



BAX 403
Organizational Effectiveness Workshop
Spring 2018
Graduate School of Management – MSBA
University of California, Davis
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Learning Objectives

You are studying to become a high-impact professional in your field. Fundamental to this endeavor is developing the perspective to ask the right, tough business questions and the technical savvy to deploy the right data science tools. To effectively apply this knowledge and ability in today's complex, change-heavy organization, you need to also develop a keen understanding of how business organizations work and more importantly, how to lead organizational change.

In this course, students will learn about leadership and working successfully in organizational teams. Particular emphasis is placed on developing skills to:

- Lead small and large high-impact teams, recognizing the strength of member diversity
- Motivate individuals and groups and give them feedback that improves business performance
- Negotiate effectively on behalf of yourself and your team, especially in an environment with conflict
- Develop superior written and verbal communication skills to convince others across the organization of what you know is best

The goals of this course are to help you to: (1) understand the key aspects of effective leadership; team creation, problem analysis and performance; and negotiations; including the influence of human interests, goals, perceptions, and emotions; (2) develop an intellectual framework based on social psychological theory to help you analyze related organizational problems, (3) develop skills and confidence as a team leader, presenter, and negotiator, (4) gain valuable experience in these areas in a variety of experiential learning contexts, and (5) understand the relationship between theory and real world practice from the instructor's experiences in leading a technology company.

Relevant Theory

Course theory and concepts come primarily from the three course textbooks; Collins and Hansen's Great by Choice, Larson and LaFasto's Teamwork: What Must Go Right/What Can Go Wrong, and Bazerman and Neale's Negotiating Rationally.

The learning method is largely experiential and focuses on the development of practical skills. This class involves a series of in-class exercises, case studies and related team in-class debates. We will spend the majority of each class carrying out leadership, team, and negotiation exercises or in-class debates. The remaining time will be spent on in-depth discussion and short lectures, videos, or presentations. Because most of the exercises in this class will be new to you, there is a good chance you will encounter some mistakes and sub-optimal outcomes. Our in-class discussions will focus on these mishaps and their effectiveness will depend on your willingness to be open about what happens in each exercise. You will not be graded on your in-class exercises so there is no need to be silent about problems or mistakes you've made.

This class is most useful and most enjoyable when participants sincerely engage in their in-class exercise roles. If you are serious about what we do in class you will learn more and provide more opportunity for others to learn. You should try and do as well as you can in the exercises. You should think carefully about what you are doing and try to apply course concepts in exercises. You should also try and learn from your mistakes and, by being candid in class discussions, allow others in the class to learn from them as well. Hopefully you will learn a lot - about leading an effective organization and about yourself.

Relevant Readings

Required Textbooks:

1. ***Great by Choice***. Collins, Jim., Hansen, Morten T. 2011. Harper Business: New York. ISBN-10: 0062120999. Price on Amazon is \$18.89
2. ***Teamwork: What Must Go Right/What Can Go Wrong***. Larson, C.E. & LaFasto, F.M.J. 1989. Newbury Park, CA: Sage. ISBN-10: 0803932901. Price on Amazon is \$39.08
3. ***Negotiating Rationally***. Bazerman, Max H. and Neale, Margaret A. 1992. New York: The Free Press. ISBN-13: 978-0029019863. Price on Amazon is \$10.17.

Course Study Packet:

Additional course readings available through Study.net. Many of these readings will be *optional* and will be indicated as such prior to each class session.

Course Schedule and Student Preparation

SESSION 1 (Saturday, March 31)

Organizational Effectiveness: What's That and Why Does It Matter?

Readings:

- Collins & Hansen: Chapter 1 and 201-211
- Red Herring, Next Wave: New books, not goods, May 5, 2004

In Class:

1. **Introductions**
2. **Class exercise**

The Real World:

From time to time, the instructor will discuss personal experiences he was involved in related to the topic at hand and his time as CEO of SkyStream Networks. This story: Surviving the Nuclear Winter of 2000 - 2003

DUE in class:

1. Background questionnaire (Submit on Canvas)

SESSION 2 (Saturday, March 31)

Leadership DNA: One Size Fits One - YOU

Readings:

- Collins & Hansen: Chapters 2-3 and 212-222

In Class:

Group Exercise: Your leadership DNA

The Real World:

Leadership "secrets" at SkyStream Networks

Handout:

Team Contract (Kellogg DRRC)

SESSION 3 (Saturday, April 14)
Team Creativity

Readings:

- Collins & Hansen: Chapters 4-7 and 223-253
- Larson & LaFasto: Introduction and Chapters 1-3
- HBS CASE: A Note for Analyzing Work Groups (Merit Case)

In Class:

1. Team Exercise: Food for Thought Creativity (Kellogg DRRC)

2. Case discussion: Merit Corporation (HBS)

How effective is the NPD group at the end of Part IV of the case? What factors contributed to its effectiveness? How did the effectiveness change at the end of Part V? What might account for these changes?

The Real World:

The boom years at SkyStream Networks: It's all about creativity

SESSION 4 (Saturday, April 14)
Group Decision Making

Readings:

- Larson & LaFasto: Chapters 4-6
- Whetton, D. and Cameron, C. (1995) Principles for Managing Meetings in Developing Management Skills, pp. 454-476. Glenview, IL: Scott, Foresman.
- Cosier, R.A., & Schwenk, C.R. (1990). "Agreement and Thinking Alike: Ingredients for Poor Decisions," *Academy of Management Executive*, Vol.4, No.1, 69-74.
- Sunstein, C. and Hastle, R. 2014. Making Dumb Groups Smarter. Harvard Business Review, Dec. 2014.

In Class:

Team Exercise: *Murder Mystery*

The Real World:

Decision making at SkyStream Networks

DUE in class:

1. Team Contract (Team assignment - submit on Canvas)
2. 10X Company Analysis Paper (Team assignment - submit on Canvas)

SESSION 5 (Saturday, April 28)
Team Conflict and Virtual Teams

Readings:

- Larson & LaFasto: Chapters 7-10
- Whetton, D. and Cameron, C. (1995) Managing Conflict (Ch. 7) in Developing Management Skills, pp. 412-451. Glenview, IL: Scott, Foresman.
- Behfar, K. and Goldberg, R. (2015) “Conflict Management in Teams”. Darden
- HBS CASE: Suzy Wetlaufer. “The Team That Wasn’t”.
- Kirkman, Rosen, Gibson, Tesluk and McPherson. (2002) “Five Challenges to Virtual Team Success: Lessons from Sabre, Inc.” Academy of Management Executive, 16, pp. 67-78.
- Ferazzi, K. “Getting Virtual Teams Right”. Harvard Business Review, Dec. 2014.
- HBS CASE: Maruca, R.F. How Do You Manage an Off-Site Team?

In Class:

1. Case discussion/role play: The Team That Wasn’t (HBS)

What are the problems in the FireArt team? Where do they come from? What should Eric do to solve them?

2. Case discussion/role play: How do you manage an off-site team? (HBS)

What are the underlying issues causing conflict on the team? How should Craig handle these issues? How is an off-site team different from an on-site one?

The Real World:

SkyStream Networks: Keeping the team together as “the bust” sets in

SESSION 6 (Saturday, April 28)
Group Design, Motivation, and Feedback

Readings:

- Fayard, A. and Weeks, J. Who Moved My Cube? Harvard Business Review, July/Aug 2011.

In Class:

1. **Team Exercise: Project Team Effectiveness (Kellogg DRRC)**
2. **Qualitative Feedback Exercise (Kellogg DRRC – handed out for later)**

The Real World:

Balancing multiple teams at SkyStream Networks; management team, Board, turnaround team

DUE in class:

1. Team Problem Diagnosis Paper (Team assignment – submit on Canvas)

SESSION 7 (Saturday, May 12)
The “Science” of Effective Negotiating

Readings:

- Bazerman & Neale: Chapter 1
- Prepare, Prepare, Prepare. William Ury, Getting Past No: Negotiating Your Way From Confrontation to Cooperation, 1993, Bantam. (Study.net)

In Class:

1. **Salary Negotiation**
2. **Jessie Jumpshot** (Handout in class. Do at home)

The Real World:

My two most critical negotiations at SkyStream Networks

DUE in class:

1. Personal Negotiation Experience Paper (Submit on Canvas)

SESSION 8 (Saturday, May 12)
The “Art” of Effective Negotiating

Readings:

- Bazerman & Neale: Chapters 2-8

In Class: **Moves and Turns Negotiation**

The Real World: *Negotiating survival with a trained killer*

SESSION 9 (Saturday, May 26)
Advanced Negotiation Topics: Game Theory and Ordering the Negotiation (or Meeting) Agenda

Readings:

- Bazerman & Neale: Chapters 9-11
- What is Game Theory? UCLA: David K. Levine
- Game Theory in Practice, The Economist: 2011 (Study.net)

In class: **“Vacation Plans” (Handout)**

The Real World: *Buying Caribbean-front property*

SESSION 10 (Saturday, May 26)
Bringing it All Together: Course Summary

The Real World: *Saving SkyStream Networks and Jim’s final thoughts*

DUE in class: 1. Negotiation Position Paper (Team assignment – submit on Canvas)

FINAL EXAM SESSION (Saturday, June 9) – ONLY IF NEEDED

Grading and Evaluation

Course and Team Participation.....	20%
10X Company Analysis Paper (Team paper 1).....	20%
Team-Problem Diagnosis Paper (Team paper 2)	20%
Personal Negotiation Experience Paper.....	20%
Negotiation Position Paper (Team paper 3)	20%

1. Course and Team Participation (20% of grade): Attendance, class participation, and participation on the team papers, are an essential part of the learning process in this course. If a reading is listed in the syllabus for discussion, you should be prepared to contribute to the class discussion of that reading. Most importantly, you should be ready and willing to participate fully in all discussions, negotiations, cases, and exercises.

Because the progression of exercises in this class depends on learning between a stable set of classmates, it is very important that you attend all classes. If you cannot attend class, make sure to notify me at least 24 hours in advance via e-mail. Missing one class session will result in a loss of 15 points from your course and team participation score. Missing two sessions will result in a loss of 30 points. **If you are absent more than two out of the ten sessions, you will lose 60 or more points and it will be very difficult for you to receive a B grade. Depending on your other course scores, you could fail the class.**

The other component of your participation grade will consist of a “team participation score” from your teammates. You will pick your own or be assigned to a team toward the beginning of the quarter and you and your team will work throughout the quarter on 3 group papers. You are expected to pull your weight and work equally hard as your other teammates each week. Your “team participation score” will be heavily influenced by your teammates upon course completion. You and your teammates will rate the percent participation of each team member. Depending on the presence and severity of collective team member ratings and comments, you could lose a substantial number of points from your course and team participation score.

2. Team Papers 1, 2, 3 (60% of grade): You will be required to write 3 group papers that are assigned during the course. Each group will submit on Canvas a 3-page written analysis (double-spaced, 12-point font – Arial preferred) of the assigned case by the beginning of class on the day it is due. Each group will prepare one overhead slide summarizing their papers. Group members will use this slide to present and debate their paper in class. Each paper is worth 20% of the course grade.

Due: Session 4 (April 14), Session 6 (April 28), Session 10 (May 26)

3. Personal Negotiation Experience: (20% of final grade): As an individual, write a memo (no more than three pages, **double-spaced, 12-point font – Arial preferred**) describing (1) your most effective and (2) your least effective negotiation. This memo should incorporate your own individual or team experiences with specific theoretical insights from the readings. The memo should use concepts from the readings to explain on what dimensions you feel the negotiation was effective or ineffective (e.g., effective or ineffective outcome based on effective/ineffective interests, issues, position, and/or BATNA of you and/or your opponent). Why was the effective negotiation successful? What could have been done to make the ineffective negotiation more successful?

Due: Session 7 (May 12)

Academic Integrity

All students who take this course are governed by the University of California's standards of ethical conduct for students, in particular, the sections on academic conduct and integrity. These sections set forth the responsibilities of students and faculty to maintain a spirit of academic honesty and integrity at UC Davis. It is essential that you are aware of this code of conduct and the disciplinary actions that may be taken in the event of a violation. A copy of the Code of Academic Conduct may be found in your student handbook or at: <http://sja.ucdavis.edu/cac.html>. Further details may be obtained from the GSM Associate Dean or the Office of Judicial Affairs.

Specifically, academic integrity for this course boils down to the following:

1. You are expected to be prepared and on time for all negotiation exercises (see attendance policy).
2. Do not show your confidential role instructions to the other side, although you are free to tell the other side whatever you would like about your confidential information.
3. Do not discuss cases with people outside of class.
4. Class discussion stays in class. In negotiations debriefs, sometimes tensions run high. Comments should not stray to the personal, but focus on analyzing the negotiation process.
5. For paper assignments, do not misrepresent the written work of others as your own written work.

Note! For all written assignments:

1. I do not accept late papers for any reason.
2. Adhere to all page limits within reason. A little shorter or longer is OK if the paper is solid.
3. Remember to cite appropriately, even when drawing on the readings I've assigned.
4. A good paper:
 - Is clear and effective at getting your point across
 - Directly demonstrates that you have learned something from the class:
 - Specifically refers to course concepts
 - References appropriately
 - Provides specific, detailed evidence to support your points

Digital Device Policy

Smartphones, tablets, and laptops are an integral part of our lives. The classroom is no exception. I expect you to bring them and use them, especially as classroom-related resources. Access to the Internet can be a valuable aid to the classroom-learning environment. It can be a great tool to gain further insights into the lectures, class discussions, and negotiations. And a smartphone is indispensable for being in touch with loved ones in any emergency. So, I do NOT require them to be turned OFF. As I continue to evolve the course, there will likely be sessions where digital devices are required. In short, students are encouraged to use smartphones, tablets, and laptops to explore concepts related to course discussions and topics.

Students are discouraged from using digital devices in ways that distract from the learning community (e.g. Facebook, texting, work for other classes, etc.). If one of you becomes distracted from someone's distracting use of a device, I encourage you to change seats. If more than one of you are distracted from the same individual, I will ask the offending individual to move to a more remote location in the classroom. If many of you are more interested in using your digital devices than listening to or participating in the classroom activities, then I have become an ineffective instructor, and that problem has other solutions.

If you have any questions about this policy, don't hesitate to ask me.

END OF SYLLABUS