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. 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 should be taken from reports in the media. 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. 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 for Sacramento and San Ramon Students Only: (Not graded, but required to pass the course, automatic F in the course if not completed). The first day of the course, I will give you a packet of 5 paper, 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 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**
Readings:  
*The Psychology of Stereotypes: An Overview*  
*Hurricane Katrina and Attributions of Responsibility*

Exercise:  
*Hidden Biases Computer Exercise – Choose any test you like*

*Do –online prior to class: SEE INSTRUCTIONS AT END OF SYLLABUS*

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*

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*  
*Six Dangerous Myths About Pay*

Position Paper #1:  
*Emergency! We Need a New Compensation System.* Argue in favor of supporting compensation option (1) pay doctors a straight hourly wage (possibly at a higher rate than the current $100/hr) with no monthly bonus or (2) pay doctors based on a percentage of the revenue generated by their personal charge points (i.e., 25% of the revenue generated by their charge points per month) with no hourly pay. Use Class 3 readings on Motivation to back up your arguments. Use case quotes and facts to illustrate your arguments. Do not answer “optional discussion questions” at end of case.

Exercise:  
*Work Motivation Survey*  
*Peer Evaluation and Feedback Exercise*

**Class 4- Conflict and Negotiation**  
*Sign up Today for Simulation for Day 5 (see below)*
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
– Day Students Need Leadership Challenge Observers entered online
- 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. Cost is $12.50.
Simulation Links:
Daytime MBA: http://cb.hbsp.harvard.edu/cb/access/13409785
Sacramento: http://cb.hbsp.harvard.edu/cb/access/13410095
San Ramon 1: http://cb.hbsp.harvard.edu/cb/access/13410168
San Ramon 2: http://cb.hbsp.harvard.edu/cb/access/13410207

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?
Video: Herb's Airline
Case Study: NASCAR’s Drive for Diversity - Read before class and discuss in groups during class. What is the culture of NASCAR and what are the underlying values that sustain this culture? What cultural obstacles does NASCAR’s Drive for Diversity program face? Can they overcome these obstacles? How?
Position Paper 2: Face Time at Tech Point. Argue in favor of either: Position 1: Jay should recommend that Julie be promoted, and make sure that people understand her contributions to the firm. This will contribute to a culture of meritocracy, which is better than one based on face time. Position 2: Jay should recommend that Julie not be promoted, and make sure she understands that the culture at Tech Point is important because it promotes teamwork and an esprit de corps. Use class readings on culture and justice to back up your arguments. Use case quotes and facts to illustrate your arguments. Do not answer “optional discussion questions” at end of case.
Class 7- Leadership
- Leadership Challenge Observer Surveys Completed.
- 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:  
Top Chef Masters Situational Leadership Exercise

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

Class 9- Leadership Challenge Exercise - For Working Professional MBA’s only.  No Class for Full-Time MBA’s

Class 10- Group Presentations
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:** 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.

HIDDEN BIASES ONLINE TESTS

**IAT Exercise**
The implicit associations test (IAT) is part of a large, multi-year project to collect data on the implicit, non-conscious associations that individuals carry. For class, you must complete at least one demonstration IAT, though you can do as many as you like or sign up for the research site, if you’re interested in the project. The results of tests done on the demonstration sites are not used for research, and no identifying information is collected.

1) Go to [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/), and choose “Demonstration.” These demonstration tests are geared toward US-centric issues; however, there are demonstration tests that have been developed for some other countries. If you prefer to take tests geared toward another country, click on one of the national flags on this page, you will be taken to the demonstration site specific to that country.
2) On the next screen, choose the link “Go to the Demonstration Tests”

3) Click on the “I wish to proceed” link on the next screen. You will be presented with a menu of different types of tests you can take. Choose any one you want and follow instructions.
You will receive feedback after you take the test, showing your results against results of other test-takers. Consider this feedback as informative, rather than judgmental. Your results are private, and though you may choose to discuss them in class, you will not be required to reveal them or turn anything in.