

University of Cincinnati

MGMT 7014: Leadership and Organizations

Fall 2019 (22-MGMT7014-002)

Mondays and Wednesdays 11:15a-1:05p

Lindner 3230

Instructor: Dr. Eli Awtrey
Assistant Professor of Management
eli.awtrey@uc.edu

Office: Lindner 3352, 513-556-4582

Office Hours: After class or by appointment; WebEx or in-person

Course website: <https://uc.instructure.com/courses/1129406>

*“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...**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)

COURSE PURPOSE AND OBJECTIVES

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 yourself and those around you. We’ll do this through three interrelated objectives:

- **Expand your management knowledge past myths or intuitions on how people work.**
 - We’ll do this by using evidence-based research on human behavior.
- **Hone your leadership and management skillset for current and future roles.**
 - We’ll do this through experiential assignments that practice class insights.
- **Apply leadership and other OB concepts to issues in your organizations (past or present).**
 - We’ll do this by applying the research we discuss to real situations in the workplace.

COURSE METHODS AND EXPECTATIONS

This course is intended to blend theory (concepts) and practice (applications) with the intent of learning more about both. To gain a richer understanding of both theory and practice, we will use a variety of participative methods, including experiential exercises, interactive discussion, role plays, videos, cases and other activities. To fully engage in this course, it is essential that you come to class prepared to jump into the material so that we can make the most of our limited class time.

SCHEDULE OVERVIEW

Date	Article readings and cases	Topic	Deliverables
8/26	<ul style="list-style-type: none"> Management half-truths and nonsense: How to practice evidence-based management 	Evidence-based management	
8/28	<ul style="list-style-type: none"> Do financial incentives drive company performance? An evidence-based approach to motivation and rewards. 	Extrinsic motivation	PDJ 1
9/2	<ul style="list-style-type: none"> NO CLASS: LABOR DAY 		
9/4	<ul style="list-style-type: none"> How to analyze a case The power of small wins 	Intrinsic motivation	PDJ 2
9/9	<ul style="list-style-type: none"> A practitioner's guide to nudging 	Nudges	
9/11	<ul style="list-style-type: none"> Barbara Norris: Leading change in the general surgery unit (case) 		Written case analysis Nudge (9/13)
9/16	<ul style="list-style-type: none"> What you don't know about making decisions Before you make that big decision 	Decision making	PDJ 3
9/18	<ul style="list-style-type: none"> TerraCog Global Positioning Systems: Conflict and communication on Project Ariel (case) 		Written case analysis
9/23	<ul style="list-style-type: none"> How to become a better leader Identity issues in teams 	Individual differences, team composition	PDJ 4
9/25	<ul style="list-style-type: none"> Managing a global team: Greg James at Sun Microsystems (case) 		Written case analysis
9/30	<ul style="list-style-type: none"> The unselfish gene Teamwork on the fly 	Team processes	PDJ 5
10/2	<ul style="list-style-type: none"> Ganging up on cancer: Integrative research centers at the Dana-Farber Cancer Institute (case) 		Written case analysis
10/7	<ul style="list-style-type: none"> Leading change: Why transformation efforts fail Manage your emotional culture 	Org culture, structure, change	PDJ 6
10/9	<ul style="list-style-type: none"> The Treadway Tire Company: Job dissatisfaction and high turnover at the Lima tire plant (case) 		Written case analysis
10/14	<ul style="list-style-type: none"> Presentations 		Nudge report

* = See "Article Citations" section for location of assigned reading, or purchase through HBSP

DELIVERABLE OVERVIEW

Assignment	Description	Weight
1. Individual written case analyses (3+)	Connect class concepts to the case scenario; best three scores counted	45%
2. Personal development journal (PDJ)	Integration of personal experience & theory	10%
3. Team "nudge" project	Design and evaluate an intervention	20%
4. Community contribution (discussion, class activities, peer evaluations)	Evaluated mid-class and at end; 90% baseline	25%

COURSE MATERIALS

Course website: Our course is part of the ongoing pilot testing for Canvas, an alternative to Blackboard that UC is phasing into full-time usage. As with Blackboard, the Canvas site is an important location for course related issues. This is the primary means through which I will communicate with the class and distribute materials. Thus, it is important to check Canvas frequently.

Textbook: Throughout this course, I will make the case that management in organizations is most effective when it is based on evidence rather than merely intuition. One source of evidence is prior research. A good textbook can provide a wealth of evidence in this regard. Rather than requiring a specific (and new) textbook, I am asking you to choose from a couple of titles. Either of these provide a solidly edited collection of evidence-based concepts to use in our class discussions and in your careers. Please choose from:

- *Organizational Behavior: Improving Performance and Commitment in the Workplace* (Colquitt, LePine & Wesson)
 - 4th (2014), 5th (2016), or 6th (2018) editions
- *Essentials of Organizational Behavior* (Robbins & Judge)
 - 12th (2013), 13th (2015), or 14th (2017) editions

Since I'm expecting you to use your textbook as a research resource, I do not give strict page readings for each class session. Instead, I expect that you will read up on the following topics prior to each class session. (Corresponding chapters listed for current editions.)

Date	Textbook concepts to cover	In R&J 14e:	In CLW 5e:
8/26	Introductory chapter of your selected text Leadership theories and styles Job attitudes (e.g. satisfaction, involvement, engagement)	1,3,12	1,2,3,4,14
9/4	Motivation Justice	7,8	5,6,7
9/16	Perception Decision making Learning	4,6	8
9/23	Individual differences Personality, culture Diversity in teams and/or organizations	2,5	9,10,11
9/30	Team processes Team communication Conflict and negotiation	9,10,11,14	12,13
10/7	Organizational culture Organizational structure Organizational change	13,15,16,17	15,16

Cases and articles: In addition to the course website and the textbook, you will need to acquire five case studies and several articles during this course from the this website: <https://hbsp.harvard.edu/import/628102>. There are two ways to do this:

Option 1 (Easier, ~\$80): Purchase all the cases and articles directly from the Harvard Business School Publishing link above.

Option 1 (Harder, ~\$35): Purchase only the “required” cases and articles directly from Harvard Business School Publishing link and find the rest on the UC library website:

1. Go to the library webpage: <https://libraries.uc.edu>
2. In the search box, click on the “Journals” tab and enter the appropriate journal name (Harvard Business Review, California Management Review, etc.)
3. Choose the selection for “Business Source Complete”
4. Using the links on the right-hand side, choose the correct year and issue for the corresponding article.
5. Find your desired article and click on “PDF full-text” (in left-hand column)

Article citation	HBSP	UC Library
Pfeffer, J., & Sutton, R. I. (2006). Management half-truths and nonsense: How to practice evidence-based management. California Management Review, 48(3), 77-100.	X	X
Pfeffer, J. & Sutton, R. I. (2007). Do financial incentives drive company performance? An evidence-based approach to motivation and rewards. Chapter from: <i>Hard facts, dangerous half-truths, and total nonsense</i>	X	
Ellet, W. (2007). How to analyze a case. Chapter from: <i>The case study handbook</i> (NOTE: This is an <u>optional</u> read.)	X	
Ly, K., Mazar, N., Zhao, M., and Soman, D. (2013). A Practitioner's Guide to Nudging. (Free version: https://ssrn.com/abstract=2609347).	X	
Amabile, T. M., & Kramer, S. J. (2011). The power of small wins. HBR, 89(5), 70-80.	X	X
Garvin, D. A., & Roberto, M. A. (2001). What you don't know about making decisions. HBR, 79(8), 108-116.	X	X
Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before You Make That Big Decision. HBR, 89(6), 50–60.	X	X
Toegel, G., & Barsoux, J. (2012). How to become a better leader. MIT Sloan Management Review, 53(3), 51-60.	X	X
Polzer, J.T. (2003). Identity issues in teams.	X	
Benkler, Y. (2011). The Unselfish Gene. HBR, 89(7/8), 76–85.	X	X
Edmondson, A. C. (2012). Teamwork on the fly. HBR, 90(4), 72-80.	X	X
Kotter, J. P. (2007). Leading change: Why transformation efforts fail. HBR, 85(1), 96-103.	X	X
Barsade, S., & O’Neill, O. A. (2016). Manage your emotional culture. HBR, 94(1), 58–66.	X	X

ASSIGNMENT DETAILS

Written case analyses (45% of final grade, 15% each)

As a substantial part of our classroom learning experience, we will discuss five Harvard Business School cases in detail during class time. My expectation is that you will read all of these and prepare for each discussion. In addition to this discussion preparation, you will do a written analysis for at least three of the business cases. (You may complete more, but I will only use your top three grades.)

Evaluation criteria: Each analysis will be evaluated on your demonstration of:

1. a correct understanding of the case scenario and details,
2. critical thinking and analysis, particularly in connecting class concepts to the case,
3. robust recommendations and implementation plans, and
4. professionalism of the document, including the quality of your writing, neatness, spelling, and punctuation. These should be business documents, not academic essays.
 - a. However, do cite *all* sources that you use, in whatever format you prefer

Logistics:

- Check with me before using sources outside of class materials and the case document.
- All assignments are turned in electronically via Canvas
- Late submissions are not accepted for this assignment.
- Deliverables should be no more than 1000 words (approximately 2 pages single-spaced).
- Guidance and questions will be posted on Canvas.

Personal development journal (10% of final grade)

The purpose of this journal is to provide a structure for reflecting on the intersections between your professional experience and the assigned articles or class discussions.

Deliverables: Before each class session with an assigned article (six in total), I would like you to write how something in that reading relates to your professional experience at work (or at school, if you have little experience in the workplace). For example, you could describe how an idea raised in the reading explains some phenomena that you originally found rather confusing. Alternatively, you could take a framework from class and use it to describe ways that things in your workplace could be better implemented. In the end of the course, you should have six separate reflections on how the field of organizational behavior helps you interpret your experiences in actual organizations.

Evaluation criteria: Since the purpose of this is more developmental than evaluative, I will only lightly grade in terms of quantity and quality. For the former, each entry should be roughly 2-3 paragraphs with six entries in total. For the latter, I'll be looking to see a depth of critical thought that indicates you spent a non-trivial amount of time considering the ideas.

Team “nudge” project (20% of final grade)

For the team project, you will create a “nudge” to address a problem in the workplace. Nudges are subtle interventions (often to the environment or context) that leverage our understanding of human behavior to improve outcomes. This project has three major components:

1. **Identify a workplace problem and design a “nudge”:** Your first task has two subparts. First, identify a problem *that you can address* in your workplace or that of a friend or family member (i.e. *not* fictional or hypothetical). It is important that this problem is specific and behaviorally focused. Second, design a “nudge”, or a small intervention, that seeks to address this problem. The goal with a nudge is to create a change that is not heavy-handed or forceful but is a subtle move to encourage behavioral change. The HBR article in your syllabus titled “A Practitioner’s Guide to Nudging” provides an overview, and much more information can be found in the book “Nudge: Improving Decisions about Health, Wealth, and Happiness” by Thaler and Sunstein.
 - Due XX/XX: Problem identification and nudge proposal (two pages, single-spaced)
 - Describe the organization and problem you’re addressing
 - Outline your proposed nudge and provide some initial logic for why it will work
 - Provide a plan for collecting evidence (see below)
 - Appendix: Outline your team agreements for communication, workload, constraints, decision making, etc.
2. **Collect evidence on your nudge:** Following the evidence-based approach in this class, I’m asking you to collect data to evaluate the effectiveness of your nudge. This can take one of two forms:
 - **The applied approach: Pilot test the intervention:** Deploy a small-scale test of your nudge in a real organization to see if it changes the behaviors you hoped for. This will require pre- and post-intervention measures of the focal behavior.
 - **The ivory tower approach: Look at prior research and make some hypotheses:** Read through academic journal articles and provide examples which support or do not support your proposed nudge.
3. **Write up your results:** As a final step, evaluate the effectiveness of your nudge and reflect on ways to improve it. This will involve both a written report and an in-class presentation:
 - Due XX/XX: Final report (7-10 pages) and presentation (time TBD)
 - Present a full summary of your project’s successes and shortcomings
 - Using course concepts, provide a theoretical explanation for what worked and what didn’t work
 - Describe any implementation challenges you faced (or anticipate you would face) with your nudge
 - Consider the evidence you collected and describe improvements on your nudge
 - Reflect on the teamwork processes that helped or hindered your group

Project evaluation criteria:

- **Relevance:** Why is the workplace problem you are addressing important?
- **Conceptual framework:** What is the science behind the success or failure of your nudge?
- **Implementation:** How well do your nudge and improvements address the underlying issues?
- **Professional presentation:** How accessible are your final deliverables to a busy executive?

Community participation (25% of final grade)

I employ a substantial amount of discussion in this class, and I expect that everyone will participate to some degree. Effective and worthwhile discussion includes contributions that:

- Demonstrate knowledge and integration of course material with personal experience
- Build on responses of others
- Offer critical but respectful analysis of others' comments
- Use of logic, precision, and evidence in making arguments
- Go beyond the "I feel" level of introspection

Your community participation grade will be evaluated in three ways: (1) the quality and quantity of your discussion contributions (as described above), (2) your participation in class exercises; and (3) peer evaluations regarding the group project. My baseline grade for discussion is a 90%, and I will adjust this up or down for individuals that exhibit participation patterns that are exceptionally above or below standards. I will provide marks for this at the midpoint and the end of the class.

ASSIGNMENT AND GRADING POLICIES

- **Grades are not given—they are earned.** In your professional careers, 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. In order to earn above average grades in this course, your work will need to go above and beyond expectations.
- **If you wish to dispute a grade on an exam or assignment,** please return the assignment in question to me along with a written one-page statement describing your dispute *within one week*. Indicate specific questions/items which you would like me to consider, and back up your claims with specific notes, page numbers, cites, etc. Do note that I reserve the right to adjust your grade *in either direction* based on my reanalysis of your assignment.
- **Assignments are late** if they are submitted after the time and date listed in Canvas. For every 24 hours that the assignment is late, the grade will be reduced by an extra 10% of the total available points (e.g. a 10-point assignment would be reduced by 1 point for every 24 hours it is late). Written case analyses are not eligible for late submission.
- **Cancelled classes** do not change due dates for assignments that are submitted electronically. Assignments that are in paper form will be due at the next class meeting.
- **CITE YOUR WORK!** In many of your deliverables, I am asking you to provide evidence to support your arguments. It is my expectation that you will cite all sources. The format of this citation is irrelevant, but its inclusion is very important for both academic and professional reasons.
- **A typical grading scale** is listed below, but I reserve the right to adjust this as necessary:
 - 94.00%-100.0% = A
 - 90.00%-93.99% = A-
 - 86.00%-89.99% = B+
 - 78.00%-81.99% = B-
 - 74.00%-77.99% = C+
 - 70.00%-73.99% = C
 - Below 70: F

OTHER COURSE POLICIES

Academic integrity: As with all Lindner College of Business efforts, in this course you will be held to the highest ethical standards, critical to building character. Ensuring your integrity is vital and ultimately is your responsibility. To help ensure the alignments of incentives, the Lindner College of Business has implemented a “Two Strikes Policy” regarding Academic Integrity that supplements the UC Student Code of Conduct (see: http://www.uc.edu/conduct/Code_of_Conduct.html)

- All academic programs at the Lindner College of Business use this “Two Strikes Policy”; Any student who has been found responsible for two cases of academic misconduct may be dismissed from the College.
- All cases of academic misconduct (**e.g., copying assignments of other students, failure to adequately cite or reference, cheating, plagiarism, falsification, etc.**) will be formally reported by faculty; and
- Students will be afforded due process for allegations as outlined in the policy.

Attendance: Your attendance at each class is expected. If you have a legitimate absence due to work-related travel or illness, please let me know before class. When you return, please follow-up with a classmate to find out what you’ve missed.

Technology in the classroom: I am sympathetic to the use of technology in the classroom for note taking and other academic uses. I am also well-versed in the research literature that outlines the distraction caused by electronic devices in the classroom. Since this class uses a fair amount of discussion and interaction, I ask that you refrain from computer, tablet, or phone usage unless it is directly related to the activities of the course (e.g. note-taking, electronic class readings, etc.).

Disability: Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office.

<http://www.uc.edu/aess/disability.html>

Counseling Services, Clifton Campus: Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

Title IX: Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website www.uc.edu/titleix or contact the office at 556-3349.