



**Leading Teams and Organizations**  
**Winter Quarter, 2023**

**Professor**

Christopher M. Barnes, PhD

585 Paccar Hall

[chris24b@uw.edu](mailto:chris24b@uw.edu) (preferred communication method)

<http://foster.uw.edu/faculty-research/directory/christopher-barnes/>

**Course Overview**

All organizations are comprised of three types of resources: financial and material capital, intellectual property, and people. Many contemporary organizations are finding that the people they employ—and the knowledge and expertise these people hold—are their best source of competitive advantage. The field of Organizational Behavior (OB) has evolved to help organizations manage their people in a way that maximizes the organization's success. This course takes a strategic view of how OB can enhance organizational effectiveness, and will give you an overview of the major areas of OB and the fundamental principles underlying leading teams and organizations.

**Course Objectives**

- Teach skills of good organizational leadership
- Help you see the importance of good people management
- Show how managing people represents most firms' best source of competitive advantage

**Expectations and Course Plan**

I run a highly participative course, with many discussions and exercises. While I will endeavor to make these sessions engaging and interesting, it is your responsibility to come to class prepared and motivated to learn.

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

- Intro Video (1%).* Create and post a 30 second video introducing yourself.
- Deep Reflection Exercises (16%).* You will conduct a set of 4 reflection exercises. Instructions will be provided for each one. The deliverable document for this exercise is a 500-700 word essay for each of the 4 deep reflections.
- Deep Reflection Debriefs (4%).* In each of the 4 sessions in which you discuss your deep reflections with your peers, you will have an opportunity to hear your peers' reflections as well. This will be your

opportunity to process the reflections of your peers, and grow from that experience as well. Your debrief will be your writeup of what you learned from hearing their reflections. This document should be 200-300 words, but can be longer if you prefer.

- D. *Short Reflection Exercises (20%)*. In many of our classes, at the end of class I will give you an opportunity to reflect on what you learned that day in order to help solidify that content for you to remember in the long run. These documents can be written in bullet-point format, with 3 or more bullet points. They must be done live during class. The aggregate across these exercises is worth 20% of your total grade.
- E. *Group Exercise – Design a Nudge (23%)*. In Session 2, I will discuss nudges. Following that, in your groups you will have the task of choosing a problem to nudge and then nudging that problem. The appendix to this syllabus has further details.
- F. *Evaluation of Other Nudges (2%)*. View and evaluate all of the nudge projects for this class. On a 100 point scale for each project, your mean across all projects must be no higher than 90.0.
- G. *Final Exam (34%)*. This will be an essay exam that will be conducted electronically. You may take the exam wherever you like. You must work on the exam alone, but you may consult your notes or the articles while taking the exam. You can choose the time you take the exam, within a time window to be specified later in the quarter. You must submit your answers within *two hours* of starting the exam. Late submissions will be penalized 1% for each minute they are late.

## 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.*

Grades will be assigned according to the following schedule:

% Grade	Course grade
95% and above	4.0
94-94.99%	3.9
93-93.99%	3.8
92-92.99%	3.7
91-91.99%	3.6
90-90.99%	3.5
87-89.99%	3.4
86-86.99%	3.3
85-85.99%	3.2
84-84.99%	3.1
83-83.99%	3.0
82-82.99%	2.9

% Grade	Course grade
81-81.99%	2.8
80-80.99%	2.7
79-79.99	2.6
78-78.99	2.5
77-77.99	2.4
76-76.99	2.3
75-75.99	2.2
74-74.99	2.1
73-73.99	2.0
72-72.99	1.9
71-71.99	1.8
70-70.99	1.7
Below 70%	Ouch

### Class Attendance

Class attendance with your scheduled section is critical to participation in the learning experience. In accord with Foster MBA Program policy, attendance and 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 the 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 specific questions about course content.

### 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 other that might distract 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.

### 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.

### Special Needs

If you have special needs due to a physical, emotional, or learning disability, contact me immediately. 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](mailto:uwdss@u.washington.edu).

## Course Schedule

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 will involve reading an article written for practitioners but generally grounded in the research literature. These are typically short articles from *Harvard Business Review*, but I also use other sources. Preparation for class will also often include listening to a podcast from OBweb. These podcasts present research on a given topic, with guidance as to how it is relevant to managers. Finally, class preparation will also often involve reading a (typically short) popular press article. The purpose of the popular press articles is to give real world examples of the concepts. I recommend reading the primary article (typically HBR) first, then listening to the podcast, then reading the popular press article.

Note: if you run into an issue accessing the popular press material, let me know. It is not my intention that you have to pay for any material outside of the coursepack.

Date	Topic	Preparation materials (complete before the class session, unless otherwise specified)
<b>Module 1: Intro Plus Nudge</b>		
5 Jan	<i>Session 1</i> Course introduction: Syllabus, Evidence Based Management	Read: Management Half-Truth and Nonsense: How to Practice Evidence-Based Management (coursepack)  Watch: <a href="https://www.youtube.com/watch?v=14j3l74Og-I">https://www.youtube.com/watch?v=14j3l74Og-I</a>  In class exercise (no need to prepare for this): Design study
10 Jan	<i>Session 2</i> "Nudging" change	Read: A Practitioner's Guide to Nudging (coursepack)  Watch: <a href="https://www.youtube.com/watch?v=xoA8N6nJMRs">https://www.youtube.com/watch?v=xoA8N6nJMRs</a>  In class exercise (just think about this a bit before class): Create a list of frequent bad decisions or frequent frustrating events in your last workplace.  Optional: Read <u>Nudge: Improving Decisions about Health, Wealth, and Happiness</u> by Richard H. Thaler and Cass R. Sunstein  Optional: Read <u>Using implementation intentions prompts to enhance influenza vaccination rates</u> by Milkman et al. (canvas)
<b>Module 2: Developing Yourself</b>		

Date	Topic	Preparation materials (complete before the class session, unless otherwise specified)
12 Jan	Session 3 Deep Reflection 1: Proudest Moment	No reading for this session  Complete Deep Reflection #1 assignment <i>before</i> class  Complete Reflection Debrief #1 assignment <i>after</i> class
17 Jan	Session 4 Deep Reflection 2: Life Story	Read: What's Your Story (coursepack)  Read: The Four Truths of the Storyteller (coursepack)  Complete Deep Reflection #2 assignment <i>before</i> class  Complete Reflection Debrief #2 assignment <i>after</i> class
19 Jan	Session 5 Deep Reflection 3: Crucibles of Leadership	Read: Crucibles of Leadership (Canvas)  Read: Martin Luther King Jr Paths to Leadership (Canvas)  Complete Deep Reflection #3 assignment <i>before</i> class  Complete Reflection Debrief #3 assignment <i>after</i> class
24 Jan	Session 6 Deep Reflection 4: Discovering your Authentic Leadership	Read: From Purpose to Impact (coursepack)  Read: Indra Nooyi Excerpts (Canvas)  Read (optional): The Authenticity Paradox (Canvas)  Read (optional): Why Leaders Lose Their Way (Canvas)  Complete Deep Reflection #4 assignment <i>before</i> class  Complete Reflection Debrief #4 assignment <i>after</i> class
<b>Module 3: Driving Change</b>		
26 Jan	Session 7 Decision Challenges	<b>BEFORE ANY READING</b> – complete HBR “Judgment in a crisis” simulation  <b>AFTER YOU HAVE COMPLETED THE SIMULATION:</b>  Read: Before You Make That Big Decision (coursepack)  Read (optional): Fooled by Experience (Canvas)
31 Jan	Session 8 Managing for Innovation	Read: Creativity and the Role of the Leader (coursepack)  Optional: Watch TED talk <a href="https://www.youtube.com/watch?v=fxbCHn6gE3U">https://www.youtube.com/watch?v=fxbCHn6gE3U</a>

Date	Topic	Preparation materials (complete before the class session, unless otherwise specified)
2 Feb	<i>Session 9</i> Transforming Organizations	<b>BEFORE ANY READING</b> – complete HBR “Change Management” simulation  <b>AFTER YOU HAVE COMPLETED THE SIMULATION:</b>  Read: How to Build an Antiracist Organization (coursepack)
<b>Module 4: Working Collaboratively</b>		
7 Feb	<i>Session 10</i> Team Inputs and Design	Read: Is Your Company Inclusive of Neurodiverse Employees? (coursepack)  Read: BoldFlash: Cross-Functional Challenges in the Mobile Division (coursepack)
9 Feb	<i>Session 11</i> Motivation	Read: How Customers can Rally Your Troops (coursepack)  Read: Hausser Food Products Company (coursepack)  Read (optional): What Rewards Can and Cannot Do (Canvas)  Optional: Watch 2 TED talks – <a href="http://www.ted.com/talks/dan_pink_on_motivation#t-7687">http://www.ted.com/talks/dan_pink_on_motivation#t-7687</a> <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>
14 Feb	<i>Session 12</i> Incivility and Abusive Supervision	Read: The Price of Incivility (coursepack)  Optional: Watch TED talk - <a href="https://www.youtube.com/watch?v=YY1ERM-NIBY">https://www.youtube.com/watch?v=YY1ERM-NIBY</a>  In-class video cases (no preparation, we will just do these in class): Abusive (business) partner video case, Managing abrasive employee video case, Managing prima donnas video case
16 Feb	<i>Session 13</i> Negotiation	Read: Investigative Negotiation (coursepack)  Optional: Watch TED talk – <a href="https://www.ted.com/talks/ruchi_sinha_3_steps_to_getting_what_you_want_in_a_negotiation?language=en">https://www.ted.com/talks/ruchi_sinha_3_steps_to_getting_what_you_want_in_a_negotiation?language=en</a>
21 Feb	<i>Session 14</i> Cases: Greg James; Diversity	Read: Managing a Global Team: Greg James at Sun Microsystems (coursepack)  Read: Diversity versus Inclusion (coursepack)

Date	Topic	Preparation materials (complete before the class session, unless otherwise specified)
	versus Inclusion	
<b>Module 5: Managing for Human Sustainability</b>		
23 Feb	<i>Session 15</i> Human Sustainability	<p>Read: Making Time Off Predictable (coursepack)</p> <p>Read: Amazon as an Employer (coursepack)</p> <p>Optional: watch 3 TED talks –  <a href="http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy">http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy</a>  <a href="http://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work">http://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work</a>  <a href="https://www.youtube.com/watch?v=a3zPgYvCiJl">https://www.youtube.com/watch?v=a3zPgYvCiJl</a></p> <p>Optional: Read <u>Dying for a Paycheck</u> by Jeffrey Pfeffer (order/borrow book outside of class)</p> <p>Optional: Read <u>Sleeping with your Smartphone</u> by Leslie Perlow (order/borrow book outside of class)</p>
28 Feb	<i>Session 16</i> Sleep and Work	<p>Read: Sleep Well, Lead Better (coursepack)</p> <p>Optional: watch Matthew Walker TED talk:  <a href="https://www.youtube.com/watch?v=5MulMqhT8DM">https://www.youtube.com/watch?v=5MulMqhT8DM</a></p> <p>Optional: Read <u>Why We Sleep</u> by Matthew Walker (order/borrow outside of class)</p>
<b>Module 6: Looking Forward</b>		
2 Mar	<i>Session 17</i> Managing Up, Moving Up	<p>Read: Surviving the Boss from Hell (coursepack)</p> <p>Read: Rosalind Fox at John Deere (coursepack)</p>
7 Mar	<i>Session 18</i> Moving Forward from This Class	Read: Becoming a Leader - Early Career Challenges Faced by MBA Graduates (Canvas)
<p align="center"><b>Final Exam –</b>  <b>Time and date to be determined</b></p>		

# Appendix A: Group Project

## Design a Nudge

You will find a problem that needs to be fixed in a workplace. This could be your former workplace, or it could be the workplace of a friend or family member. But it needs to be a real problem (as opposed to a fictional exercise).

Your task will be to design a nudge to fix that problem. Use the ideas from our class on nudges in generating your nudge. You may also find it useful to read Milkman et al. (2011) as well as the HBR article from your coursepack titled "A Practitioner's Guide to Nudging". And for even more background reading, you may find it helpful to read Nudge: Improving Decisions about Health, Wealth, and Happiness by Richard H. Thaler and Cass R. Sunstein.

Note that an effective nudge addresses a concrete problem, and does so in a relatively subtle manner. Try not to be too heavy-handed in your nudge. If you are not sure if you are being too heavy-handed, check with me. In creating your plan for a nudge, generate a way to see if it worked. Ideally this would involve data.

You will write up a report about your nudge. The format for the report should look roughly like this (double spaced, 1 inch margins, 12 point font):

1. Description of the problem. May include description of previous attempts to solve the problem, and why you think those attempts failed (1.5-3 pages).
2. Description of your nudge. This should include a rationale for why you think it would work, how you would implement it, and your plan for determining how well it worked (4-8 pages).
3. Recommendation for ways to adjust the nudge if it does not work (~1 page).

To go with your written document, your group will also record a 5 minute video (4-7 minutes). This is how you will share your nudge with the rest of the class. Everyone will watch all of these videos and then provide evaluations which I will take into account when grading the nudges. I am flexible on the details of the presentation, as long as you get across the main ideas of your nudge.

Here is my most useful advice for the nudge project: Create 1 single nudge which will provide 1 single solution to the 1 single problem. Stay focused. Don't aim to solve a bundle of problems. Don't provide a bundle of solutions. Keep it simple.

Milkman, K. L., Beshears, J., Choi, J. J., Laibson, D., & Madrian, B. C. (2011). Using implementation intentions prompts to enhance influenza vaccination rates. *Proceedings of the National Academy of Sciences of the United States of America*, 108, 10415-10420.