



MGMT 500: Management and Leadership
Autumn Quarter, 2019

Professor

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Class meets in Paccar 392.

Course Overview

“When I finally got a management position, I found out how hard it is to lead and manage people. **The warm, fuzzy stuff is hard.** 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....as long as you can use an HP 12 calculator or a spreadsheet, you have the finance knowledge that you need for most management positions. 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)

This course is designed to deepen your understanding of how psychological, interpersonal, and team processes affect the behavior of individuals in organizations, and influence personal and organizational performance. The course focuses on how you, as an organizational member and manager, can experience, understand, and manage yourself, other individuals, and teams in organizations. You will learn and apply strategies and material relating to major Organizational Behavior topics.

Course Objectives

- Teach skills of good organizational leadership
- Help you see the importance of good people management and discuss how to do it
- Share research findings that help us understand why we and others behave the ways we do and how to manage changes in decisions and behavior

Expectations and Course Plan

I run a highly participative course, with many discussions and exercises. We each have jobs to do. It is my responsibility to choose topics that will hopefully be important for your life

and to guide our journey together in ways that are interesting and effective. It is your responsibility to come to class prepared and motivated to learn.

Grading

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.*

At the same time, I realize that you all are extremely busy, often attending our program in addition to substantial work and/or family responsibilities. I know that you need to make trade-offs and sometimes this course might not be your highest priority. While I need to grade as fairly as possible based on what students put into the course and need to follow the grading requirements of the Foster School, please don't think this means I dislike students who don't receive the highest grades or, for example, that I would not write a recommendation letter later on.

Here are the components that will comprise your grade for the course:

- A. *Participation (20%).* Participation involves being fully invested in the material and conversations we have in class. To be a good class participant, I ask that you make meaningful contributions to discussions of cases and examples. Also involved in participation is doing the assigned readings. This will focus primarily on your participation in discussions in the large group.

I will almost certainly take role at the end of every course session. Coming to class but not saying anything in the class discussions will earn approximately 70% of the total points available for that session. People who have a higher quality and quantity of comments will receive higher scores. Unexcused absences will earn 0 points for that session. I will give partial credit to students who notify me by email about their absence with a reason, preferably before the class session.

- B. *Group Project: Write a Case and Teaching Note (25%).* You will work in your pre-set teams that you have been in for previous courses. Your group will complete a project of writing a business case and accompanying teaching note. Each group will turn in a word document (or PDF file) and hard copy of your project at the beginning of Class Session 14. See Appendix A for further details on this project.
- C. *Individual Assignment: Reflection (20%).* This will be an individual project in which you reflect on the role(s) you have played in your team and which changes you might make in the future to better manage and collaborate with others. Please turn in a word document (or PDF file) and hard copy of your plan at the beginning of Class Session 15. See Appendix B for further details on this project.

Final Exam (35%). There will be a closed book, individual, take home final exam. It will cover all of the major course topics. The format will include matching, multiple choice, and free response questions and at least one case analysis. Students will have up to two hours to complete the exam within the window of December 9th at noon Pacific time to December 11th at 10pm Pacific time. Students who have a need established through DRS can have more time and I would make other special accommodations as needed. I ask that you uphold the Honor Code in this examination.

Student Professionalism in Class

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 you or your classmates. This includes coming to class late, talking on your cell phone, allowing your cell phone to ring, snoring, having drunken brawls, creating a bonfire out of the chairs, actively plotting to overthrow me as the professor, changing into the Incredible Hulk, and so on. I am okay with you using your laptop computer or tablet to take notes, read course material, etc., but please try not to use them to distract yourself or others from the course.

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. If you have any uncertainty about how the Honor Code applies to a specific deliverable in the course, please ask before taking action; when it is not possible to ask before acting, please err on the side of conservatism.

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me, preferably by email, at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your

instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

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 [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

Course Schedule and Preparation

This schedule is tentative. Because the amount of time required to cover each topic tends to vary, topics may be changed or omitted depending on our progress throughout the quarter.

For each topic, I will typically use multiple means to convey the material. Preparation for each class topic will usually involve reading an article or two written for practitioners but generally grounded in the research literature and sometimes also a case to be discussed in class. It is typically more important that you read the case if there is one to prepare before class than that you read the article if you do not have time to read both. In the interest of limiting the amount of preparation you need to do outside of class and making sure that we have the correct number of people for each role in role-plays, about half of the cases will be provided in class and I will give you time to read them before using them in exercises.

Relatedly, given how much material we have to cover in limited time, I don't usually reserve time during class to discuss the readings. The only articles we will definitely discuss at length in class are those on Incentives (which I predict will align with Session 5), however most of the required articles will be tested on the exam. The articles are often from *Harvard Business Review*, but I also use other sources. There are about as many readings as there are sessions. Some sessions have multiple required readings, whereas other sessions have none. Any readings in the course materials section of the schedule below which do not have "Optional:" written in front of them are required. The readings marked as optional will not be tested but can provide a deeper understanding of the concepts for your own interest. Sometimes the optional readings are at least as informative as the required ones but harder for me to get permission to post and I'm not going to ask you all to buy a book for one chapter.

To purchase the coursepack, please go to: <https://hbsp.harvard.edu/import/664537> . Because we have subscriptions to Harvard Business Review and California Management Review and to keep the price of your coursepack around \$35, I did not include articles that are freely available in the coursepack. For articles that are not in the coursepack, please search for them on the UW libraries site (<https://www.lib.washington.edu/>) or Google Scholar (<https://scholar.google.com/>). If neither of those work, please email me.

Date	Topic	Course materials
25 Sept (Wed)	<p><i>Session 1</i></p> <p>Course introduction: Syllabus Evidence Based Management Judgment and Decision-Making</p>	<p>Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. <i>Harvard business review</i>, 89(6), 50-60.</p> <p>Video: http://www.inc.com/daniel-kahneman/idea-lab-making-smarter-decisions.html</p> <p>Optional: Pfeffer, J., & Sutton, R. I. (2006). Management half-truths and nonsense: How to practice evidence-based management. <i>California Management Review</i>, 48(3), 77-100.</p> <p>Optional: Wilson (2011). Redirect, Ch. 2 (pp. 23-38)</p>
30 Sept (Mon)	<p><i>Session 2</i></p> <p>Judgment and Decision-Making case Motivation</p>	<p>Case handed out in class (no need to prepare): ClothesOnDemand</p> <p>Watch: http://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work</p>
2 Oct (Wed)	<p><i>Session 3</i></p> <p>Motivation and Justice</p>	<p>Brockner, J. (2006). Why its so hard to be fair. <i>Harvard Business Review</i></p> <p>Case: The Temperamental Talent</p>
7 Oct (Mon)	<p><i>Session 4</i></p> <p>Job-Crafting</p>	<p>Job crafting video in class</p> <p>In class exercise (no need to prepare): Job crafting</p> <p>Wrzesniewski, A., Berg, J. M., & Dutton, J. E. (2010). Managing yourself: Turn the job you have into the job you want. <i>Harvard Business Review</i></p>

Date	Topic	Course materials
9 Oct (Wed)	<i>Session 5</i> Delegation and Incentives	<p>(it is particularly important you read these articles before the session, especially the first)</p> <p>Rynes, S. L., Gerhart, B., & Minette, K. A. (2004). The importance of pay in employee motivation: Discrepancies between what people say and what they do. <i>Human Resource Management</i>, 43(4), 381-394.</p> <p>Hall. B. (2004). Incentives within Organizations. HBR Brief in coursepack.</p> <p>Case (prepare before class): Performance Management at Vitality Health</p> <p>Optional: Barnes, C. M. You Know You Need More Sleep. Here's How to Get It. You Know You Need More Sleep. Here's How to Get It. <i>HBR</i></p>
23 Oct (Wed)	<i>Session 6</i> Incentives Case continued Culture	<p>Chatman, J. A., & Cha, S. E. (2003). Leading by leveraging culture. <i>California management review</i>, 45(4), 20-34.</p> <p>Case handed out in class (no need to prepare): Magos & Tala Comics</p>
28 Oct (Mon)	<i>Session 7</i> Culture continued	<p>Economist. I Understand, Up to a Point.</p> <p>Meyer, E. (2014). Navigating the cultural minefield. <i>Harvard Business Review</i>, 92(5), 119-123.</p> <p>Optional: Meyer (2014) The Culture Map, Ch. 1, pp. 29-60.</p>
30 Oct (Wed)	<i>Session 8</i> Creativity	

Date	Topic	Course materials
13 Nov (Wed)	<i>Session 9</i> Teams	Hackman, J. R. (2009). Why teams don't work. Interview by Diane Coutu. <i>Harvard Business Review</i> , 87(5), 98-105. Football Transfer Case handed out in class (no need to prepare)
15 Nov (Fri)	<i>Session 10</i> Teams continued	Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J. (1997). How management teams can have a good fight. <i>Harvard business review</i> , 75(4), 77-86.
18 Nov (Mon)	<i>Session 11</i> Power and Influence	Hill, L. A. (1994). Power dynamics in organizations. HBR Brief in coursepack. Case (prepare before class): Lisa Benton
20 Nov (Wed)	<i>Session 12</i> Power continued Negotiation	Brooks, A. W., & John, L. K. (2018). The surprising power of questions. <i>Harvard Business Review</i> , 96(3), 60-67. Watch: https://www.youtube.com/watch?v=km2Hd_xgo9Q Case handed out in class (no need to prepare): Joint Bid
25 Nov (Mon)	<i>Session 13</i> Negotiation continued	Falcao, H., & Komaromi, A. (2018). When winning means losing in negotiations. <i>INSEAD Knowledge</i> . https://knowledge.insead.edu/strategy/when-winning-means-losing-in-negotiations-8381 Optional: Fisher, R., Ury, W. L., & Patton, B. (2011). <i>Getting to yes: Negotiating agreement without giving in</i> . Penguin. Ch. 5, pp. 82-95. Case handed out in class (no need to prepare): Art Case

Date	Topic	Course materials
2 Dec (Mon)	<i>Session 14</i> Negotiation continued Performance Evaluation and Feedback	Beer, M. (1997). Conducting a performance appraisal interview. HBR Brief in coursepack. Case (prepare before class): Ron Parsons at Morgan Stanley A Group Project DUE
4 Dec (Wed)	<i>Session 15</i> Performance Evaluation and Feedback continued Integration and Wrap Up	Individual Assignment DUE
There will be a closed book, take home exam administered between December 9th 12pm and Wednesday December 11th 10pm.		

Appendix A: Group Project: Write a Business Case

Your Group Project is to write a management case that could supplement or replace one of the cases that we read in class. The idea is for you to write about a realistic workplace situation that you experienced, heard about, or imagined and to follow the style and conventions of the other cases to tell a story that students could analyze in order to notice, learn, and apply the course concepts. Because this assignment is due in the 14th class session, any course concepts from sessions 1-13 are eligible for inclusion. Writing a case that is very similar to one of the other cases would be acceptable, or writing something totally different (if done well). Creativity is encouraged. Ideally the story and writing are good enough that people would be interested in and enjoy reading it even if they did not need to for a course.

You are also asked to write a “Teaching Note”, which is a document that instructors can use to understand which concepts are being taught, how the case content connects to those concepts, and how to guide a discussion about the case. This should include specific discussion questions that would lead students to think critically about the case material and guide a discussion to the more important parts of the case and key intended take-aways. It can point out issues, characters’ assumptions, and also gaps in what is known in the case.

My hope is that one or more of these assignments could actually replace the Harvard or INSEAD cases, which would save future students money and align our classroom practices with the university’s culture of innovation and being boundless and better tomorrow. However, please note at the beginning of your teaching note if you are not comfortable having your case and teaching note used in future courses. I will not use it in the future if you include such a note saying I do not have your permission to do so. Please also let me know if you do not want some or all of your group members’ names to appear on the case if I reuse it in class. Whether you give permission to reuse the case or include your names will not influence your grade on the assignment. Regardless, **please submit this assignment in hard copy (paper) form in class and submit it in soft copy (Word document) form on Canvas.**

Please use pseudonyms in the case in terms of the individuals’ and companies’ names. This is for two reasons: 1. You should provide sufficient descriptions of the company and people that it can stand alone rather than be based on the impressions or assumptions people have of specific companies (because some people may not know a company’s reputation or different people may not agree). 2. The use of pseudonyms also should protect individuals’ and companies’ identities, which ethically protects the innocent (and the guilty) and also prevents any risk of future lawsuits. Furthermore, people are often more truthful in situations in which their contributions are anonymous.

Form

1. **Length.** The length of the case and teaching note together should not exceed 10 single-spaced pages, not including cover page, appendices, or references. Use 12-point Times New Roman font. The case should be 2-6 pages in length. The teaching note should be 2-6 pages in length.
2. **Format.** Write your case as if it were one of the others that have been assigned and that we discussed in class.

Other Requirements

1. Back up your points in the teaching note by **applying specific OB concepts or analytical frameworks** to the events and details of the case.
2. There should be some interpersonal interaction in the case, and most of the case should take place in or directly relate to a workplace setting.
3. Please ensure that the appearance, formatting, grammar, spelling, tone, and diction in your assignment would enhance your professional image. In general, try not to submit anything that you would not give to your (open-minded, creativity-appreciating) manager or to an important client.

Case Analysis Model

While not required, here are some suggested steps for working through your case in the way students and teachers would. I am not asking you to submit your work from these steps, but thinking in terms of these steps could provide you with some guidance for how to take the perspective of your audience and see whether your case can facilitate a learning process, as well as help you to build the teaching note.

Step 1	Inventory of facts	List key facts (people, places, events, dates, results, etc.)
Step 2	Problem(s) statement	Concisely state major problems, i.e., things to be corrected or resolved. Are any more serious than others?
Step 3	Analysis of causes	Identify and analyze all possible causes of the problem(s) in the case.
Step 4	Theory application 1	Identify theories or models that might be relevant. Which of these apply to the problems identified as most serious?
Step 5	List of possible solutions	Identify possible solutions to each problem.
Step 6	Justification of preferred solution	Present <u>one</u> preferred solution, which can be one or more actions; justify the choice.
Step 7	Evaluation of preferred solution	What are the positive and negative implications of your decision?

Feedback and grade – content

1. **Case Quality and Presentation.** *You have written a story that realistically and engagingly describes one or more interpersonal, communication, and/or management-related workplace situations including believable characters and important problems.*
2. **Presentation of Teaching Note.** *You have clearly and deeply thought out how to structure a class discussion and possibly also exercises based on your case. You include insightful discussion questions which would help stimulate conversation and help students engage with the material.*
3. **Use of OB concepts.** You have correctly used appropriate concepts, terminology, and frameworks from class lectures and readings to build and analyze the case. You should be able to point to multiple course concepts being present in the case, and ideally many course concepts.

Feedback and grade - Format

A strong grade and positive feedback for each of the following indicates that you met the following requirements.

1. **Length.** The case and teaching not together did not exceed 10 pages single spaced, not including cover page or appendices. The case should be 2-6 pages in length. The teaching note should be 2-6 pages in length.
2. **Cohesion.** The different parts of the case analysis flow, are clearly and explicitly related to each other, and are similar in format and tone except when intentionally not (e.g., colloquial dialogue).
3. **Tone, language, and diction.** You have used specific and informative wording, edited for conciseness and readability, and used appropriate tone and diction. Colloquial or informal language is okay for the case, especially when characters are speaking, but the teaching note should be in formal professional language.
4. **Grammar, spelling, and punctuation.** You have avoided grammatical mistakes, checked for spelling errors, and followed the conventions of English punctuation.
5. **Typos, appearance, and professionalism.** You have submitted a document that looks professional, is easy to read and understand, has clearly been carefully revised, and that does not contain distracting typos and formatting errors.

Write a Case Assignment: Grading Rubric

Name: _____

		<i>Exc.</i>	<i>Good</i>	<i>Okay</i>	<i>Fair</i>	<i>Poor</i>
A. Content and analysis						
1. Case Quality and Presentation						
2. Presentation of Teaching Note						
3. Use of course concepts and theories *						
B. Form						
1. Organization						
2. Cohesion						
3. Tone, diction, language, and mechanics						

Other comments:

Appendix B: Individual Assignment: Reflection

Purpose. This is an individual assignment so each student will submit their own. This assignment is intended to help you individually reflect on your group experience, including your own contribution to group dynamics and outcomes, within this course and your previous work together with your MBA program group. Your focus should be on applying OB concepts to the group dynamics and your experience, in order for you to better understand the roles you played, the reasons you acted as you did, and how you might use this experience to approach similar situations differently in the future.

The tone of your written report should be neutral, professional, and honest. The paper is not intended to be a sentimental or self-congratulatory reminiscence on a positive group experience. Nor is the paper meant as a final opportunity to criticize team members or justify one's own attitudes and behavior. Rather, writing about your experience is meant to encourage an examination of the role you played and the choices and contributions you made, in order to better understand yourself, and ways in which you might, if you choose, behave differently in the future.

Format. This assignment should be at most 5 pages long. It should be double-spaced, size 12 Times New Roman or Calibri font, with paragraph indents and bold in-paragraph section headings similar to those in the format of this assignment description. There should be a great deal of content to write about, and this page limit should force you to remove things that are not essential and communicate your ideas in the clearest and most concise ways possible. It may be useful to write a longer report and then repeatedly edit it in order to distill which parts are most important to include. It may be helpful to read your writing out loud in order to notice sections that do not flow smoothly. Every sentence should serve a purpose. Appendices, references, and a cover page do not count towards the page limit. Please do not include a table of contents.

Due date. Please submit as a hard copy (i.e. in paper form) and as a soft copy on Canvas to me at the beginning of Class Session 15.

Questions. Please make sure you clearly address the following 5 questions in some manner.

1. What roles did you play in the group? Why?
2. How did your participation in the group positively affect group performance?
3. What could you have done better? Why didn't you do so at the time? What would you do differently next time?
4. Describe important aspects in your group process, such as stages of group development, roles, group conflict, team building, motivation, leadership, the use of power or political influence, group culture, and group structure. How did these affect team performance, in terms of tasks completed and group maintenance?
5. What are the most important things you have learned from working with this group this semester or before, and how do they relate to the OB material?

Application of OB theory and concepts. Please use appropriate OB terminology, concepts, and theories from the course to reflect on, analyze, and discuss your group experience. Discuss aspects of your experience at the different OB levels of analysis: individual, interpersonal, and group-level. Try to look at causes or explanations for behavior that are perhaps not

immediately obvious, rather than simply reaching for superficial analysis and easy explanations. Of course, be careful of common attribution errors, such as fundamental attribution error, or self-serving bias.

Note that you will be evaluated on the quality of your analysis, rather than on the role that you (feel you) played in your group. In other words, reflecting deeply and thoughtfully is encouraged. Presenting yourself uncritically as the hardest working or smartest member of your group is not encouraged (especially if your group members may have a different perception).

Grading. Here are some of the attributes of poor, good, or excellent written portions of this assignment.

Excellent indicates that you have answered this question in a thoughtful, insightful, and thorough way, and effectively related this to OB material. You have used specific, concrete, and well-chosen examples. You have considered the effects on different aspects of group dynamics and performance. You have clearly tried to step back, deeply examine, and analyze your experience. You have tried to answer “Why?” when reasons for different attitudes or behaviors are not obvious. In order to discuss group events and your own role you have also tried to see your contributions, positive and negative, from different perspectives.

Good indicates that you have been reasonably thorough in analyzing your group experience. You have sometimes related it to OB material, and the material is mostly used correctly. You have supported some of your comments with specific, concrete examples. You have discussed the effect of some group events and your participation on group performance. You have analyzed your experience, though sometimes superficially and without attempting to find connections or underlying causes. You have mostly recounted what happened, without trying to explain “Why.” Your tone is generally neutral. Other perspectives are acknowledged, but only a modest attempt appears to have been made to step back and analyze your own behavior.

Poor indicates that you have failed to address an area.

Grading Rubric (that I and my TA will use to evaluate your assignment)

	Exc.	Good	Okay	Fair	Poor
1. Your participation and roles in group, and positive effect on group dynamics and performance					
2. Ways in which your effect on group dynamic and performance could be improved					
3. Discussion of group processes					
4. Lessons learned					
5.Application of OB material*					
6.Organization, appropriate tone, and clear, effective writing					

* = most important