need to get the 5 observer questionnaires filled out by people who have observed you frequently at work (or at home if you can't get 5 people from work). You fill out the self questionnaire yourself. You need to collect the 5 observers' reports (in sealed envelopes - so you can't see the answers), and turn in all five plus your self questionnaire to me by class 7. Turn in all 6 questionnaires at once. I will not accept partial packets. Due to copyright restrictions, I cannot post the questionnaires on line. You may fax the questionnaire to a colleague, and have them fax it back. Or you may scan in a questionnaire and send it via email. You need to have someone else print out the finished questionnaire and put it in a sealed envelope for you, so that you do not see the observers' ratings. You need to assure your observers that you will not look at their answers. You should also tell observers that the exercise only works if they are completely honest and frank in their answers.
Course Schedule

All readings should be completed before class.

Class 1 - Interpersonal Perception: Biases and Consequences
Readings:  The Psychology of Stereotypes: An Overview
Typo: chapters 1 and 2

Exercise:  Hidden Biases Computer Exercise

Video Case:  The Ugly Truth

Class 2 - Influence and Power
Readings:  Harnessing the Science of Persuasion
Power Dynamics in Organizations
The Power of Talk: Who Gets Heard and Why
Typo: chapters 3 & 4

Exercise:  The Earthquake Simulation

Video Cases:  Talking 9 to 5
Tin Men

Class 3 - Motivation
Readings:  One More Time, How do you Motivate People?
On the Folly of Hoping for A, while Rewarding B
Motivating Your Problem People
Typo: chapters 5 & 6

Position Paper #1:  Nordstrom: Dissension in the Ranks: Argue either: (1) Nordstrom should keep the Sales Per Hour Incentives for sales clerks, or (2) Nordstrom should ditch the Sales Per Hour Incentives for sales clerks and use salaries instead. Use motivation theory from today's readings to make the case for your assigned position.

Exercise:  Work Motivation Survey

Video Case:  Nordstrom Boys

Class 4 - Conflict and Negotiation
Readings:  Negotiation Overview
Errors in Social Judgment, Part 1: Biased Assimilation of Information
Errors in Social Judgment, Part 2: Partisan Perceptions
Typo: chapters 7 & 8

Exercise:  Bestbooks/ Paige Turner Negotiation
Class 5- Team Decision Making - Leadership Challenge Worksheets Due!

Readings:  
- A Note on Team Process
- Breaking Robert's Rules: Consensus-Building Techniques for Group Decision Making
- The Hidden Traps in Decision Making
- Typo: chapters 9 & 10

Exercise:  
- Leadership and Team Simulation: Everest

Class 6- Organizational Culture and Justice

Readings:  
- What is an Organization's Culture?
- Fair Process: Managing in the Knowledge Economy
- What's Your Company's Culture?
- Typo: chapters 11 & 12

Video:  
- Herb's Airline

Case Study:  
- The Best of Intentions (hand out in class) - Read and discuss in groups how hiring Cynthia or hiring Steve will affect the culture of AgFund. Decide as group who to hire and why.

Position Paper #2:  
1) The Clarinda Company's pre-existing culture could be defined best as "structural" (based on the definition of structural culture in the reading "What's Your Company's Culture"). Dan and David would have been more successful if they fit their leadership style to this "structural culture", or

(2) The Clarinda Company's pre-existing culture could be defined best as "political" (based on the definition of political culture in the reading "What's Your Company's Culture"). Dan and David would have been more successful if they fit their leadership style to this "political culture".

Use the readings on culture and justice to make your point.

In the last part of your paper, you need to argue why the alternative position is wrong, i.e., if you're in position (1) you argue that the existing culture was not political and using a leadership style that fit a political culture would not have been successful, or if you're in position (2) you argue that the existing culture was not structural, and using a leadership style that fit a structural culture would not have been successful.
Class 7- Leadership and Leading Change - Final Presentation Case and Topic Due!

Readings:  
Leadership Run Amok  
Looking Good vs. Being Good: Pitfalls of Maintaining Images of Strong Leadership Following Organizational Scandals  
*Typo:* chapters 13 & 14

Video Case:  
Arsenic and Old Lace

Exercise:  
Selling New Ideas Exercise (with "Pitch Clips" video)

Class 8- EXAM - covers readings only from classes 1-7.

Class 9- Leadership Challenge Exercise

Class 10- Group Presentations  
This class session may run long by 30 minutes - be prepared to stay late on this day.

GROUP POSITION PAPER GUIDELINES

1. Written paper guidelines:
   1. Organization  
      The paper should have three parts:
      1) Brief overview of the case and major issues it discusses. (.5 page)
      2) Discussion of your proposed solution and its benefits (1.5 pages)
      3) Discussion of the alternate solution and its drawbacks. (1 page)

   Requirements:  
   1) No more than 3 pages.  
   2) Organize into the three parts described above.  
   3) Advocate your assigned position.

2. Notes for writing a “10” paper:  
   1) Answer all of the questions clearly and directly – don’t make me hunt for the answers.  
   2) Back up all assertions with: a) logical arguments, b) theory from readings, and c) illustrations and facts from the case.

3. One page power point slide due before class, and in class presentation.  
   You must make a one page power point slide summarizing your arguments and email it to me before class (time to be announced). You will give a 2 minute, ungraded presentation in class to allow those on the alternate position to prepare for the in-class debate.