



## MGV201AV - INDIVIDUAL AND GROUP DYNAMICS

*\*Revision1 Spring 2021*

### 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 simulations to survey problems confronting organizational managers, and demonstrate practical skills for analyzing and solving those problems. Topics include individual characteristics, attribution and stereotypes, influence and power, motivation, conflict and negotiation, group and team functioning, decision-making, leadership, and organizational culture.

### Course Materials

**Text:** Elsbach, K. D., Kayes, A., & Kayes, D. C. (2015). *CONTEMPORARY ORGANIZATIONAL BEHAVIOR: From Ideas to Action*. Upper Saddle River, NJ: Pearson.

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**Harvard Coursepack:** This contains the Everest Simulation that we will do in Week 5 (and no other materials). Use the link on the course Wall to **sign up online and purchase coursepack no later than Live Session, Week 3. This is required course material and is not optional.**

### Course Assessments

**Course grades will be based on the following components:**

(a) Two Group Case Analyses (10% each)	20%
(b) Group Project/Presentation	20%
(c) Final Exam	40%
(d) Live Session Participation	10%
(e) Asynchronous Response Completion	10%

Descriptions of each component are given below. **Submit all documents in PDF format.**

**1. Two Group Case Analyses (each case = 10% of course grade, 20% of total course grade). Students will be assigned to a group by the section instructor.** For these two group case analyses, you will answer a series of questions regarding the cases in Sessions 4 (Motivation) and 8 (Culture and Justice). Your answers should be 6 pages maximum, double-spaced. You will also prepare and present a single slide in class. See “GROUP CASE ANALYSIS GUIDELINES” below for additional important details.

**2. Group Project/Presentation (Class 9, 20% of course grade). Students will be assigned to a group by the section instructor.** In Week 9, each group will make a **Live (not recorded)** 15-minute presentation on a real-life case of a managerial problem/controversy/failure, and how that case illustrates the concepts from one week of the class (e.g., either motivation or decision-making, or interpersonal perception and bias, but not more than one of these). Groups will research the case and analyze it, using concepts from the course. See “GROUP PROJECT/PRESENTATION GUIDELINES” below for additional important details.

**3. Final Exam (Class 11, 40% of course grade). 3 hours (180 minutes), in-class.** You will be **allowed to use your textbook (hard copy or e-book) and 4 pages of printed notes** (of your own creation). You will **not be allowed to use online sources, power points, or work with anyone else during the exam.**

**Multiple-choice questions will cover the readings and PowerPoints only** (no cases or in-class exercises will be covered) for Classes 1–8. Questions will be related to a short case presented with the exam.

**4. Class Participation and Live Session Attendance (10% of course grade).** Students are expected to attend all synchronous sessions and be prepared by completing assigned readings and any other preassigned work. Students are also expected to actively participate in class discussions and group exercises. Highly rated class participation involves thoughtful comments and questions, not just “floor time” or repetition of facts from the readings.

The following scheme is used to grade attendance and student participation in each session:

- 3 points: Excellent participation. Present and engaged during session. Also, several comments on point that further discussion.
- 2 points: Good participation. Present and engaged during session. Also, at least one comment on point that furthers discussion.
- 1 point: Satisfactory participation: Present and engaged during session, but no comments.
- 0 points: Absent with reasonable cause and advance notification.
- 3 points: Absent without cause or advance notice.

**5. Asynchronous Response Completion – open responses and quizzes from asynchronous course sessions (10% of course grade).** Completion of all open-response questions or individual work required during asynchronous course sessions is graded as Pass/Fail—if a student passes all assignments for a given week, he/she will receive 10 pts. There are a total of 80 points of Asynch pre-work available over the first 8 weeks of class. Any activities receiving a Fail will reduce the total points for a given week on a weighted basis (e.g., if there are five reflections in a given week and a student

fails one, he/she will receive 8 out of 10 points for that week). There are also 8 practice quizzes (one for each class over the first 8 weeks) which will be in the “Assessments” section of the course. You are required to complete each of these practice quizzes to get credit for your Asynch Response Completion. You will be able to see the correct answers to each quiz after you submit it, but your performance on these quizzes will not affect your course grade. You just need to *complete* these quizzes to get credit for the Asynch Response Completion portion of your grade.

## GROUP CASE ANALYSIS GUIDELINES

### Written case analysis and PowerPoint Slide guidelines (for group cases Classes 4 and 8)

The paper should have three parts:

- 1) **Brief overview** of the major issues in the case. (1 page)
- 2) **Two Separate Arguments in favor of your assigned position.** Each argument should have all three components (e.g., logical, theoretical, and empirical) explained below. (3-4 pages)
- 3) **One Argument against the alternate position.** This argument should have all three components (e.g., logical, theoretical, and empirical) explained below. (1-2 pages)

### Paper Requirements

- No more than **6 pages, double-spaced**
- Organize into the **three parts described above**
- **Include headers** for each argument's components (e.g., Argument 1 Logical).
- Advocate for your assigned position using that week's concepts.

### Grading for Group Case Analyses

Your grade will be based on having all three components of the paper as described above and below. Your grade will also be subject to a peer-evaluation by your group member (see detailed description below).

### What Makes a Convincing Argument? Including all three of the following components:

**Logical component:** How will your position address an issued raised in the case based on an **understandable cause-and-effect relationship?** For example, we need employees to do high-quality work so we should pay them based on the quality of their work rather than the quantity of their work. Here you should **state your assumptions**.

**Theoretical component:** What **specific concepts and theories in the course readings** for that week support your logical argument? For example, theories of motivation suggest that pay is a strong

motivator of action because it provides both intrinsic and extrinsic rewards. Also, theories of motivation suggest that people will do what they are rewarded for, given that they value the rewards.

**Empirical component:** What **evidence (quotes and facts) from the case** supports for your logical and theoretical components? This includes statements and actions by the individuals in the case as well as consequences or outcomes from those actions and statements. This provides justification for your argument in this specific case. For example, in the case Joe said, “I really like creating high-quality designs, but I don’t have time because the only way I get a bonus is to meet my numbers quota”.

### PowerPoint Slide and 3-minute Presentation Requirements (neither graded):

For each case, you need to make a **1-page PowerPoint slide** that summarizes your arguments in favor of your assigned position and your argument against the alternate position. **This slide is not graded.** Have this slide ready prior to the start of the Live Session. Select someone from your team to present the slide in class during the Live Sessions for Days 4 and Days 8. **The 3-minute presentation is not graded, but should be professionally done.** This is an opportunity for someone to present who would like practice presenting in front of a group.

## GROUP PROJECT PRESENTATION GUIDELINES FOR CLASS 9

In Week 9, each team will make a live, **15-minute presentation** on a real-life case of a managerial problem/controversy/failure, and use that case to illustrate the concepts from one week of the course (e.g., motivation **OR** power/influence **OR** group decision processes, but not more than one week’s topics).

The team should make recommendations about what the organization could have done differently to avoid the problem, or to recover from it. The recommendations should be grounded in the readings from the course concepts and theories you are illustrating.

The case may be 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 (e.g., *Twelve Angry Men*) or on one group member's experience. Good 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.

Each team will need to choose a different case and a different week of the course for their concepts and theories. In other words, two team cannot address the same case or the same week of course concepts and theories. Cases and concepts/theories will be approved on **first-come, first-served basis**.

- Your case (organization and managerial problem/controversy/failure) is **due by Week 5**.
- Your course concepts and theories paragraph is **due by Week 8** and should describes how the case illustrates the course concepts and theories you have chosen.

### Grading for Group Project Presentation:

There is no paper and *you will be graded on the presentation content and peer evaluations (see below)*. Your grade will be based on how effectively you present:

- **your analysis describing what happened** in the case and **why/how** it happened
- **the theory** you have identified, and **how your case illustrates that theory**
- **how your empirical evidence** from your research **supports the analysis and theory** that you are presenting
- **your recommendations for what the organization could have done differently** to avoid or to recover from the problem, and how grounded your recommendations are in the course concepts you have chosen

## PEER EVALUATION FOR GROUP CASES AND GROUP FINAL PROJECT

As part of each team assignment, you will be asked to rate the level of effort of each team member and describe why you gave each rating. This helps insure that all team members have an incentive to contribute fully to the assignment. The ratings for each team member will be averaged, and the final grade for an individual team member may be adjusted based on that average. When evaluating your team members, assess their **level of effort** toward the team assignment, not your value of their work.

**As soon as you have concerns about a team member's level of effort, you should talk directly to that team member about your concerns. Do not wait until you submit your peer assessment to give them time to address your concerns.**

Most students will do their fair share and this rating will not affect their final grade on the assignment. If, however, a student contributes no effort, they will receive no points for that assignment. If a student contributes significantly less than their fair share, they will receive 75% of the points for that assignment. If an individual team member contributes significantly more than any other team member, they will receive 125% of the points for that assignment (this implies that at least one team member contributed less than their fair share).

### Evaluation Scale\*

#### Score Explanation

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0	team member contributed zero effort toward team assignment and others had to compensate
1	team member contributed significantly less than their fair share toward team assignment
2	team member contributed their fair share toward team assignment (most people should get this)
3	team member contributed significantly more than their fair share toward group project

**\*How evaluation scale affects your grade on group case analyses and final project**

- If you receive an average of 0.0-0.49 on your peer evaluation (that is the average scores given by all of your team members), **you will receive 0 points** for the team assignment.
- If you receive an average of 0.50-1.49 on your peer evaluation **you will receive 75% of the points** for given for the team assignment (e.g., if your team assignment was graded as 80 out of 100, you would receive  $.75 \times 80 = 60$  points for the team assignment).
- If you receive an average of 1.5-2.49 on your peer evaluation **you will receive 100% of the points** given for the team assignment.
- If you receive an average of 2.5-3.0 on your peer evaluation, and if the average percentage for your group members does not exceed 100% (not everyone can receive 125%), then you will receive 125% of the points given for the team assignment (e.g., if your team assignment was graded as 80 out of 100, you would receive  $1.25 \times 80 = 100$  points for the team assignment).  
NOTE: if you receive over 100 points for an assignment, 2U will not allow those extra points to be entered in the grading system. Your instructor will keep track of those points and add them at the end of the course to your final grade. **If most or all of your group members receive 2.5-3.0 on the group projects, all will receive 100% of the points for a given team assignment.**

### Submitting Peer Evaluation Forms

The Peer Evaluation Form will be available through Qualtrics and due the day of the assignments in Weeks 4, 8 and 9. Your team will not receive their grade on the assignment until all teammates have submitted their peer evaluations.

## NOTES ABOUT EXPECTATIONS FOR LIVE SESSION BEHAVIOR

1. It is expected that all class members will treat each other with respect and dignity.
2. It is not acceptable behavior to insult, harass, or demean any member of the class.
3. Professional business behavior should be modeled in the classroom, including use of appropriate language, jokes, or stories.

In general, students should adhere to the [UC Davis Principles of Community](#), copied below.

The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.

## Course Schedule

*IMPORTANT NOTE: You should complete all readings before starting the asynchronous sessions each week. **Asynchronous/Pre-work assignments must be submitted the day before class to receive credit.** All case and presentation assignments are due before the scheduled live session.*

### Week 0 – Course Overview

Video of course philosophy, experiential learning, making convincing arguments, understanding situations, challenging assumptions, personal stuff. (3–5 minutes)

Assignment: Upload current resume under **Assessments**.

### Week 1 – Individual Characteristics and Differences

**Pre-work segments: 1.1-2, 1.2-1, 1.2-3, 1.3-1, 1.3-3, 1.4-3, Practice Quiz in “Assessments”**

Readings: Topic Summary: Individual Characteristics (pp. 32–46)  
Solving the Introvert Problem (pp. 47–52)  
Narcissism and Its Role in Organizations (pp. 53–59)  
Topic Summary: Diversity and Communication (pp. 386–401)

Topics: Individual Personality Dimensions  
Linguistic Style Differences

Assignment: Sign up for simulation through Harvard Business School Publishing; instructor will provide the link

### Week 2 – Interpersonal Perception and Bias

**Pre-work segments: 2.2-2, 2.4-1, 2.4-3, 2.6-1, 2.6-3, Practice Quiz in “Assessments”**

- Readings: Topic Summary: Perception (pp. 117–129)  
Hurricane Katrina: A Case Study in Attributional Biases (pp. 130–136)  
Social Identity: How We Define Ourselves by Our Groups (pp. 146–150)  
How You Look to Others: Understanding and Managing How Others Perceive You (pp. 254–260)
- Video: “The Ugly Truth” – **Watch before starting the asynchronous module. It is 26 minutes long.**
- Topics: Spontaneous Perception  
Motivated Perception  
Spontaneous and Motivated Perception  
Reducing Stereotypes, Prejudice, and Discrimination
- Assignment: Sign up for Everest Simulation. Details posted on the Wall. Cost is \$15

### Week 3 – Persuasion, Trust, Conflict, and Negotiation

**Pre-work segments: 3.1-3, 3.2-4, 3.4-2, 3.5-3, Practice Quiz in “Assessments”**

- Readings: Topic Summary: Persuasion, Influence, and Impression Management (pp. 233–246)  
On Being Trustworthy (pp. 261–265)  
Perceptions of Leaders Following Public Failures: A Tale of Two Coaches (pp. 577–586)  
Topic Summary: Conflict and Negotiation (pp. 348–363)  
Negotiation Traps (pp. 379–385)
- Topics: Influence and Power  
Pillars of Trust and Trust Repair  
Conflict and Conflict Management  
Negotiation Traps

### Week 4 – Motivation

**Pre-work segments: 4.4-1, 4.4-3, 4.4-5, 4.6-1, 4.6-3, 4.8-1, 4.8-3, Practice Quiz in “Assessments”**

- Readings: Topic Summary: Motivation (pp. 187–197)  
Spotlight on Research: What Do People Prefer in a Job? (pp. 198–201)  
Trade-offs in Using Pay for Performance (pp. 225–232)  
“On the Folly of Hoping for A, While Rewarding B” (**in Toolbox**)
- Case: *Emergency: We Need a New Compensation System* (pp. 554–558).  
**For Assignment 1 below.**
- Topics: Frameworks of individual motivators



Kerr's Theory of the Folly of Hoping for A, While Rewarding B  
Compensation plans and motivation

Assignment: (1) Submit Case Analysis and Slide for *Emergency! We Need a New Compensation System* in Assessment  
(2) Submit peer evaluation form for *Emergency! Case* in Qualtrics; instructor will provide the link  
(3) Complete the online Motivation Assessment survey; instructor will provide the link

– Due the day before the live session. See Case Analysis Guidelines earlier in syllabus.

Argue in favor of assigned position (positions assigned in Session 1).

**Position 1:** Pay doctors the same straight hourly wage (possibly at a higher rate than the current \$100/hour) with no monthly bonus.

OR

**Position 2:** Pay doctors based on a percentage of the revenue generated by their personal charge points (e.g., 25% of revenue generated by their charge points per month – this is just an example. You may use any percentage you wish but use the same for all doctors) with no hourly pay.

Use concepts and theories from class readings on motivation to support your arguments. Use case quotes and facts to illustrate and back up your arguments. Do not answer “optional discussion questions” at end of case.

## Week 5 – Decision-Making

**Pre-work segments: 5.1-2, 5.4-3, 5.6, Practice Quiz in “Assessments”**

**\* Use project teams for the Team Survival Exercise in Asynchronous segment**

Readings: Topic Summary: Decision-Making (pp. 266–278)  
Topic Summary: Groups and Teams (pp. 313–316 only)  
Leading Decision-Making Processes (pp. 279–285)

Topics: Individual Decision-Making Methods and Biases  
Formal Group Decision-Making Methods

Assignment: Submit your team's case (organization name and managerial problem/controversy/failure) for final project in Assessments 48 hours before class prep for the in-class simulation

## Week 6 – Groups and Teams

**Pre-work segments: 6.2-2, 6.2-3, 6.2-4, 6.2-6, 6.3-2, 6.3-3, 6.3-5, 6.4-2, Practice Quiz in “Assessments”**

- Readings: Topic Summary: Groups and Teams (pp. 307–312 only)  
Teamwork from the Inside Out (pp. 321–330)  
Teams in Organizations: 10 Team Roles to Foster Team Effectiveness (pp. 340–347)  
Team Learning Culture (pp. 446–453)
- Case: *Conflict in Santa’s Workshop* (pp. 587-592). **For live session**
- Topics: Understanding Team Roles  
Promoting Psychological Safety in Teams  
Boundary Spanning Roles in Teams

## Week 7 – Leadership and Ethics

**Pre-work segments: 7.2-2, 7.2-4, 7.4-2, 7.4-4, 7.5-2, Practice Quiz in “Assessments”**

- Readings: Topic Summary: Leadership (pp. 151–164)  
Why Should Anybody Be Led by You? (pp. 179–186)  
Topic Summary: Corporate Social Responsibility, Ethics, and Sustainability (pp. 502–517)  
Spotlight on Research (pp. 513-515)
- Cases: *The Case of the Apple iPhone 4* (pp. 540-547). **For live session**
- Topics: Situational Theories of Leadership  
Combining Situational and Trait Theories of Leadership  
Corporate Social Responsibility and Leadership & Ethics, Values, and Integrity

## Week 8 – Organizational Culture and Justice

**Pre-work segments: 8.1-2, 8.2-1, 8.2-2, 8.3-3, 8.3-5, 8.4-2, 8.4-4, Practice Quiz in “Assessments”**

- Readings: Topic Summary: Culture (pp. 431–445)  
The Competitive Advantage of Corporate Cultures (pp. 461–469)  
The Psychology of Fairness at Work (pp. 531–538)
- Case: *Face Time at Tech Point* (pp. 559–562).  
**For Assignment 2 below**
- Topics: Bases of Organizational Culture  
Organizational Subcultures  
Changing Organizational Culture  
Components of Organizational Justice
- Assignment: (1) Submit your team’s Course Concepts and Theories Paragraph in Assessments  
(2) Submit Case Analysis and Slide for *Face Time at Tech Point* in Assessments

(3) Submit Peer Evaluation form for Face Time at Tech Point in Qualtrics; instructor will provide the link

- Due the day before the live session. See “Case Analysis Guidelines” earlier in syllabus

Argue in favor of assigned positions (positions assigned in Session 1):

**Position 1:** *Jay should recommend that Julie’s probation be extended and make sure she understands that the culture at Tech Point is important because it promotes teamwork and esprit de corps.*

**OR**

**Position 2:** *Jay should recommend that Julie be promoted to regular status 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.*

Use concepts and theories from class readings on organizational culture and justice to support your arguments. Use case quotes and facts to illustrate and back up your arguments. Do not answer “optional discussion questions” at end of case.

## **Week 9      Group Presentations**

Use time that would have been spent on asynchronous module to prepare for group presentation. **See guidelines for “Group Project/Presentation” under “Course Requirements”** earlier in syllabus.

Assignment: (1) Submit Project/Presentation Slide Deck and make final presentation.  
(2) Submit peer evaluation form for final presentation

See guidelines for “Final Project/Presentation” under “Course Requirements” earlier in syllabus.

## **Week 10      Course Review – Asynchronous Session**

Final Exam Review – Q&A with Live Instructor

## **Week 11      Final Exam – Live Session Only (3 hours)**