

MGP 401A: THE INDIVIDUAL AND GROUP DYNAMICS

Graduate School of Management
University of California, Davis
Fall 2024

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Saturdays at UCDMC-2222, 1:30 pm - 4:30 pm,
Tuesdays on Zoom, 6pm - 7:30 pm
(Meeting ID: TBA)

Session 1: Saturday, September 28
Session 2a: Tuesday, October 1
Session 2b: Tuesday, October 8
Session 3: Saturday, October 12
Session 4a: Tuesday, October 15
Session 4b: Tuesday, October 22
Session 5: Saturday, October 26
Session 6a: Tuesday, October 29
Session 6b: Tuesday, November 5
Session 7: Saturday, November 9
Session 8a: Tuesday, November 12
Session 8b: Tuesday, November 19
Session 9: Saturday, November 23 (Fundraising Results + Group Presentations)
Session 10a: Tuesday, November 26 (TBA)
Session 10b: Tuesday, December 3 (FINAL EXAM!!!)

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, organizational justice, and organizational culture. In addition, there will be an out-of-class experiential project, designed to put course concepts into action.

Course Materials

Text: *Contemporary Organizational Behavior: From Ideas to Action*, (2016), by Elsbach, Kayes, & Kayes, ISBN-13: 978-0132555883 , ISBN-10: 0132555883 (**This book should be available through the Reading List tool in Canvas.**)

Course Requirements

1. **Two group case analyses (each = 7.5% of Grade, 15% Total):** For these two group case analyses, you will answer a series of questions regarding the cases **in sessions 3 (Motivation) and 7 (Culture and Justice)**. See **“Case Analysis Guidelines”** below for detailed requirements.
2. **One group project/presentation (Session 10 - 10% of grade).** Each group will make a **10-minute** presentation on a real-life case of a managerial issue / problem / controversy / failure, and how that case can be explained by concepts discussed in class. It is an opportunity to apply concepts from one or more topics covered in class (e.g., motivation, personality, decision making, persuasion and influence, interpersonal biases and perception, group decision processes, etc). Your analyses should be grounded in the material from the class lecture and discussion, readings, video segments, or activities. You should also use make recommendations about what the organization could have done differently to avoid or recover from the problem. The case may be of a current or past problem, and may be taken from reports in the media, from one’s own experience if there is public information about it that is accessible to team members. The focal issue/problem/controversy/failure can be specific to one organization, team, division, governing body, consortium, industry – whatever level analysis makes the most sense given the topic at hand. No paper -- You will be graded on the presentation alone. References on the last page of powerpoint.
3. **One Exam (Session 10, 25% of Grade). Open-book exam based on course concepts.**
4. **Class-participation and attendance (20% of grade):** Students are expected to attend all sessions and be prepared by completing assigned readings and any other pre-assigned work. Students are also expected to actively participate in class discussions and group exercises. Students may also contribute through the chatroom on Zoom.

What constitutes a contribution?

- Raising and answering substantive issues and questions
 - Sharing relevant ideas, observations and personal experiences
 - Sharing analyses of class materials
 - Generating potential solutions for problems
 - Relating and synthesizing ideas of others so as to increase everyone’s understanding of a concept, idea, etc.
 - Pointing out relationships to earlier topics and discussions
 - Helping others develop their views and ideas
5. **Experiential Out-of-Class Project (25% of grade):** TBA
 6. **Discussion Prep (5% of Grade):** Students are expected to post a short comment on the readings before each class session. The comments may connect the readings to organizational experiences or current events, or comments could the readings to each other or other relevant readings or literature. Comments could also pose questions, point out paradoxes, etc. These

are the default instructions; however, we may decide to use a Discussion Prep prompt as we move along.

Written Case Analysis Guidelines

The paper should have three parts:

- 1) Brief overview of the case and major issues it discusses
- 2) Argument* in favor of your assigned position
- 3) Arguments* against alternate position

Requirements:

No more than 3 pages.

Organize into the three parts described above.

Advocate for your assigned position.

Integrate class concepts with case data.

Times New Roman, 12 point font, double spaced, 1 inch margins.

Participation and Discussion Guidelines

We promote an atmosphere for learning	We treat each other with respect	We take care of ourselves	We make space to reframe/reset/revise our comments
We are present	We actively listen	The Learning Leaves: Our personal experiences stay here	New additions?

In general, students should adhere to the **UC Davis Principles of Community:**

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

All "Readings" and "Cases" should be read before the start of the session in which they are assigned.

Session 1 – Individual Characteristics and Differences

Readings: *Topic Summary Individual Characteristics* (pp. 32-46)
 Solving the Introvert Problem (pp. 47-52)
 Angela Duckworth on "Grit" (on Canvas)
 Denby on "Limits of Grit" (on Canvas)

Topics: Individual Personality Dimensions
 Grit
 Self-Control

Due: Discussion Prep #1

Session 2 a/b– Motivation

Readings: *Topic Summary: Motivation* (pp. 187-197)
 Trade-Offs in Using Pay for Performance (pp. 225-232)
 Carol Dweck on "Mindsets" (on Canvas)

Case: *Emergency: We Need a New Compensation System* (pp. 554-558). **For Assignment 1 below.**

Topics: Motivational Frameworks
 Mindsets
 Intrinsic and Extrinsic Motivators at Work
 Kerr's Theory of "The Folly of Hoping for A, While Rewarding B"

Case Assignment 1: Prepare your argument in favor of assigned position before class. See assigned positions assigned in Class 1. During class, we will have initial group debates in class.

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

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

Case Analysis Paper will be due by the beginning of *next* class. Use readings and concepts discussed in class on Motivation to support your arguments. Use case quotes and facts to illustrate and back up your arguments.

Due: Discussion Prep #2
Case 1 Debate Prep

Session 3 – Decision Making

Readings *Leading Decision Making Processes* (pp. 279-285)
 Biases and Blunders (on Canvas)

Topics Individual Decision Making Methods and Biases
 Group Decision Making

Due: Discussion Prep #3
Case Analysis Paper #1

Session 4a/b –Power of Persuasion and Influence

Readings *Topic Summary: Persuasion, Influence, and Impression Management* (pp.233- 246)
 On Being Trustworthy (pp. 261-265)
 Harnessing the Power of Persuasion (reading on Canvas)

Topics Influence and Power
 Pillars of Trust and Trust Repair
 Negotiation Basics
 Ideas that Stick
 Designing Nudges

Due: Discussion Prep #4

Session 5– Interpersonal Perception and Bias

Readings: *Topic Summary Perception* (pp. 117-129)
 Hurricane Katrina: A Case Study in Attributional Biases (pp. 130-136)
 Malcom Gladwell on “Outliers” (on Canvas)

Video: The Ugly Truth

Topics: Spontaneous Perception
Motivated Perception
Motivated Reasoning
Spontaneous Inferences
Reducing Stereotypes, Prejudice, and Discrimination
IAT
Scott Page on Team Diversity (audio clip)

Due: Discussion Prep #5

Session 6a/b – Groups and Teams

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)

Simulation: **Leadership and Team Simulation: Everest.** You need to purchase the simulation 1 week prior to class.

Topics: Understanding Team Roles
Promoting Psychological Safety in Teams
Boundary Spanning Roles in Teams

Exercises: Team Contract Exercise
Team Roles for Everest Simulation

Due: Discussion Prep #6

Session 7 - Organizational Culture and Justice

Readings: *Topic Summary: Culture* (pp. 431- 445)
The Competitive Advantage of Corporate Cultures (pp. 461-469)
The Psychology of Fairness at Work (pp. 531-37)

Case: *Face Time at Tech Point* (pp. 559-562). **For assignment 2 below.**

Topics: Bases of Organizational Culture
Changing Organizational Culture
Components of Organizational Justice
The Psychology of Fairness at Work

Video: Give and Take

Case Assignment 2: Use the Case Study *Face Time at Tech Point*. Argue in favor of assigned positions (positions assigned earlier).

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.

Debate prep due before class. Case Analysis Due Next Class: See “Case Analysis Guidelines.” Use class readings and concepts on Culture to develop your arguments. Use case quotes and facts to illustrate your arguments.

Due: Discussion Prep #7
Case 2 Debate Prep

Session 8a/b – Leadership, Ethics, and Values

Readings: Why Should Anybody be Led by You? (pp.179-186)
Topic Summary: Corporate Social Responsibility, Ethics, and Sustainability (pp. 502-517)
Gino et al. on “See No Evil” (on Canvas)

Case: Please Read Brief Article on Wells Fargo Scandal:
<https://www.scu.edu/ethics/focus-areas/business-ethics/resources/wells-fargo-banking-scandal/>
And 3 pages in text: "Does Goal Setting Lead to Unethical Behavior" (p. 513-515)

Topics: Theories of Leadership
Corporate Social Responsibility and Leadership
Ethics, Values, and Integrity

In Class Exercise: Top Chef and Situational Leadership

Due: Discussion Prep #8
Case Analysis Paper 2

Session 9 – Fundraising Results + Group Presentations

Turn in at start of session: Electronic copy of final group presentation slides, including list of references. See guidelines for “one group project/presentation” under “Course Requirements” earlier in syllabus.

Session 10a: tba/ 10b: EXAM