

# FOSTER SCHOOL OF BUSINESS

## MGMT 500: Management and Leadership Autumn Quarter, 2022

### Professor

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### Teaching Assistant

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**Class meets in PACCAR 392 on most Monday and Wednesday evenings.**

### 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 cases and notes only:  
<https://hbsp.harvard.edu/import/980519>

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### 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)

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While proficiency in finance, accounting, marketing, operations, and strategy are crucial ingredients for organizational success, the ability to effectively lead and manage oneself, other individuals, 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.

### **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

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

- A. *In-Class Participation (15%)*. Participation involves being present and 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 full group 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 track attendance during every course session. The required readings will be discussed in class and some of them will be tested on the final exam (I reserve the right to have up to two pop quizzes to test if people have done the reading which could constitute up to 20% of this grade (3% of total course grade)). I will sometimes use “random call” – randomizing students’ names and going down the list, as an equitable way to increase participation of all students. You can prepare for the discussion by choosing one part of each reading that resonated with, annoyed, or surprised you and be ready to talk about why it did so. Please also watch the videos before class if there are any and be ready to discuss them.

Attendance to all sessions is expected (unless you have COVID or other symptoms or commitments) and each missed class session will translate to lost participation points unless you make it up (see below). One’s grade is largely determined by the quantity and quality of contributions to large class discussions.

**Making up a class:** I will record all class meetings. If you cannot make it to a class meeting, please watch the recording of the class meeting you missed, do the related readings or exercises if there were any, write a reaction essay (I envision about half a page single spaced) on what you thought about the class and what you would have said in the class discussions (your responses to discussion questions, what resonated with, annoyed, or surprised you about the course content, how would you have done something in your life differently, something that happened to you that the class helped clarify, etc.), and email that to me (ahaf@uw.edu) within five days of the last class meeting (by 11:59pm on Sunday, December 11th).

- B. *Leadership Reflection Assignments (20%)*: There will be three assignments related to the class sessions 2-4 that 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. Please see the Assignments tab on Canvas for details. **Late submissions are not accepted and will receive a zero.**
- C. *Preparation Assignments (5%)*: There are a total of three pre-class assignments where you are expected to complete some sort of activity in advance of classes 1, 7, and 12 that lays a foundation for an activity or discussion we will have in class. The pre-class assignments are:

personal video introduction, Big 5 personality test, and peer coaching pre-assignment. All pre-assignments are due before the start of class on the day they are due. Please see the Assignments tab on Canvas for details. **Late submissions are not accepted and will receive a zero (except for the personal video introduction, which I will give half credit for if submitted before the second class).**

- D. *Group Project: Write a Case and Teaching Note (25%).* You will work in your pre-set teams that I receive from the MBA office. 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 12. See Appendix A for further details on this project. The cases will be shared on Canvas with everyone in the class.
- E. *Group Project: Case Presentation (15%).* Your group will give a five minute presentation about or based on your case on the third to last day of class (Class Session 13). The goal of this presentation is to allow you to share the work you have done and make people want to read your case. Your task is to tell the story of your case in a clear and compelling way that should also reveal what some of the topics it was meant to address are and why the story is interesting to you (but show why it is interesting, don't tell us that it is interesting!). The presentation should be polished and well-prepared. Every member of the group should be substantively involved in the presentation, ideally with at least one "speaking line" unless they are obviously doing something that prevents that. You can use additional media if you would like such as skits, music, video, costumes, drawings, slides if done well, audience participation, or something better. Creativity is encouraged!
- F. *Final Exam (20%).* There will be an open book, individual, take home final exam administered through the Quizzes section of Canvas. Students will have up to two hours to complete the exam within a preset window of about three days. 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. The format of the exam will be approximately 1/3 multiple choice, 1/3 case analysis, and 1/3 open ended questions that allow you to apply and synthesize the course concepts overall (i.e., not rote memorization).

### **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.

### **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](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://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](#).

### **COVID-19 Related Considerations**

We need to follow all UW and Washington State regulations. That means that masks are required in class. The plan for this quarter is for this to be an in person course and I am designing it based on that being the case. If the rules change due to a significant increase in active cases, we will need to follow them, which would mean shifting the course onto Zoom. I am fully vaccinated as you probably are as well, but it looks like immunity may wane several months after vaccination. If you or I have an active case of COVID-19, we would also need to shift the course to Zoom for a quarantine period. I don't think any of us want to do that, so let's do our best not to catch COVID. I would update you by email as soon as I have any information about changes to the format of this course in the event that there are any.

If any people choose to take the course but not to come to any class meetings (for medical or any other reason), I am committed to grading way your contributions in a fair way as well, which will substantially rely on reaction essays to the posted class videos with the option to share thought with the class on a discussion board on Canvas.

### 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 often also reading a case. I will reserve some time during each class to discuss the readings. I have erred on the side of popular press articles over scientific articles for the required readings.

Date	Topic	Course materials
28 Sept (Wed)	<b>Session 1</b> Course introduction: Syllabus Evidence Based Management Management vs. Leadership  <b>INTRODUCTION VIDEO PRE-ASSIGNMENT DUE</b> (at noon)	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.  Optional: Wilson (2011). Redirect, Ch. 2 (pp. 23-38)
3 Oct (Mon)	<b>Session 2</b> Your Life Story  <b>LEADERSHIP REFLECTION 1 (Your Life Story) DUE</b>	George, B., Sims, P., McLean, A., & Mayer, D. Discovering your authentic leadership. <i>Harvard Business Review</i> , 85(2), 129-138.
5 Oct (Wed)	<b>Session 3</b> Crucibles and Developmental Readiness  <b>LEADERSHIP REFLECTION 2 (Crucibles) DUE</b>	Thomas, R. J. (2008). Crucibles of Leadership Development. <i>MIT Sloan Management Review</i> , 49(3), 15-18.
10 Oct (Mon)	<b>Session 4</b> Your Authentic Leadership & Purpose  <b>LEADERSHIP REFLECTION 3 (Your Authentic Leadership) DUE</b>	Craig, N., Snook, S. (2014). From Purpose to Impact. <i>Harvard Business Review</i> , 92(5), 104-111.  Watch at least until 4:40: <a href="https://youtu.be/AS_THnmaQ7I?t=154">https://youtu.be/AS_THnmaQ7I?t=154</a>

Date	Topic	Course materials
12 Oct (Wed)	<i>Session 5</i> Extrinsic Motivation, Incentives, and Delegation	<p>Aguinis, H., Joo, H., &amp; Gottfredson, R. K. (2013). How to show employees the money. <i>Business Horizons</i>, 56, 241-249.</p> <p>Optional: Kerr, S. (1995). On the folly of rewarding A, while hoping for B. <i>Academy of Management Executive</i>, 9(1), 7-14</p> <p>Case (prepare before class): That's Not My Job at Blue Square</p>
17 Oct (Mon)	<i>Session 6</i> Teams	<p>Eisenhardt, K. M., Kahwajy, J. L., &amp; Bourgeois, LJ III (1997). How management teams can have a good fight. <i>Harvard Business Review</i>, 75(4), 77-86.</p> <p>Watch:  <a href="https://www.youtube.com/watch?v=qYvXk_bqI_Bk">https://www.youtube.com/watch?v=qYvXk_bqI_Bk</a> </p> <p>A case will be provided in class.</p>
31 Oct (Mon)	<i>Session 7</i> Teams (continued) BIG 5 PERSONALITY PRE- ASSIGNMENT DUE	<p>Hackman, J. R. (2009). Why teams don't work. Interview by Diane Coutu. <i>Harvard Business Review</i>, 87(5), 98-105.</p>
2 Nov (Wed)	<i>Session 8</i> Intrinsic Motivation, Justice	<p>Brockner, J. (2006). Why it's so hard to be fair. <i>Harvard Business Review</i>, 84(3), 122-129.</p> <p>Optional: Wrzesniewski, A., Berg, J. M., &amp; Dutton, J. E. (2010). Managing yourself: Turn the job you have into the job you want. <i>HBR</i>.</p> <p>Watch:  <a href="http://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work">http://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work</a> </p> <p>Case: The Temperamental Talent</p>

Date	Topic	Course materials
7 Nov (Mon)	<i>Session 9</i> Judgment and Decision Making	<p>Kahneman, D., Lovallo, D., &amp; Sibony, O. (2011). Before you make that big decision. <i>Harvard Business Review</i>, 89(6), 50-60.</p> <p>Video: <a href="http://www.inc.com/daniel-kahneman/idea-lab-making-smarter-decisions.html">http://www.inc.com/daniel-kahneman/idea-lab-making-smarter-decisions.html</a></p> <p>Case (prepare before class): New Arrival at Sunny Media</p>
9 Nov (Wed)	<i>Session 10</i> Creativity	Thompson, L. (2003). Improving the Creativity of Organizational Work Groups. <i>Academy of Management Perspectives</i> , 17, 96-109.
21 Nov (Mon)	<i>Session 11</i> Organizational and National Culture	<p>Chatman, J. A., &amp; Cha, S. E. (2003). Leading by leveraging culture. <i>California Management Review</i>, 45(4), 20-34.</p> <p>Economist. I Understand, Up to a Point. (this is one page long)</p>
28 Nov (Mon)	<i>Session 12</i> Leading Change and Influence  Write a Case and Teaching Note Group Assignment DUE	<p>Moss Kantor, R. (2020). Leadership for Change. HBR Brief in coursepack.</p> <p>Case (prepare before class): Satya Nadella at Microsoft</p>
30 Nov (Wed)	<i>Session 13</i> Case Group Presentations	
5 Dec (Mon)	<i>Session 14</i> Performance Evaluation and Feedback  Peer Coaching Pre-Assignment DUE	<p>Beer, M. (1997). Conducting a performance appraisal interview. HBR Brief in coursepack.</p> <p>Case (prepare before class): Rob Parsons at Morgan Stanley A</p>



Date	Topic	Course materials
7 Dec (Wed)	<i>Session 15</i> Course Conclusion and Integration	Case (Prepare before class): Rosalind Fox at John Deere
<b>There will be an open book take home individual 2-hour exam proctored on the quizzes tab on Canvas.</b>		

## Appendix A: Group Project: Write a Business Case and Teaching Note

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. Writing a case that is very similar to one of the other cases would be acceptable, or writing something totally different. 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 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 have one member of your team submit this assignment on Canvas with all students’ names on the front page.**

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 note 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>
<b>A. Content and analysis</b>						
1. Case Quality and Presentation						
2. Presentation of Teaching Note						
3. Use of course concepts and theories *						
<b>B. Form</b>						
1. Organization						
2. Cohesion						
3. Tone, diction, language, and mechanics						

**Other comments:**