



MGT and MGB 201A - INDIVIDUAL AND GROUP DYNAMICS – Spring, 2020

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Course Description

This is an introductory course in the management of modern organizations. The purpose of this course is to provide an understanding of the behaviors, problems, and effective management of organizations and their members. The course uses readings, cases, exercises, and simulations to survey problems confronting organizational managers, and demonstrate practical skills for analyzing and solving those problems. Topics include individual characteristics, attribution and stereotypes, influence and power, motivation, conflict and negotiation, group and team functioning, decision making, leadership, organizational justice, and organizational culture.

Course Materials

Text: *Contemporary Organizational Behavior: From Ideas to Action*, (2016), by Elsbach, Kayes, & Kayes, ISBN-13: 978-0132555883 , ISBN-10: 0132555883

Course Requirements

1. Two group case analyses (each = 12.5% of Grade, 25% Total): For these two group case analyses, you will answer a series of questions regarding the cases **in sessions 3 (Motivation) and 7 (Culture and Justice)**. See **“Case Analysis Guidelines” below for detailed requirements.**

2. One group project/presentation (Session 9 - 25% of grade). Each group will make a 15 minute presentation on a real-life case of a managerial problem/controversy/failure, and how that case can be explained by concepts from one day of the class (e.g., either motivation, or power/influence, or group decision processes, etc. but not more than one of these). Your analyses should be grounded in the readings from the course concept you are illustrating. You should also use make recommendations about what the organization could have done differently to avoid or recover from the problem. The case may be of a current or past problem, and may be taken from reports in the media, or from one's own experience. The case cannot be fictional, and cannot be based solely on a movie (i.e., “Twelve Angry Men”), or on one group member's experience. Examples: (1) the problem of reducing distrust between management and union employees at General Motors, (2) the problem of aligning corporate cultures after the HPCompac merger, (3) the problem of retaining top faculty at UC Davis, when it pays less than private schools. There is no paper that accompanies this presentation. You will be graded on the presentation alone. The last page of your presentation slides should include your references. **Turn in to me the name of your case and the course topics you will illustrate by Class 8.** I will limit the number of groups that can pick the same day's concept to

three, first-come, first-served basis (e.g., only 3 groups can pick leadership as their course concept). No two groups may pick the same combination of case and course concept.

3. One In-Class Exam (Session 10, 30% of Grade). In-class, closed book, 2 pages of notes. No materials other than 2 pages (1-sided) of notes (prepared by you) may be referred to during the course of the exam. Short answer or multiple choice questions covering the “readings” and power point only (no “case assignments” or in class exercises will be covered). Questions will be related to a short case presented with the exam.

4. Class-participation and attendance (20% of grade): Students are expected to attend all sessions and be prepared by completing assigned readings and any other pre-assigned work. Students are also expected to actively participate in class discussions and group exercises. Highly-rated class participation involves thoughtful comments and questions, not just “floor time” or repetition of facts from the readings.

Will discuss participation rubric in class.

CASE ANALYSES GUIDELINES

Written case analysis guidelines (for case assignments due in sessions 3 and 7):

The paper should have three parts:

- 1) Brief overview of the case and major issues it discusses. (.5 page)
- 2) Argument* in favor of your assigned position (1.5 pages),
- 3) Arguments* against alternate position (1 page)

Requirements:

No more than 3 pages.

Organize into the three parts described above.

Advocate for your assigned position.

***What Makes a Convincing Argument?**

Having all three of the following components:

Logical Component: making your case based on an understandable cause and effect relationship (e.g., to get employees to do high quality work, we should pay them based on the quality of their work, rather than the quantity of their work.) Here you should state your assumptions.

Theoretical Component: support for the logical argument based on a set of general principles for explaining empirical findings. (e.g., Herzberg’s theory of motivation (cite source and page number) suggests that pay is an extrinsic motivator that is important to alleviating “de-motivation” from workers. Also, Kerr’s theory of motivation (cite source and page number) suggests that people will do what they are rewarded for, given that they value the rewards).

Empirical Component: support for your logical and theoretical arguments from actual, empirical evidence or data from the case. This provides justification for your argument in this specific case. (e.g., in the case Joe said, “I really like creating high-quality designs, but I don’t have time because the only way I get a bonus is to meet my numbers quota”).

NOTES ABOUT EXPECTATIONS FOR CLASS BEHAVIOR

1. It is expected that all class members will treat each other with respect and dignity.
2. It is not acceptable behavior to insult, harass, or demean any member of the class.
3. Professional business behavior should be modeled in the classroom, including use of appropriate language, jokes, or stories.

In general, students should adhere to the [UC Davis Principles of Community](#), copied below.

The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.

Course Schedule

IMPORTANT NOTE: All “Readings” and “Cases” should be read before the start of the session in which they are assigned. All assignments are due by the start of the session in which they are assigned.

Session 1 – Individual Characteristics and Differences

Readings: *Topic Summary Individual Characteristics* (pp. 32-46)
 Solving the Introvert Problem (pp. 47-52)
 Narcissism and its Role in Organizations (pp. 53-59)
 Topic Summary Diversity and Communication (pp. 386-401)

Topics: Individual Personality Dimensions
 Linguistic Style Differences

Session 2 – Interpersonal Perception and Bias

Readings: *Topic Summary Perception* (pp. 117-129)
 Hurricane Katrina: A Case Study in Attributional Biases (pp. 130-136)
 Social Identity: How We Define Ourselves by Our Groups (pp. 146-150)
 How You Look to Others: Understanding and Managing How Others Perceive You (pp. 254-260)

Video: The Ugly Truth

Topics: Spontaneous Perception
 Motivated Perception
 Spontaneous and Motivated Perception
 Reducing Stereotypes, Prejudice, and Discrimination

Session 3 – Motivation

Readings: *Topic Summary: Motivation* (pp. 187-197)
 Spotlight on Research: What Do People Prefer in a Job (pp. 198-201)
 Trade-Offs in Using Pay for Performance (pp. 225-232)

Case: *Emergency: We Need a New Compensation System* (pp. 554-558). **For Assignment 1 below.**

Topics: Motivational Frameworks
 Intrinsic and Extrinsic Motivators at Work
 Kerr's Theory of "The Folly of Hoping for A, While Rewarding B"
 Trade-offs in Pay for Performance

Case Assignment 1: Use the Case Study *Emergency! We Need a New Compensation System*. **Upload to Canvas before class. See “Case Analysis Guidelines” earlier in syllabus.**

Argue in favor of assigned position (positions assigned in Class 1). **Position 1:** Pay doctors a straight hourly wage (possibly at a higher rate than the current \$100/hr) with no monthly bonus or **Position 2:** Pay doctors based on a percentage of the revenue generated by their personal charge points (e.g., 25% of the

revenue generated by their charge points per month – this is just an example. You may use any percentage you wish) with no hourly pay. Use class readings on Motivation to support your arguments. Use case quotes and facts to illustrate and back up your arguments. Do not answer “optional discussion questions” at end of case.

In-class debate –email to Professor, 1 page power point by 10 PM day before class.

Session 4 – Decision Making

- Readings: *Topic Summary Decision Making* (pp. 266-278)
Topic Summary Groups and Teams (pp. 313-316 only)
Leading Decision Making Processes (pp. 279-285)
- Optional Video: **Decision Biases – See Canvas for link. This video is optional.**
- Topics: Individual Decision Making Methods and Biases
Formal Group Decision Making Methods
- Simulation: **Leadership and Team Simulation: Everest.** You need to purchase the simulation 1 week prior to class. It costs \$15. Class Links:
Davis: <https://hbsp.harvard.edu/import/602937>
Sacramento: <https://hbsp.harvard.edu/import/602938>
San Ramon: <https://hbsp.harvard.edu/import/602939>

Session 5 Power, Influence, Trust and Negotiation

- Readings: *Topic Summary: Persuasion, Influence, and Impression Management* (pp.233- 246)
On Being Trustworthy (pp. 261-265)
Perceptions of Leaders Following Public Failures: A Tale of Two Coaches (pp. 577-586)
Negotiation Traps (pp. 379-385)
- Topics: Influence and Power
Pillars of Trust and Trust Repair
Negotiation & Negotiation Traps

Session 6 – Groups and Teams

- Readings: *Topic Summary: Groups and Teams* (pp. 307–312 only)
Teamwork From the Inside Out (pp. 321–330)
Teams in Organizations: 10 Team Roles to Foster Team Effectiveness (pp. 340–347)
Team Learning Culture (pp. 446–453)
- Case: *Conflict in Santa’s Workshop* (pp. 587-592).
- Topics: Understanding Team Roles
Promoting Psychological Safety in Teams
Boundary Spanning Roles in Teams
- Exercises: Team Contract Exercise
Team Roles for Everest Simulation

Session 7 - Organizational Culture and Justice

- Readings: *Topic Summary: Culture* (pp. 431- 445)
The Competitive Advantage of Corporate Cultures (pp. 461-469)
The Psychology of Fairness at Work (pp. 531-538)
- Case: *Face Time at Tech Point* (pp. 559-562). **For assignment 2 below.**
- Topics: Bases of Organizational Culture
Organizational Subcultures
Changing Organizational Culture
Components of Organizational Justice

Case Assignment 2: Use the Case Study *Face Time at Tech Point*. **Upload to Canvas before class. See “Case Analysis Guidelines” earlier in syllabus.**

Argue in favor of assigned positions (positions assigned in Class 1): **Position 1:** Jay should recommend that Julie be promoted, and make sure that people understand her contributions to the firm. This will contribute to a culture of meritocracy, which is better than one based on face time. **Position 2:** Jay should recommend that Julie not be promoted, and make sure she understands that the culture at Tech Point is important because it promotes teamwork and an esprit de corps. Use class readings on Culture to develop your arguments. Use case quotes and facts to illustrate your arguments. Do not answer “optional discussion questions” at end of case.

In-class debate –email to Professor, 1 page power point by 10 PM day before class.

Session 8 – Leadership and Ethics

- Readings: *Topic Summary: Leadership* (pp. 151-164)
Why Should Anybody be Led by You? (pp. 179-186)
Topic Summary: Corporate Social Responsibility, Ethics, and Sustainability (pp. 502-517)
- Case: *The Case of the Apple iPhone 4* (pp. 540-547).
- Topics: Situational Theories of Leadership
Combining Situational and Trait Theories of Leadership
Corporate Social Responsibility and Leadership
Ethics, Values, and Integrity
- In Class Exercise: Top Chef and Situational Leadership
- Hand in Exercise: Goal Setters and Cheating (p. 513) – **Hand in answers via Canvas** (for Assurance of Learning), then discuss in Class

Session 9 – Group Presentations

Turn in at start of session: Hard copy of final group presentation slides, including list of references. See guidelines for “one group project/presentation” under “Course Requirements” earlier in syllabus.

Session 10 - In-Class Exam