I. Course Overview

“When I finally got a management position, I found out how hard it is to lead and manage people. The quantitative stuff is easy — you either don’t do much of this as a manager or you have people working for you to do it…. The warm, fuzzy stuff is hard. I should have taken organizational behavior and social psychology — and maybe abnormal psychology, come to think of it.”

—Guy Kawasaki, in an interview with NYT columnist Adam Bryant (March 20, 2010)
Course Objectives:

- Develop your ability to analyze issues pertaining to leading individuals, teams, and organizations.
  - We'll accomplish this by learning about evidence-based frameworks on the behavior of people and teams and applying this knowledge to real situations in the workplace.
- Expand your leadership and management skillset by learning behavioral strategies to address real-world problems faced by managers.
  - We'll accomplish this through simulations and experiential challenges that practice class insights.
- Enhance your leadership and management potential by understanding of your own strengths and weaknesses as a manager and leader.
  - We'll accomplish this through personal reflection and discussion of how course concepts apply to your own experiences and outlook.

II. Instructional Content & Course Schedule

To meet these objectives, this course uses readings, lectures, exercises, cases, individual and team assignments, and class discussion. Readings and other pre-class assignments provide an important foundation for class discussion and self-development. Lectures highlight key points from the readings and provide additional information to supplement the readings. Exercises, cases, and simulations provide the opportunity to experience and apply course concepts to real world issues and scenarios. Participation in class discussions and activities is essential to your own learning as well as that of other class members.

The content of this course is organized around “spheres of influence” that work from the inside out (i.e., from individual, to interpersonal, to organizational). According to this framework, we will progress through the following four modules: motivation, decision-making, teams, and organizational culture and change. Each module reflects a different way of leading yourself and others.

<table>
<thead>
<tr>
<th>Session# Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Deliverables Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1 Tuesday 1/9</td>
<td>Course Intro: Why Evidence-based Management?</td>
<td>(1-1) “Evidence-based management”</td>
<td>Personal Introduction Video</td>
</tr>
<tr>
<td>Module 1: Leading through a Motivating Work Environment</td>
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<tr>
<td>Session 2 Thursday 1/11</td>
<td>Extrinsic Motivation: The Truth Behind Sticks &amp; Carrots</td>
<td>(2-1) “On the folly of rewarding A, while hoping for B”</td>
<td>Journal Entry #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2-2) “How to show employees the money”</td>
<td>Team Project Step 1: Problem identification</td>
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MGMT 500 – Winter 2018 – Farh – Page 2
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Content</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 3</td>
<td>Tuesday 1/16</td>
<td>Intrinsic Motivation: Designing Jobs that Engage</td>
<td>(3-1) “The power of small wins” (3-2) “Job sculpting”</td>
<td>Journal Entry #2 Job crafting exercise</td>
</tr>
<tr>
<td>Session 4</td>
<td>Thursday 1/18</td>
<td>Application &amp; Reflection</td>
<td>(4) Case: Hausser Foods</td>
<td>Case 1 Write Up Team Project Step 2: Research</td>
</tr>
</tbody>
</table>

**Module 1 Exam** – Open between Thursday 1/18 12:00 p.m. and Friday 1/19 11:59 p.m.

**Module 2: Leading through Effective Decision-Making**

<table>
<thead>
<tr>
<th>Session 5</th>
<th>Tuesday 1/23</th>
<th>Individual Decision-Making: Subtle Biases, Big Consequences</th>
<th>Please read <em>after</em> attempting the simulation: (5-1) “The hidden traps in decision making” (5-2) “Outsmart your own biases”</th>
<th>Journal Entry #3 Judgment in a Crisis Simulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 6</td>
<td>Thursday 1/23</td>
<td>Group decision making: Harnessing collective intelligence</td>
<td>(6-1) “What you don’t know about making decisions” (6-2) “Making dumb groups smarter”</td>
<td>Journal Entry #4 Team Project Step 3: Data collection plan</td>
</tr>
<tr>
<td>Session 7</td>
<td>Tuesday 1/30</td>
<td>Application &amp; Reflection</td>
<td>(7) Case: Terracog Systems</td>
<td>Case 2 Write Up</td>
</tr>
</tbody>
</table>

**Module 2 Exam** – Open between Tuesday 1/30 12:00 p.m. and Wednesday 1/31 11:59 p.m.

**Module 3: Leading through Effective Team Management**

<table>
<thead>
<tr>
<th>Session 8</th>
<th>Thursday 2/1</th>
<th>Team Inputs: Composition, Diversity, and Faultlines</th>
<th>(8-1) “How to become a better leader” (HBR) (8-2) “Bridging faultlines in diverse teams” (HBR)</th>
<th>Journal Entry #5 Team Project Step 4: Data collection in progress Big 5 Test and scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 9</td>
<td>Tuesday 2/6</td>
<td>Team Design: Structuring for Synergistic Collaboration</td>
<td>(9-1) “Why teams don’t work” (9-2) “Teamwork on the fly”</td>
<td>Journal Entry #6</td>
</tr>
<tr>
<td>Session 10</td>
<td>Thursday 2/8</td>
<td>Team Process: Maximizing Gains vs. Minimizing Losses</td>
<td>(10-1) “Speeding up team learning” (10-2) “How management teams can have a good fight”</td>
<td>Journal Entry #7</td>
</tr>
</tbody>
</table>
| Session 11 | Team Leadership: Functions and Forms | (11-1) “Leading when the time is right”  
(11-2) “The future of leadership” | Journal Entry #8 |
|---|---|---|---|
| Session 12 | Application & Reflection | (12) Case: Greg James at Sun Microsystems | Case 3 Write Up  
Team Project Step 5:  
Data analysis & synthesis |

**Module 3 Exam – Open between Thursday 2/15 12:00 p.m. and Friday 2/16 11:59 p.m.**

| Module 4: Leading Culture & Change |
|---|---|---|
| Session 13 | Leading through Culture  
Guest Speaker (TBA) | (13-1) “Leading by leveraging culture”  
(13-2) “Managing your emotional culture” | Journal Entry #9 |
| Session 14 | Leading & Managing Change | (14-1) “Leading change: Why transformation efforts fail”  
(14-2) “Cultural change that sticks” | Journal Entry #10  
Change Management Simulation |
| Session 15 | Application & Reflection | (15) Case: Pierre Frankel in Moscow | Case 4 Write Up |

**Module 4 Exam – Open between Tuesday 2/27 12:00 p.m. and Wednesday 2/28 11:59 p.m.**

| Session 16 | Nudging Your Way to Change  
Guest Speaker (UW Faculty) | (16) “A practitioner’s guide to nudging” | |

**Course Wrap-Up**

<table>
<thead>
<tr>
<th>Session 17</th>
<th>Team presentations</th>
<th>Team Project Final Paper &amp; Presentation</th>
</tr>
</thead>
</table>
| Session 18 | Course integration & Conclusion | (18) Case: Martha Rinaldi  
(Note: No case write up needed) |

**Notes:**
- All readings and assignments can be accessed and submitted through Canvas.
- All cases and simulations can be accessed through your course pack.
- All deliverables are due on Canvas before 11:59 p.m. PST the evening preceding the next class session.
III. Assignment Grid & Details

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Purpose</th>
<th>Due Dates</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Project</td>
<td>To creatively investigate and develop evidence-based recommendations to a problem of interest</td>
<td>Online submissions throughout, paper and presentation due 3/5</td>
<td>25%</td>
</tr>
<tr>
<td>Case Write Ups</td>
<td>To apply class concepts and frameworks to realistic scenarios; best two count</td>
<td>1/18, 1/30, 2/15, 2/27</td>
<td>25%</td>
</tr>
<tr>
<td>Module Exams</td>
<td>To analyze and solve management problems using course content; assessed at the end of each module, 36-hr take-home window</td>
<td>1/19, 1/31, 2/16, 2/28</td>
<td>20%</td>
</tr>
<tr>
<td>Personal Development Journal</td>
<td>To apply insights from readings for self-development</td>
<td>Various</td>
<td>10%</td>
</tr>
<tr>
<td>Pre-class Assignments (e.g., exercises, simulations)</td>
<td>To build awareness of and enhance your leadership and management potential</td>
<td>Various</td>
<td>10%</td>
</tr>
<tr>
<td>Course Participation</td>
<td>To encourage active and collaborative learning; instructor evaluated at the end of each module</td>
<td>Assessed by instructor on 1/19, 1/31, 2/16, 2/28</td>
<td>10%</td>
</tr>
</tbody>
</table>

A. **Team project (25%).**

The purpose of the Team Project is to provide you with the opportunity to conduct exploratory research in order to solve a people management problem that is a) relevant to the topics covered in this course, b) of personal interest to you and your team, and c) of strategic importance to your future employer. By the end of project, you and your team would have generated new knowledge about a management problem and produced new insights about the types of interventions that might help to address that problem.

**Deliverables:** The completion of the project follows five steps, which are due throughout the quarter to ensure that your team’s project is progressing smoothly. Ultimately, these steps will culminate in two graded deliverables – one written, one oral. Each team must turn in a 10-15 page double-spaced written report to the professor. Additionally, each team should prepare and deliver a short 8-minute presentation about your project to the rest of the class. The team project paper and slides are due at 11:59 p.m. on 3/5.

**Evaluation criteria:** Final papers will be evaluated on the basis of (a) your justification of the problem, (b) the thoroughness of your literature review, (c) the appropriateness of your methodology and data synthesis, (d) the depth of your data analysis, (e) the appropriateness of your recommendations, and (f) the writing clarity, organization, conciseness, and grammar of your written deliverable. Final presentations will be evaluated on the basis of (a) content, (b) clarity and organization, (c) effective use of graphs/visual aids, and (d) interest, enthusiasm, and creativity.
Detailed information about the team project, deliverables, and a guiding example are provided in the “Team Project Guidelines” document on Canvas.

B. Case write ups (25%).

As a part of our class sessions, we will discuss four cases in detail. My expectation is that you read all of these and take notes to prepare for each discussion. You will also produce a written analysis of two to four of the cases. Only your top two written analyses will be counted toward your final grade. Therefore, you are not required to write up all four cases. Keep in mind, however, that the module exam questions are essentially short cases graded in the same fashion as the cases; therefore, it is to your advantage to attempt all four cases as a way of practicing for the exam.

Deliverables: Case write ups are due via Canvas at 11:59 p.m. the night before the day of case discussion. Late submissions are not accepted and will receive a zero. Your written analysis of the case should be 1000-1500 words (approximately 2-3 pages single-spaced) and address the questions posted on Canvas.

How to write up a case:
In each case, consider yourself as a consultant to the main character in the story. Your main priority is to create a reasonable and compelling argument for your recommended course of action. This relies on (at least) three components:

1. Accurate observations — What are the important things that are happening, as described by the case? Make sure to separate this from the unimportant information. As in real life, cases are often filled with distractions and noise.

2. Theoretical interpretations — How do the theories you are learning in class and the readings apply to the observations you’ve made? What root causes do they suggest for the problems at hand? What sort of solutions do they provide?

3. Logical applications — Your recommendations should follow logically from your observations (data) and interpretations (theory). A good litmus test for your recommendation is to sketch out an implementation plan. How should these recommendations be put into action?

Evaluation criteria: Each analysis will be evaluated on the basis of (a) your understanding of the case scenario and details, (b) the depth of your critical thinking and analysis, particularly in connecting class concepts to the case, (c) the strength of your arguments, including providing evidence for your point of view, (d) the robustness of your recommendations and implementation plans, and (e) the professionalism of the document, including the use of headings and signposts to guide the reader, quality of your writing, organization of text, spelling, and punctuation.

C. Module exams (20%).

In lieu of a lengthy final exam at the end of the quarter, this course will feature four online, take-home module exam questions. Each exam will feature a single mini-case question that presents a short scenario and asks you to interpret it through the lens of the material covered in the module. The exam goes online for 36 hours following the last class of a module and has a 45 minute time limit once the exam is started. This is an individual effort – no group work allowed. My expectation is that you will write 2-4 paragraphs in response to each exam question. Your answers will be evaluated in terms of (a) the depth of your critical thinking, (b) the degree to which your arguments are grounded
in concepts from class, and (c) the professionalism of your document. Late submissions will be marked down 1% for each minute they are late.

D. Personal development journal (10%).

The purpose of this journal is to provide a structure for reflecting on the intersection between your professional experience and the assigned readings or class discussions.

Deliverable: For each class session with assigned reading, write a short entry about something you took away from the reading and how it relates to yourself, your prior experiences at work, or something you are experiencing at the moment. The exact nature of your entry can take on many different forms. For instance, you might describe how an insight from the reading gave you new perspective on a phenomena in your past experience that was originally confusing. Or you could use an insight to reflect on your own strengths and weaknesses as a manager. Or you could explain how an insight could have changed/improved the way things were done at work. Whatever approach you take, the goal is for your journal to be a collection of reflections on how the course readings help you interpret and make sense of the work place (as well as enhance your managerial development). By the end of the quarter, you should have ten separate entries. Each entry is due via Canvas at 11:59 p.m. the night before the day the readings will be discussed. Late submissions are not accepted.

Evaluation criteria: Since the purpose of the journal is more developmental than evaluative, I will only lightly grade in terms of quantity and quality. Each entry should be roughly 2-3 paragraphs and there should be an entry for each class session with a reading attached to it (i.e., 10 entries). I’ll also be looking to see a depth of critical thought that indicates you spent a non-trivial amount of time considering the readings and ideas communicated in them.

E. Pre-class assignments (10%).

As part of your preparation for each class session, there are weeks where you will be expected to complete some sort of pre-class assignment (e.g., fill out a job crafting reflection, complete a decision-making simulation, etc.). Pre-class assignments are due before 11:59 p.m. the evening before the next class meeting.

F. Course participation (10%).

This class relies heavily on discussion and participation by students. Attendance and insightful participation are critical for indicating student mastery of the material and are expected of all graduate students and professionals. Your in-class participation grade will be assessed four times throughout the course (once at the end of each module). As such, although you are expected to participate fully in the exercises in each class session, you need not speak up every time we meet. Your in-class participation grade will be graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. I expect the average level of participation to satisfy the criteria for a “3”.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>Absent</td>
</tr>
</tbody>
</table>
| 1     | Present, not disruptive.  
Demonstrates very infrequent involvement in discussion. |
| 2     | Offers straightforward information (e.g., straight from the case or reading), but does not show evidence of trying to interpret or analyze them.  
Contributes to discussion a moderate degree when called on.  
Demonstrates sporadic involvement. |
3
- Offers interpretations and analysis of case material (more than just facts) to class.
- Contributes to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
- Demonstrates consistent ongoing involvement.

4
- Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further; links material to readings, course content, other discussions, experiences, etc.
- Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.
- Demonstrates very active ongoing involvement.

IV. Administrivia

A. Grading policy.

In business, employees who do what is expected of them are generally considered to be average performers. Those who do what is expected of them but do it excellently are good performers. But those who go above and beyond what is expected of them and do it excellently are stars. Please don't expect star grades for what is average or even good work.

If you wish to dispute a grade on an exam or assignment, please return the assignment in question to me along with a written one-page statement describing your dispute within one week. Indicate specific questions/items which you would like me to consider, and back up your claims with specific notes, page numbers, cites, etc. Note that I reserve the right to adjust your grade in either direction based on my reanalysis of your assignment.

As with all core courses, this course is graded on a curve. The approximate median grade for this course will be 3.4.

B. Class Attendance.

Class attendance with your scheduled section is critical to participation in the learning experience. In accordance with Foster MBA Program policy, attendance is required aside from circumstances related to (1) illness or (2) unavoidable conflict with a job or internship interview that cannot be rescheduled. Regardless of the rationale for missing a class meeting, please note that you are responsible for (a) notifying me by email or phone and (b) making up the content or learning experience that takes place in your absence. Please work within your core team to address any material you may have missed, and please contact me afterward should you have lingering questions or concerns about course content.

C. Technology, Professionalism, and the Classroom.

Each student is expected to be on time to and prepared for each class meeting as well as fully engaged in class content throughout the class meeting. Please refrain from engaging in any activities that might distract your classmates. This class is “unplugged.” Research shows that being online (surfing the Web, checking email, texting, etc.) inhibits your ability to learn and distracts those...
around you (including me). Therefore, once class starts, all electronics (e.g., computers, cell phones, tablets, etc.) should be turned off and put away unless it is needed for a particular class activity or exercise. If you need to use a device because of a language or disability issue, you need to secure permission at the beginning of the class. The misuse of an electronic device (e.g., surfing the web or texting) will adversely affect your class participation grade. Thank you for supporting this policy.

D. The Honor Code

I employ the principles and procedures espoused by the Foster School of Business MBA Honor System to maintain academic integrity in the course. The Honor Code of the Foster School expressly prohibits cheating, attempted cheating, plagiarism, and lying to administration or faculty as it pertains to academic work. Suspected violations of the Honor Code will be handled by referral of the matter to the Foster MBA Honor Council.

I expect that you will complete all deliverables required in the course in accordance with the principles of the Honor Code and submit them by the due dates assigned. Upholding the Honor Code means not plagiarizing case write ups or research sources for your team project, but instead finding creative ways to rephrase insights from secondary resources and giving credit wherever possible. Upholding the Honor Code also means not talking to others about the nature of the challenges or seeking out “solutions” online prior to completing the challenges. If you have any uncertainty about how the Honor Code applies to a specific deliverable in this course, please ask before taking action; when it is not possible to ask before acting, please err on the side of conservatism.

E. Disability Resources.

If you have special needs due to a physical, emotional, or learning disability, contact me by the end of the first week of class. I will accommodate students’ special needs to the best of my ability, but please notify me in advance. Students with disabilities should contact Disabled Student Services to develop reasonable accommodations. For an appointment with a counselor, call 543-8924 (voice) or 543-8925 (TTY), or e-mail uwdss@u.washington.edu.