

INDIVIDUAL AND GROUP DYNAMICS
MGT 401A-1 and MGB 401AY-1

Fall 2022

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Course Description

This is an introductory course in managing and leading modern organizations. The purpose of this course is to provide you with frameworks to understand managing and leading in organizational settings and tools and opportunities to act on what you learn. 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 leadership, change, group and team functioning, decision making, managing structure, and organizational culture.

Required Readings and Course Materials

- This syllabus. You are fully responsible for all content and policies described here.
- Online Textpak available – Some of the readings will need to be purchased through Harvard Business Review Publishing. The link/instructions for access available on Canvas page. These items are noted with **[HBS]**
- Other readings, videos, exercises, cases, etc. posted on Canvas or distributed by email.
 - Linked items are available online or through the UC Davis library. If noted, links will need to be accessed from on campus or by using the [library VPN](#). Some items will need to be searched for directly. The link will take you to main the database page of the journal. Click on “Search within this publication” and then search for the indicated text written as, “AN [Insert number]” in the second field.
- Everest leadership and team simulation. You will need to login to Harvard Business School Publishing and create an account to purchase and run this simulation.

Course Requirements

Case Analyses	25%
Group Project	25%
Leadership Lab	20%
Contribution to the Learning Environment	20%
Final Exam	10%

1. Two case analyses (25% of Grade): We will often use cases as the basis for our in-class discussions. When approaching the cases, I suggest starting with the non-case readings, reading the case questions (see end of this syllabus), and thinking about how both the readings and questions apply as you read the case. (See also the “guide to case analysis” in this syllabus for other tips.) You will turn in a written analysis (3-4 pages) for two cases. Everyone will do a written analysis of Harrah’s Entertainment (Week 3). For the second written analysis, you can choose between two cases: either Tariq Khan or Carolyn Regis. Written case analyses are due by the start of class the day the case is assigned (upload to Canvas). ****Before starting this assignment, read the case assignment & grading rubric in Canvas.*

2. One group project (25% of grade) This project will help you sharpen your analytical skills by applying course material to understanding a pressing problem facing real world organizations. This project entails selecting a novel problem or challenge in leadership or management on which you want to become an expert. This problem can come from your work experiences, press accounts, or interviews that you conduct. It will be a practical topic for which you can develop ideas for solutions informed by scientific knowledge in organizational behavior. I will assign you to “study groups.” You will complete the team project, as well as various other class activities, in these groups. The team project is due by the start of our last class, but you will work on this assignment with your team throughout the quarter. ****Before starting this assignment, read the team project assignment & grading rubric in Canvas.*

3. Two Leadership Labs (20% of Grade): The goal of the Leadership Lab is to give you a forum to apply course concepts to challenges that you and your classmates face in the organizations in which you manage and lead. These assignments include a discussion with your study group and a 2-3 page written reflection on what you learned from the discussion. The Labs will be held during week 6 and week 7. ****Before the first Lab, read the leadership lab assignment & grading rubric in Canvas.*

4. Final Exam: Case analysis (10% of grade). The final exam for the course will be a short take-home exam which will include short essays asking you to analyze a case using course concepts.

5. Contribution to learning environment (20% of grade): Students are expected to attend all classes and be prepared for class by completing assigned readings and cases. Students are also expected to actively participate in class discussions and group exercises. Learning in this course is a collaborative, active endeavor. You will learn as much from each other as you will from me and the course material. To facilitate this, it is critical that you contribute to our full class discussions and are actively engaged in

all small group activities and discussions. I know it can be difficult for some people to speak up in front of others. Please consider this course a low stakes opportunity to practice this critically important skill.

Highly-rated class participation involves thoughtful comments and questions, not just “floor time” or repetition of facts from the readings. The following rubric is used to grade attendance and participation in each class:

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

NOTES ABOUT EXPECTATIONS FOR CLASS BEHAVIOR

1. Come to class, on time. We all lead busy, complicated lives, but coming late, leaving early, or not showing up at all affects your classmates and impedes your ability to benefit from this course. If circumstance arise that will cause you to miss part or all of a class, please let me and our TA know (via email) before the missed class. If circumstances arise that cause you to miss more than 2 classes, it is important to let me know right away and I will let you know how to make up for missing class.

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

3. Follow all assignment policies and deadlines. Late assignments will not be accepted and there are no make-up or extra-credit opportunities. Please note that all assignments are required, even if they are not graded. This includes any surveys and short assignments listed on the course schedule. When completing all written work:

- Use 12-point Times New Roman font, double spaced with 1” margins on all four sides.
- Follow the assignment page limits.
- You do not need to provide a full reference list for class material, but you should make it clear when you are referencing course concepts by citing it.

4. All students are required to comply with the UC Davis Code of Academic Conduct, found here: (<http://sja.ucdavis.edu/files/cac.pdf>).

5. Comply with UC Davis COVID policies.

- Everyone should be current with vaccination requirements.

- The university strongly encourages us to wear a mask to class, as masks have been shown to reduce Covid transmission.
- ***If you test positive for Covid, have any Covid symptoms, or think you may have Covid please do not come to class.*** If you test positive, use the reporting portal at hem.ucdavis.edu. Let me know that you will miss class because you are ill; your course grade will be unaffected by such an absence. The general policy on attendance still applies; let me know you will be absent before class and let me know if you will miss more than two classes during the quarter.

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: All “Readings” and “Cases” should be completed before class.

All “Exercises” and “Video Cases” will be completed during class unless noted as “Pre-Class”. No pre-work is necessary for these Exercises and Video Cases.

Session 1 – SR: 9/21 and 9/28, Davis: 9/27

Introduction to leading and managing in organizations Bias and prejudice in the workplace

Readings: *Subtle Biases and Covert Prejudice in the Workplace*, Dietz and Hamilton (2008).
[HBS]

Short case in class: [The best of Intentions](#), Humphries (2002) HBR [Needs VPN]

Pre-Class Exercise: Hidden Biases Computer Exercise
Do online prior to class at: <http://www.understandingprejudice.org/iat/>

Session 2 – SR: 10/1, Davis: 10/4

Leading Change

Readings: [Leading Change: Why Transformation Efforts Fail](#), Kotter (2007) [Needs VPN, Search for, AN 23363656]

Case: *Cynthia Carroll at Anglo American*, Mukunda, Mizzanti and Sisia (2015) [HBS]

In-Class Exercise: Management exercise (bring \$1 to class)

Case Questions:

1. What are the challenges Carroll will face as CEO of Anglo American?
2. What should Carroll do in the short term to deal with the series of deaths at the Rustenburg mines?
3. What should she do in the longer term to achieve her goal of zero-harm for all of Anglo American?

Session 3 – SR: 10/5 and 10/12, Davis: 10/11

Motivating people

Readings: *Do Financial Incentives Drive Company Performance?* Pfeffer and Sutton (2006)
[HBS]

Case: *Harrah’s Entertainment, Inc: Rewarding our people*, DeLong and Vijayaraghavan (2003) [HBS]

Case questions:

(Your written analysis of this case should be **UPLOADED TO CANVAS** by the start of class)

1. Analyze how changes that Winn made to Harrah's HR practices relate to the transformation of the company's strategy and culture.
2. What are the strengths and weaknesses of Harrah's gain sharing program?
3. Do you think the company should keep the gain sharing program in its current form, change it in some way, or eliminate it? Explain.

In Class Exercise: Work Motivation Survey

Session 4 – SR: 10/15, Davis: 10/18

Group Decision Making

Readings: [What You Don't Know About Making Decisions](#), Garvin and Roberto (2001)
[Needs VPN, Search for AN 5134704]

In Class Exercise: Leadership and Team Simulation: Everest **[HBS, separate link from the readings, see below]**

- Sign up online at least one week before class, bring laptops with wireless internet access to class. Cost is \$15.00.

Simulation Sign-Up Links:

San Ramon: <https://hbsp.harvard.edu/import/974437>

Davis: <https://hbsp.harvard.edu/import/974436>

Session 5 – SR: 10/19 and 10/26, Davis: 10/25

Facilitating Teamwork

Readings: [What Google learned](#) (Canvas) **[The link goes to the library, needs VPN]**

In class exercise: The gold watch

Case: *(Re)building a global team: Tariq Khan at Tek*, Neeley (2015) **[HBS]**

Case questions:

(If you are handing in a case analysis for today, **UPLOAD TO CANVAS** by the start of class)

1. Should Tariq Khan take this job? Why or why not?
2. What are the root causes of the team's decline? Is it possible for Tariq Khan to turn things around in under two years?

3. If Tariq Khan takes this job, what should be the first three things he does?

Session 6 – SR: 10/29, Davis: 11/1

Creating Structure

Readings: *Note on Organizational Structure*, Bernstein and Nohria (2016) [HBS]
Words in Sentences Instructions

In-class exercise: Words in Sentences

Leadership Lab 1: Discussion in class, written reflection due at start of class 7

Session 7 – SR: 11/2 and 11/9, Davis: 11/8

Leveraging Culture

Readings: [What leaders need to know about organizational culture](#), Warrick (2017) [Needs VPN]
Bridgewater overview (Canvas)

Video Case: Bridgewater

Leadership Lab 2: Discussion in class, written reflection due at start of class 8

Session 8 – SR: 11/12, Davis: 11/15

Leadership styles

Readings: [When Should a Leader be Directive or Empowering? How to Develop Your Own Situational Theory of Leadership](#), Sims, Faraj and Yun (2009) [Needs VPN]

Exercise: Assigned Leader Group Exercise

Video Case: *Top Chef*

Session 9 – SR: 11/16 and 11/30, Davis: 11/29

Navigating power and politics

Readings: *What it really means to manage: Exercising power and influence*, Hill (2000) [HBS]
Best Stuff on Earth Instructions (Canvas)

Exercise: Best Stuff on Earth

Case: *Caroline Regis at Excel Systems*, Mayo and Roberts (2015) [HBS]

Case questions:

(If you are handing in a case analysis for today, **UPLOAD TO CANVAS** by the start of class)

1. Why has Caroline Regis been successful in her career so far?
2. What are the root causes of the situation Caroline Regis now faces? Who is at fault?
3. Imagine you are Caroline Regis. What would you do next?

Thanksgiving Break – No class on November 22, 23 and 26th.

Session 10 – SR: 12/3, Davis: 12/6

Final Group Presentations and course wrap up

CASE PREPARATION QUESTIONS (some weeks do not have a case to prepare in advance)

Leading Change. *Cynthia Carroll at Anglo American.*

1. What are the challenges Carroll will face as CEO of Anglo American?
2. What should Carroll do in the short term to deal with the series of deaths at the Rustenburg mines?
3. What should she do in the longer term to achieve her goal of zero-harm for all of Anglo American?

Motivating People. *Harrah's Entertainment, Inc.: Rewarding Our People*

1. Analyze how changes that Winn made to Harrah's HR practices relate to the transformation of the company's strategy and culture.
2. What are the strengths and weaknesses of Harrah's gain sharing program?
3. Do you think the company should keep the gain sharing program in its current form, change it in some way, or eliminate it? Explain.

Facilitating Teamwork. *Tariq Khan at Tek*

1. Should Tariq Khan take this job? Why or why not?
2. What are the root causes of the team's decline? Is it possible for Tariq Khan to turn things around in under two years?
3. If Tariq Khan takes this job, what should be the first three things he does?

Navigating Power & Politics. *Caroline Regis at Excel Systems*

1. Why has Caroline Regis been successful in her career so far?
2. What are the root causes of the situation Caroline Regis now faces? Who is at fault?
3. Imagine you are Caroline Regis. What would you do next?

A GUIDE TO CASE ANALYSIS

Many students find case analysis to be difficult due to the relative lack of structure of most management problems. No correctly answered list of questions or mechanical process will lead to the “right” answer. In fact, there is no “right” solution to most managerial problems. When analyzing a case, remember that there are many possible approaches and solutions. The goal is not to figure out “the answer” but to sharpen your analytic, problem-solving, decision-making, and leadership skills. The following steps outline the basic approach you should follow when analyzing a case, whether for class discussion or in preparation for a written analysis.

First, attend to the assigned material (e.g., readings, videos), which will play a role in your analysis of the case. Remember that the material in this course is cumulative. Thus, material from earlier classes may be relevant and should be applied even if it means using concepts that were discussed several weeks ago.

Second, read the case preparation questions. Take notes about the important issues that the case raises and the text relevant to that issue. The questions provided are a guide to issues that you must consider, but you will need to go beyond merely answering the questions.

Third, analyze the case. You should be able to identify outcomes in the case and/or issues that the organization faces. These outcomes may be bad (e.g., shrinking market share, hostile employees, conflict among departments, inability to control operations), or they may be good. There may be numerous problems and issues. The goal of analysis is to explain the underlying mechanisms that are producing the outcomes or problems that you see in the situation. This process will require you to distinguish between symptoms and causes. Good analysis cleverly weaves symptoms into a causal map that gets to the underlying root of the situation. What I look for in the case analysis is the cogency of your explanation of the process leading to the symptoms. At the outset you are likely to struggle with this. It is a difficult and time-consuming process to develop these analytical skills.

Remember that the specific cases are assigned because they present good opportunities to practice using frameworks and concepts we will be developing in the course. Therefore, you know in every instance that a framework or concept in the assigned reading, and possibly frameworks and concepts from earlier readings, are applicable to the case. You will likely find the frameworks and concepts we examine in the course to be helpful in supporting your analysis. You should view the theories as a way to explain the underlying causal mechanisms contributing to the outcomes in the case, and as a way to organize and justify your arguments. Avoid the tendency to throw in course terminology as “buzzwords.” If it does not advance your analysis, don’t use the idea.

Recognize that some cases do not have problems as such. The organization may be doing quite well. Cases are situations, not necessarily examples of bad or even good management. Don’t make up a problem when none exists. Take the situation for what it is rather than approaching it with a point of view. Be alert for the danger that some information in some cases is coming from biased participants and therefore must be taken with a grain of salt.

A characteristic of cases is that you never have all the information that you want and there is often considerable information that is irrelevant, trivial, or even obfuscating. The absence of essential information may make you feel as if you must make some assumptions. Only make assumptions if necessary, state them clearly as such, and make sure they are reasonable.