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 managing individual differences, employee motivation, performance appraisal and compensation, group and team processes, leadership, and organizational structure.

Course Materials


Case Packet: readings, exercises, and cases. Available through Study.net

Optional Additional Materials: Understanding Prejudice and Discrimination, Scott Plous (editor), McGraw-Hill
Course Requirements

1. Three in-class quizzes (30% of grade total): Multiple-choice, in-class quizzes will cover reading material from the book and case packets, as well as material covered in class. Quizzes will occur at the end of class in sessions 2, 6, and 10. Each quiz will count as 10% of your grade.

2. Two group position papers (30% of grade total – 15% for each paper): Each group will hand in 3-page papers analyzing the cases assigned in sessions 4 and 8. 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.

3. One group case presentation (20% of grade): Final presentation during final exam slot (session #11). Each group will make a 15 minute presentation on a real-life case of a managerial problem and how it was solved, and discuss what was done right and wrong, and what the manager(s) could have done differently to improve their outcome. 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”). 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.

4. Class-participation (20% 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. Your participation in the Leadership Challenge Exercise, scheduled for session 8 will count for ¼ of this grade. Also, we will have in class feedback chats at the start of every class (except the first one) to discuss what you learned in the last class and how it affected you in the past week. We will discuss what course materials worked well, and what didn’t.
9/30
SESSION 1 - Individual Differences: Perception, Personality, Emotion, and Learning
Book Reading: Chapter 3
Case Packet Reading: How to Pitch a Brilliant Idea, Elsbach
Video Case: Pitch Clips -How do pitchers come across? What stereotypes affect our perceptions? How does emotion come into play?
Exercises: Personality Profile Exercise
Michael M. role play
For next time: Do auditing organizational biases exercise on pp. 182-183 in text.

10/1
SESSION 2 – Work Attitudes: Prejudice, Satisfaction, Commitment
Book Reading: Chapter 5
Case Packet Readings Service with a Sneer, Kohn
Video Cases: The Ugly Truth - How does attractiveness bias affect your work?
Denny’s - How has Denny's responded to criticisms? How do you feel about going to Denny's?
Exercise: Talk about results of "auditing organizational biases exercise"
Quiz #1 Covers sessions 1 and 2
Hand out -Leadership Challenge Observer and Self Questionnaires

10/14
SESSION 3 – Organizational Justice, Ethics, and Social Responsibility
Book Readings: Chapter 2
Case Packet Reading: The Case of the Religious Network Group- Should GenCorp allow the religious network to continue? Why or why not?
Video Case: Undercover Marketing - Is "stealth marketing" ethical? Why or why not?
Exercise: Ethical Dilemma
For next time: Position Paper #1. Argue for position #1) Typeware should offer Anne a salary comparable to what she'd get in the U.S. or #2) Typeware should offer Anne a salary comparable with what other German executives of her rank get at the firm.

10/15
SESSION 4 – Work Motivation
Book Reading: Chapter 6
Video Case: Nike: There’s No Business Like Shoe Business - What behavior does Nordstrom's pay plan motivate? What alternative plans would you suggest?
Exercise: Work Motivation Survey
Position Paper #1: Case Packet Reading: In a World of Pay
10/28
SESSION 5 – Helping, Cooperation, and Conflict
Book Reading: Chapter 7
Case Packet Reading: The Case of the Temperamental Talent: How should Bob Salinger deal with Ken Vaughn? How can he help his team avoid conflicts with Ken?
Exercise: Hollywood Negotiation

10/29
SESSION 6 – Group and Team Processes
Book Reading: Chapter 9
Video Case: Dead Wrong - How was groupthink at work in the decision to go to war with Iraq?
Exercise: Desert Survival
Quiz #2 covers session 3-6
For next time: Position Paper #2: Argue for position #1) Jordan should support the downsizing decision, or #2) Jordan should fight the downsizing decision.
Turn in - Leadership Challenge Observer and Self Questionnaires
Hand out - Personal Best Leadership Pre-work

11/11
SESSION 7 -- Decision Making
Book Reading: Chapter 10
Video Case: Hillerich & Bradsby: Makers of the Louisville Slugger
Position Paper #2: Case Packet: The Case of the Downsizing Decision
Exercise: Use Step Ladder to decide on Downsizing Decision

11/12 - DO NOT MISS THIS CLASS
SESSION 8 -- Leadership
Book Reading: Chapter 11
Exercise: The Leadership Challenge Exercise

12/2
SESSION 9 – Culture and Organizational Structure and Design
Book Readings: Chapters 12 and 13
Case Packet Reading: How Target Does It, Schlosser
Video Case: Mary Kay
Video Case: On-line U - Discuss how structure of on-line University fits with people, goals, resources and environment
Quiz #3 covers sessions 7-10

12/3
SESSION 10 – Final Group Presentations
GROUP POSITION PAPER GUIDELINES

1. **Purpose of the Papers**
   1) To analyze an organizational case and answer case discussion questions.
   2) To argue for a given position in a class presentation that may motivate discussion about the case.

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

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

3. **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.

   **(Fictitious) Example:**
   Question: Should Porsche go into the SUV market?
   Answer: Porsche should forego an SUV because it will have trouble competing in this market and will have to settle for lower profit margins than it is accustomed to [statement with logical argument]. Based on our readings about organizational identity (put in reading citation here), Porsche customers view an SUV as inconsistent with the Porsche identity, and therefore, are likely to see the SUV as not a “true” Porsche (theory from readings). According to the case, Porsche is accustomed to a 50% profit margin on vehicles [case facts]. The case also mentions that the market is saturated, with an average SUV inventory for dealers of 90 days [case facts]. As one FORD dealer noted: “We now make only about $300 per vehicle on explorers – it’s hardly worth with effort.” [case illustration].