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). 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.

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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-Compaq 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. I will limit the number of groups that can pick the same day’s concept to three, based on first-come, first-served basis (i.e., only 3 groups can pick leadership as their course concept).

4. **Class-participation (10% 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:** The first day of the course, I will either (a) give you a packet of 5 paper, observer questionnaires and 1 self questionnaire to fill out, or (b) give you the log in procedures to do the survey online. You need to get the 5 observer questionnaires/online surveys 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. If you are doing the paper questionnaires, 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 5. 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 – 9/30**
Readings: *The Psychology of Stereotypes: An Overview*

Exercise: *Hidden Biases Computer Exercise*

Video Case: *The Ugly Truth*

**Class 2- Influence and Power – 10/7**
Readings: *Harnessing the Science of Persuasion*
*Power Dynamics in Organizations*
*The Power of Talk: Who Gets Heard and Why*

Exercise: *The Earthquake Simulation*

Video Cases: *Talking 9 to 5*
*Tin Men*

**Class 3- Motivation – 10/14**
Readings: *One More Time, How do you Motivate People?*
*On the Folly of Hoping for A, while Rewarding B*
*Six Dangerous Myths About Pay*

Position Paper #1: *EFI, Inc. (A). Argue in support of assigned position.* **Position 1:** Have the EFI IKON SDMs retain the current compensation system, with 40% variable pay linked to team sales of Fiery products. **Position 2:** For the EFI IKON SDMs change compensation so that 40% variable pay is based 60% on team sales of Fierys, and 40% based on individual sales of software add-ons (i.e., DocSend, Digital Storefront, Balance, & MicroPress). *Use Class 3 readings on Motivation to back up your arguments. Use case quotes and facts to illustrate your arguments.*

Exercise: *Work Motivation Survey*

**Class 4- Conflict and Negotiation – 10/21**
Readings: *Negotiation Overview*
*Errors in Social Judgment, Part 1: Biased Assimilation of Information*
*Errors in Social Judgment, Part 2: Partisan Perceptions*

Exercise: *Bestbooks/ Paige Turner Negotiation*
Class 5- Team Decision Making – 10/28
-Sacramento MBA’s 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

Exercise:  Leadership and Team Simulation: Everest  
- Sign up online at least one week before class, bring laptops with wireless internet access to class.  
- DAYTIME MBAs: http://forio.com/signup/F1269120  
- SAC MBAs: http://forio.com/signup/F1269140

Class 6- Organizational Culture and Justice – 11/4
Readings:  
What is an Organization's Culture?  
Fair Process: Managing in the Knowledge Economy  
What's Your Company’s Culture?

Video:  Herb's Airline

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

Position Paper 2:  Gen Y in the Workforce. Argue in support of your assigned position.  
**Position 1:** Sarah should reign in Josh, and make sure he understands that there are appropriate procedures for making proposals. This will contribute to a culture of fairness, which is more important than any one idea.  
**Position 2:** Sarah should let Josh present his idea in the meeting and not worry about him going over her head to get on the agenda. This will contribute to a culture of innovation, which is more important than following established procedures. Use class readings on culture and justice to back up your arguments. Use case quotes and facts to illustrate your arguments.

Class 7- Leadership and Leading Change – 11/18
- Final Presentation Case and Topic Due!  
Readings:  
When should a leader be directive or empowering? How to develop your own situational theory of leadership.  
Looking Good vs. Being Good: Pitfalls of Maintaining Images of Strong Leadership Following Organizational Scandals

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. – 11/20 (NOTE THIS IS FRIDAY)

DAY STUDENTS: 1:30-4:30 PM in Azzebedah Classroom

SAC STUDENTS: 6:00-9:00 PM in OCM1

Class 9- Leadership Challenge Exercise – 12/2

Class 10- Group Presentations – 12/9

This during Finals Week. Time and place of presentations will be in regular classroom at regular class time.
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.