

FOSTER SCHOOL OF BUSINESS

BA 501: Leading Teams and Organizations
Winter, 2020

Professor

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Office hours: 1-2:30 p.m. on Thursdays after class, or by appointment.

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Course Page & Coursepacks

- All readings, assignments, and supplemental course materials and important updates and announcements will be posted on the class web page: <https://canvas.uw.edu>.
- Harvard Business Publishing simulations only: <https://hbsp.harvard.edu/import/689604> (Required for everyone.)
- Harvard Business Publishing cases only: <https://hbsp.harvard.edu/import/689605> (One required for each team.)

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)

While proficiency in finance, accounting, marketing, operations, and strategy are crucial ingredients for organizational success, the ability to effectively lead and manage oneself, others, and groups of people in organizations is essential. Leadership is both an art and a science. It is a way of thinking and behaving, as well as a set of skills that can be developed and honed throughout a lifetime. Whether you’re already an experienced manager or aspire to become one, this course is designed to give you the tools you need to be more effective in leading teams and organizations.

Course Objectives:

- **Enhance your leadership and management potential by developing your authentic leadership and understanding of your own strengths and weaknesses as a leader and manager.**
 - We'll accomplish this through personal reflection and discussion of how course concepts apply to your own experiences and outlook.

- **Develop your ability to analyze issues pertaining to leading and managing 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.

II. Instructional Content & Course Schedule

To meet these objectives, this course uses readings, reflections, lectures, exercises & simulations, cases, and small group discussion. Readings, reflections, 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., individual, interpersonal, and organizational). According to this framework, we will progress through the following five modules: authentic leadership, motivation, decision-making, teams, and organizational culture and change. Each module reflects a different way of leading yourself and others.

| Session# | Date | Topic | Required Readings | Deliverables Due |
|--|---|--|--------------------------------|--|
| Session 1 | Thursday | Course Intro: Leadership vs Management | (1-1) “What leaders really do” | › Personal introduction video › Reflection #1 |
| 1/9 | (1-2) “Discovering your authentic leadership” | | | |
| Module 1: Leading through Your Authentic Leadership | | | | |
| Session 2 | Tuesday | Your Life Story & Leadership Journey | (2-1) “What’s your story” | › Reflection #2 |
| 1/14 | (2-2) “The four truths of the storyteller” | | | |

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| Session 3 Thursday 1/16 | Crucibles of Leadership | (3-1) "Crucibles of leadership" (3-2) "Fixed vs. growth mindsets" | › Reflection #3 |
| Session 4 Tuesday 1/21 | Discovering Your Authentic Leadership | (4-1) "From purpose to impact" (4-2) "The authenticity paradox" | › Reflection #4 |
| Module 2: Leading through a Motivating Work Environment | | | |
| Session 5 Thursday 1/23 | Extrinsic Motivation: The Truth Behind Sticks & Carrots | (5-1) "On the folly of rewarding A, while hoping for B" (5-2) "How to show employees the money" (5-3) "Why it's so hard to be fair" | |
| Session 6 Tuesday 1/28 | Intrinsic Motivation: Designing Jobs that Engage | (6-1) "How customers can rally your troops" (6-2) "The power of small wins" (6-3) "Job sculpting" | › Job crafting pre-assignment |
| Session 7 Thursday 1/30 | Application & Reflection | Case: Hausser Foods | › Team case write-up #1 › Reflection #5 |
| Module 3: Leading through Effective Decision-Making | | | |
| Session 8 Tuesday 2/4 | Individual Decision-Making: Subtle Biases, Big Consequences | Please read <i>after</i> attempting the simulation: (8-1) "The hidden traps in decision making" (8-2) "Outsmart your own biases" | › Judgment in a crisis simulation |
| Session 9 Thursday 2/6 | Group Decision Making: Harnessing Collective Intelligence | (9-1) "What you don't know about making decisions" (9-2) "Making dumb groups smarter" | |
| Session 10 Tuesday 2/11 | Application & Reflection | Case: Terracog Systems | › Team case write-up #2 › Reflection #6 |
| Midterm Exam – Open between Tuesday 2/11 12:00 p.m. and Thursday 2/13 8:45 a.m. | | | |

| Module 4: Leading Effective Teams | | | |
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| Session 11 Thursday 2/13 | Team Inputs: Composition, Diversity, and Faultlines | (11-1) "How to become a better leader" (11-2) "Bridging faultlines in diverse teams" | > Big 5 Test |
| Session 12 Tuesday 2/18 | Team Design: Structuring for Synergistic Collaboration | (12-1) "Teamwork on the fly" (12-2) "A players or A positions" | |
| Session 13 Thursday 2/20 | Team Process: Maximizing Gains & Minimizing Losses | (13-1) "Speeding up team learning" (13-2) "How management teams can have a good fight" (13-3) "Managing multicultural teams" (13-4) "Getting virtual teams right" | |
| Session 14 Tuesday 2/25 | Application & Reflection | Case: Greg James at Sun Microsystems (14-1) "Leading the team you inherit" (14-2) "Leading teams when the time is right" | > Team case write-up #3 > Reflection #7 |
| Module 5: Leading Organizational Culture & Change | | | |
| Session 15 Thursday 2/27 | Leading through Culture Guest Speaker | (15-1) "Leading by leveraging culture" (15-2) "The leader's guide to corporate culture" (15-3) "Navigating the cultural minefield" | |
| Session 16 Tuesday 3/3 | Leading & Managing Change | (16-1) "Leading change: Why transformation efforts fail" (16-2) "Network secrets of great change agents" | > Change management simulation |
| Session 17 Thursday 3/5 | Application & Reflection | Case: Pierre Frankel in Moscow | > Team case write-up #4 > Reflection #8 |

| Course Wrap-Up | | | |
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| Session 18 Tuesday 3/10 | Course Integration & Conclusion | (18-1) "Why leaders lose their way" (18-2) "A new game plan for C players" (18-3) "Finding coaching in the criticism" | > Peer coaching pre-assignment |
| <i>Final Exam – Open between Tuesday 3/10 12:00 p.m. and Thursday 3/12 8:45 a.m.</i> | | | |

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 the morning of class (8:45 a.m. for both sections)

III. Assignment Grid & Details

| Assignment | Purpose | % of Grade |
|------------------------|---|------------|
| Reflection Assignments | To apply insights from course content to facilitate self-awareness and enhance your leadership and management potential | 30% |
| Team Case Write Ups | To apply class concepts and frameworks to realistic scenarios | 25% |
| Midterm & Final Exam | To apply course learnings to analyze and solve leadership and management problems | 25% |
| In-class Participation | To encourage active and collaborative learning; instructor evaluated at the midpoint and end of the course | 10% |
| Pre-class Assignments | To prepare for in-class exercises and simulations | 10% |

A. Reflection Assignments (30%)

Reflections #1-4 ask you to reflect on a series of leadership questions, put your thoughts and experiences into writing, and then share them with your team for feedback and inspiration. The purpose of these reflections is to build a foundation for leadership by understanding and harnessing the unique leadership potential of each participant, as well as finding their authentic leadership. The highly introspective nature of these reflections require 1.5-2 hours to complete and historically have been cited by students as highly impactful for their leadership development, so please give them the time and attention they deserve.

Reflections #5-8 ask you to reflect on at least one of the assigned readings in a given module and use key insights from the reading(s) to analyze your prior work experiences. Your analyses can take on a number of forms. You might describe how an insight from the reading gave you a 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 opportunities for development as a leader and manager. Or you could explain how an insight could have improved the way things were done at work. Or all of the above. Whatever approach you take, the purpose of these reflections is to help you analyze issues pertaining to leading and managing individuals, teams, and organizations based on your prior experiences, as well as enhance your leadership and management potential by enhancing awareness of your own strengths and weaknesses as a leader and manager.

Evaluation criteria: All reflections are to be uploaded to Canvas before the start of class on the day they are due. Reflections are generally expected to range between 700-1000 words (approximately 1-2 pages single-spaced), though the exact nature and length of the reflection will vary by assignment. **Late submissions are not accepted and will receive a zero.**

Note: All reflections will be shared in class with a subset of the members of your core team. This face-to-face opportunity to share about your personal experiences and leadership and managerial journey with your teammates is an essential part of the learning process and has been cited by students as some of their most inspiring and meaningful interactions with classmates in the MBA.

B. *Team Case Write Ups (25%)*

As a team, you will produce a written analysis of each of the four cases we will cover in the course. In each case, consider yourself as a consultant to the main character in the story. Your priority is to utilize course content to analyze and respond to the leadership and management challenge presented in the case. A high quality case write up 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 concepts and frameworks 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 case write up will be evaluated on the basis of (a) your understanding of the case scenario and details, (b) the depth of your analysis in connecting class concepts to the case, (c) the robustness of your recommendations and implementation plans, and (d) 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. Each write-up should range between 1200-1500 words (approximately 2-3 pages single-spaced) and address the questions posted on Canvas. All case write-ups (one per team) are to be uploaded to Canvas before the start of class on the day they are due. **Late submissions are not accepted and will receive a zero.**

Note: Case write-ups for this course are team assignments, and I understand that your individual contribution to team deliverables may vary from slightly from assignment to assignment. However, I expect that your contribution to team effort across the quarter will be roughly the same as that of the other members of your core team. The midterm and final exam questions are essentially short cases graded in the same fashion as these cases. Therefore, it is to your advantage to actively contribute to all four case write-ups as a way of preparing for the exams.

C. *Midterm and Final Exams (25%).*

This course features a midterm and final exam. Each exam features two mini-cases that involves a short scenario and asks you to “solve” through the lens of course content. The midterm exam will feature one question on Motivation and one on Decision-Making. The final exam will feature one question on Teams and one question on Leading Culture & Change. Both the midterm and final exams will be administered online, will be open for approximately 44 hours, and has a 45 minute time limit for completion per question once started. This is an individual effort – no group work allowed. My expectation is that you will write 3-4 paragraphs in response to each exam question. Your answers will be evaluated in terms of (a) the depth of your analysis in connecting class concepts to the case, (b) the robustness of your recommendations and implementation plans based on your analysis, and (c) the professionalism of the document, including the quality of your writing, organization of text, spelling, and punctuation. **Late submissions will be marked down 1% for each minute they are late. There are no make-up exams if the exam window is missed.**

D. *In-class 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 twice – once at the midterm and once at the end of the course. 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”.

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| 0 | <ul style="list-style-type: none"> ▪ Absent. |
| 1 | <ul style="list-style-type: none"> ▪ Present, not disruptive. ▪ Demonstrates very infrequent involvement in discussion. |
| 2 | <ul style="list-style-type: none"> ▪ 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 | <ul style="list-style-type: none"> ▪ 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 | <ul style="list-style-type: none"> ▪ 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. |

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| | ▪ Demonstrates very active ongoing involvement. |
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E. *Pre-class Assignments (10%).*

There are a total of six pre-class assignments where you are expected to complete some sort of activity in advance of class that lays a foundation for an activity we will be doing for class. The pre-class assignments are: personal video introduction, job crafting pre-assignment, judgment in a crisis simulation, Big 5 personality test, change management simulation, and peer coaching pre-assignment. Some of these assignments take less than 10 minutes to complete. Others take an hour or more. All pre-assignments are due before the start of class on the day they are due. **Late submissions are not accepted and will receive a zero.**

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. Note that I reserve the right to adjust your in-class participation grade in either direction based on the rationale given for your absence.

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. 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 being used for note-taking or 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 in-class participation grade.

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.

F. *Religious Accommodation.*

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Faculty Syllabus Guidelines and Resources. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at: <https://registrar.washington.edu/students/religious-accommodations-request/>