UC Davis GSM  
Individual and Group Dynamics  
Syllabus

Fall 2011  
MGB 201A-1, F 2:00pm-5:00pm, 6:00pm-9:00pm, 1503 BISRCH  
MGB 201A-2, S 9:00am-12:00pm, 1:00pm-4:00pm, 1503 BISRCH  
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Gallagher Hall, 3211  
530-752-6280  
gdokko@ucdavis.edu

Introduction  
Managing organizations today is more challenging than ever. Rapid changes in environmental conditions, the changing nature and needs of the workforce, and new options for organization design combine to increase the complexity of managerial decision-making and organizing to thrive. At the same time, managers have more tools to enable them to deal with complex organizational situations and even to profit from them.

The objective of this course is to help you develop skills to analyze and address management challenges and opportunities as you lead organizations and lead within organizations. To do so, we study organizations from multiple perspectives. First, we will look inside the organization to examine how culture, leadership, and power operate, both formally and informally. In addition, managing people is a critical part of managing organizations, especially in an increasingly knowledge-based economy, therefore the second part of the course is about leading and managing people, both one-on-one and in teams.

By the end of the course, I expect that you will be more knowledgeable about how organizational systems work (or don’t work) and how they affect behavior, and will be more conscious of the managerial choices you make, as well as their consequences.

Course Materials
1. Individual and Group Dynamics Course Syllabus. You are responsible for the information contained in this syllabus.
2. Course Packet; Selected Readings and Cases.
3. Additional readings, cases and exercises. Distributed in class or via email.

In addition to the required readings, I have also provided selected optional readings that I think are particularly useful. These are truly optional and are provided to give you more depth in topics that you want to know more about.

Requirements and Grading
NYPD New Case Analysis (team) 20%  
Haussner Case Analysis (team) 20%  
Culture analysis - or - Leadership exercise 10%  
Final Exam 35%  
In-class contribution 15%  

1 9/19/2011
Course Format and Administration
Learning occurs both through preparing readings and cases and through in-class interaction. Therefore, it is critical that you attend class and come prepared to discuss the assigned material.

Please let me know in advance if you are unable to attend a class.

In class, as in life, there’s no substitute for being there. In-class contributions to discussion cannot be made up; however, active contribution to discussion when you are there typically provides some slack for a missed class.

There are no set office hours for this course, but I am available to meet with you by appointment, or via email or phone. I understand that many of you work during the day and I will make every effort to accommodate your schedules. I encourage you to contact me if you have any questions or problems.

Submitting Written Work
1. Use Times New Roman, 12-point font, double-spaced with standard margins for all written assignments you submit.
2. The following information must be included in the assignment header:
   a. Your section
   b. Team name (if applicable)
   c. Your name (all names for team assignments)
   d. Word count.
3. Length limits are upper limits. Do not exceed the limit, and do not feel obligated to write more than you feel is needed, just to approach a length limit.
4. To be fair to all students, I do not accept late assignments. Submit a hard copy of your assignments at the beginning of class on the due date.

Team Case Analyses
Working in teams is a critical part of most managerial work. To reflect the importance of team-based work and to sharpen your skills in this area, each team will prepare and two short case analysis papers: NYPD New (Class 4) and Hausser Food Products (Class 7). I will provide more information about the analysis papers in class. The word limit for each of these papers is 1000 words.

Please read the Guide to Case Analysis posted on Smartsite to help you complete the case analysis assignments. Since this is a learning environment, most of the grade is for the quality of your analysis, and the remainder for the recommendations you make.

Note about Team Assessment
One concern that some students have with team-based evaluation is equity. Contributions of individual team members can be unequal, and free-loading sometimes happens. Clearly, I cannot evaluate your individual performance from your submitted team case analyses. However, part of your learning experience is a real-time application of group decision-making and group process concepts, and I expect you to actively manage the group process as part of your assignment. If you truly cannot resolve problems within the group, please see me. If I am convinced that
someone has not carried a fair share of work, I will reduce that person’s team grade as far as I assess is warranted, down to 0.

Cultural Analysis or Leadership Exercise
You will submit either a cultural analysis (Class 3) of an organization you know well OR a leadership exercise (Class 6). You can choose the assignment that works better for your schedule or that covers the subject you find more interesting. Submit only one of these assignments. You don’t need to tell me in advance which assignment you will submit. The word limit for each of these assignments is 500 words.

Cultural Analysis: Apply Schein’s 3-level model of culture to an organization that you belong to or used to belong to (e.g. your employer, a club, your place of worship, your school). You should choose an organization that is old enough and has consistent enough membership to have an established and stable culture.

Leadership exercise: Apply situational leadership theory to your or your (former or current) boss’ situation. Use the general strategy outlined in the Sims, Faraj and Yun (2009) paper to develop a customized model of situational leadership.

Final Exam
The final exam will be an open book take-home exam, distributed after the last class, and due at 6pm, one week after you receive it (Dec. 9 or Dec. 10). You will be able to submit the exam electronically. Students who have kept up with the course should be able to complete the exam in 3 hours, so don’t feel like you need to spend more time on it. The exam will be cumulative: your mastery of any of the course material may be tested in the exam.

In-Class Contribution
To prepare for each class, read the assigned materials and analyze the case on your own before coming to class. The case preparation questions will help you guide your reading by directing your attention to the important aspects of the case. The readings and case are matched in subject matter for each week. Therefore, you should use the week’s readings to help you analyze the same week’s case. See the Guide to Case Analysis (posted on Smartsite) to see how to analyze a case. I will typically do some lecture in class, but the lecture will build on the readings, not repeat them.

The class will be conducted largely through the case method. You will learn theory and models and apply them to real-world cases. Learning occurs both through preparing readings and cases and through in-class interaction. Therefore, it is critical that you attend class and come prepared to discuss the assigned material. In-class contribution is also a fairly large part of your grade, and those who do not actively and positively contribute in class will find it very difficult to earn a higher grade than B+.

In-class contribution is an important part of our shared pedagogical experience. Your active participation helps me to evaluate your overall grasp of the material. More importantly, the quality of the class itself is largely dependent on the quality of your collective discussion. In my experience, sections where the discussion is thoughtful and lively tend to have a better understanding of the course material, and a better experience of the course (and it’s more fun for
A high quality discussion requires hard work on your part. Before coming to class you must read the case carefully enough to be fully conversant with the facts, and have developed an informed opinion about what the firm or person should do. **In class, you must pay attention to what others say. A good case discussion is a guided conversation, and responding to a classmate’s comment enhances the conversation. Repeating what others say, or weighing in on a topic we have already left, is not productive and shows that you are not following the discussion.**

The quality of your participation is more important than the quantity. Given our limited amount of time together, talking without positively contributing to the discussion will result in a lower grade for in-class contributions. However, I want to stress that positive contributions are not necessarily “right” answers. I encourage you to experiment and take risks. “Wrong” answers can also be instructive, and debate is often a good way to learn. Positive contributions are those that advance the discussion by presenting new ideas or insights, or by building on others’ comments, or by presenting a counterpoint to others’ comments in a respectful way.

For additional guidelines on making positive in-class contributions, please see the *Guide to Case Analysis* posted on Smartsite.

Some people are uncomfortable with presenting viewpoints in a large group setting. However, contributing to discussions is an important part of your development as a manager, and as an MBA student. I do call on students, so if you are unprepared for class one day, please let me know in advance, and I will not call on you. If there is anything that may interfere with your ability to contribute in an effective way on an ongoing basis, please let me know so that we can set mutually satisfactory expectations.

**Other Assignments**
In addition to the graded assignments you submit, there will occasionally be ungraded assignments that you will need to prepare before coming to class. These assignments do not need to be submitted, but you must complete them in order to participate in that day’s class.

**Code of Academic Conduct**
I expect that all of you take UC Davis’ code of academic conduct as seriously as I do. Cheating is counter-productive to our shared learning goals. It is an academic conduct violation to present others’ ideas or writing as your own, or to discuss cases with students who have already analyzed the case in class. If you are uncertain about what constitutes an academic conduct violation, please see me, or refer to [http://sja.ucdavis.edu/cac.html](http://sja.ucdavis.edu/cac.html).
Course Agenda

9/30 and 10/1, **Class 1: Introduction, Diversity and Justice**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
<th>Cases</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>• The Talent Myth</td>
<td>• United 173 <em>(In-class, no advance preparation)</em></td>
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</table>
| Diversity and Justice        | • Fair Process: Managing in the Knowledge Economy  
  *(Optional)* The Psychology of Stereotypes | • The Best of Intentions   | IAT exercise         |

9/30 and 10/1, **Class 2: Organizational Culture**

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<th>Topic</th>
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<th>Cases</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Culture and performance</td>
<td>• “Why Culture Matters” <em>(Ch. 1)</em> and “What is Corporate Culture Anyway?” <em>(Ch. 2)</em> from <em>The Corporate Culture Survival Guide</em></td>
<td>• Siebel Systems: Culture as a Pillar of Success</td>
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<tr>
<td>Culture and innovation</td>
<td>• Corporations, Culture and Commitment</td>
<td>• Google <em>(Video, no advance preparation)</em></td>
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Case preparation questions: Siebel Systems
1. Describe Siebel Systems culture using the 3-level framework (Artifacts, Values, Assumptions) in the Schein reading. Do you think the culture is inwardly or outwardly focused?
2. Do you think Siebel Systems’ culture can be maintained? Why or why not? What would need to be done for this to happen? Are there ways in which you believe the culture should be changed in order to ensure the firm’s future success?

**NOTE:** on 10/14 and 10/15, Professor Beth Bechky will be the guest lecturer for Class 3. No class will be held in the 2nd period for those days. Class 4 will be held on the next regular meeting time (10/28 and 10/29).

10/14 and 10/15, **Class 3: Organizational Control Systems**

<table>
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<th>Topic</th>
<th>Readings</th>
<th>Cases</th>
<th>Assignments</th>
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</table>
| Ethical behavior and control | • How Risky is Your Company?  
  *(Optional)* Business as Usual: The Acceptance and Perpetuation of Corruption in Organizations | • Barings | Culture analysis     |
| Culture and control | • Organizational Control  
• (Review) Corporations, Culture and Commitment | • Smile Factory  
• SPE (Video, no advance preparation) |

Case preparation questions: Barings
1. How was a single trader able to bring Barings down? Apply Simon’s risk calculator to the Barings case.

Case preparation questions: The Smile Factory
1. Describe and analyze the control systems used by Disneyland. Why does Disneyland use the control systems that it uses? How effective are these control systems?
2. Describe the Disneyland culture. How is this culture maintained? What are the advantages of this culture? How is Disneyland’s culture related to the control systems that the organization uses?
3. Are Disneyland employees committed to their organization? If so, what is the basis of this commitment?

10/28 and 10/29, **Class 4: Leading Organizational Change**

| Organizational change | • Leading Change: Why Transforming Efforts Fail  
• (Review) “Why Culture Matters” (Ch. 1) and “What is Corporate Culture Anyway?” (Ch. 2) from The Corporate Culture Survival Guide | • NYPD New  
• Oil and Wasser |

Case preparation questions: NYPD New
1. What type of change was Bratton trying to bring about? What were the most critical challenges (internal and external) that he faced when he took the job at the NYPD?
2. What were the most important decisions that Bratton made to address those challenges? Why were these so important?
3. At the end of the case, what advice would you give to Bratton (or his successor) for sustaining the NYPD’s efforts and results?

Case preparation questions: Oil and Wasser
1. What is the real issue underlying Callaghan’s anger? Do you think his anger is justified?
2. What do you think Brighton’s alternatives are? What should he do?

10/28 and 10/29, **Class 5: Organizational Power, Politics and Social Networks**

| Power and politics  
Social networks | • Power and Politics  
• Informal Networks: The Company Behind the Chart | • Managing Xerox’s Multinational Development Center |
Case preparation questions: Managing Xerox’s Multinational Development Center
1. What have Clendenin’s objectives been at Xerox? What obstacles did he confront in accomplishing those objectives?
2. What kinds of power does Clendenin have? How does he influence others within or outside the MDC? How effective are his attempts at influence, and why?
3. Is Clendenin an effective leader? Is he too manipulative? What are the potential costs and benefits of Clendenin’s management style?

11/11 and 11/12, Class 6: Leadership and Managing Conflict
Motivating Performance

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<thead>
<tr>
<th>Leadership and Conflict</th>
<th>Jamie Turner at MLI, Inc.</th>
<th>Leadership exercise</th>
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<tr>
<td>• When Should a Leader Be Directive or Empowering? How to Develop your own Situational Theory of Leadership</td>
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<td>• (Optional) Leadership that Gets Results?</td>
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Motivation I: Extrinsic

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<tr>
<th>Jamie Turner at MLI, Inc.</th>
<th>Leadership exercise</th>
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<tr>
<td>• Daniel Pink at TED (in-class video)</td>
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<tr>
<td>• One More Time: How Do you Motivate Employees?</td>
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Case preparation questions: Jamie Turner
1. How did Turner get himself into this predicament? What is going on for Cardullo?
2. What did Pat Cardullo and Jamie Turner each initially bring to the situation at MLI that would seem to ensure success? Failure?
3. What were the key choice points where either of them could have done things differently?
4. How, if at all, should Turner approach Cardullo at the end of the case?

11/11 and 11/12, Class 7: Motivating Performance
Rewarding Performance

<table>
<thead>
<tr>
<th>Hausser Food Products</th>
<th>Team case analysis</th>
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<tr>
<td>Motivation II: Intrinsic</td>
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<tr>
<td>• (Review) Fair Process: Managing in the Knowledge Economy</td>
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<td>• Basic Motivation Concepts</td>
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Rewarding Performance

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<th>WRD Consulting (handout)</th>
<th>Pay exercise</th>
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<tr>
<td>• On the Folly of Rewarding A, While Hoping for B</td>
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<td>• (Optional) Six Dangerous Myths about Pay</td>
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Case preparation questions: Hausser Food Products
1. What is Hausser’s overall strategy? How does their strategy matter to the motivation issues we see in the case?
2. Consider the internal dynamics of the Florida sales force. How do group dynamics such as norms or cohesion affect the sales force and its motivation?
3. What theories of motivation apply to this situation? What should Hausser be motivating the Florida sales force to do?

12/2 and 12/3, **Class 8: Performance Evaluation and Feedback**

*Intro to Group Process*

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<tr>
<th>Performance evaluation</th>
<th>• Evaluating Others and Providing Feedback (handout)</th>
<th>• Wolfgang Keller at Konigsbrau-Krayina</th>
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<tbody>
<tr>
<td>Group Process</td>
<td>• (Optional) Managing Performance</td>
<td>• Entrepreneurs versus Executives at Socaba.com</td>
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Case preparation questions: Wolfgang Keller at Konigsbrau-Krayina

1. Briefly analyze Konigsbrau-Krayina’s environment and strategy. What implications do these have for the positions held by Keller and Khmelnytsky?
2. What are the underlying causes of Khmelnytsky’s apparent performance problems? How has Keller contributed to the problems? What role do perceptual biases and distortions appear to be playing in the case?
3. Evaluate the effectiveness of the first annual performance appraisal. How did it contribute to the situation?

12/2 and 12/3, **Class 9: Group Process and Group Decision-Making**

| Group Process and Decision-Making | • Social Influence, Persuasion and Group Decision Making | • 12 Angry Men *(Video, no advance preparation)* |

**NOTE:** Class 10 will be held during our scheduled time during Finals period (12/9 6pm-9pm or 12/10 9am-12pm). The final exam is a take-home exam due at the beginning of Class 10.

12/9 and 12/10, **Class 10: Managing Your Career**

*Course Wrap-up*

| Careers & Wrapup | • Free Agent Nation excerpt (handout) | Final exam due |
References

Course Readings:

10. When should a leader be directive or empowering? How to develop your own situational theory of leadership. Harvard Business School Publishing, BH 318, Sims, Faraj, & Yun

Cases:


Optional Readings: