

BUSI 405
Leading and Managing in Organizations

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Course Description and Objectives

Most young managers tend to believe that their skills in finance, accounting, marketing, operations, and strategy are the most important factor in their own success. This is usually a false assumption. Most of what you learn in business school will be useless unless one of two things happens: 1) you are able to do absolutely everything alone, without ever dealing with another human being, and without needing to deal with any suppliers, government officials, consumers, or anyone else. Or 2) you have learned how to deal with human beings effectively. In your careers, you will depend on people to accomplish tasks, goals, and projects; you will need to work *for* other people, work *with* other people, and *supervise* other people. The people—and the companies—who succeed are those who realize that there are better and worse ways of dealing with human beings, and who become talented at doing so.

This is why Organizational Behavior exists. A little bit of insight into human thought and behavior, and the unique ways in which these operate in business settings, can elevate you from technician to savvy professional. Why do some organizations succeed while others flounder? Why do some employees rise in the ranks and others stagnate (or fall)? Why do some people love their jobs while for others work is sheer misery? As students of business, it is critically important for you to have an understanding of the key factors that contribute to both organizational success and the role that managers play in helping their organizations succeed and employees thrive.

By leveraging the best insights of psychology, sociology, and behavioral economics, you can make yourself a force to be reckoned with. Over the next 14 weeks, you will be given an introduction to the basic concepts and topics in organizational behavior (OB) and management. The course focuses on OB at three levels: individual, groups/teams, and organizational. We will start at the individual level, covering personality, motivation, and decision-making. We will then turn to the group/team level, covering conflict, power, creativity, and team effectiveness. Finally, we will move up to the organizational level, covering leadership, organizational culture, and managing change.

Teaching Philosophy

In today's knowledge economy, the value of a good teacher does not lie in providing raw facts, information, or basic definitions of concepts. Rather, effective teachers facilitate learning by helping students make sense, organize, and critically think about available knowledge to promote deeper understanding and implementation skills. Such effective teachers push their students to deal with uncertainty and leave their comfort zones. I designed this course to facilitate deeper learning. I am dedicated to helping you learn about management, organizations, and supporting your own self-development. I have high expectations of you!

Readings and Instructional Methods

Textbook: *Organizational Behavior*, by McShane and Von Glinow, 8th Ed., published by Prentice-Hall. This text should be available at Student Stores.

Readings and Team Simulation: On Canvas/ Course pack for BUSI 405, Sherf (CP). Make sure you purchase materials based on the section that you belong to:

Section **004:** <https://hbsp.harvard.edu/import/603147>

Section **005:** <https://hbsp.harvard.edu/import/603148>

It is important that you have completed the assigned readings thoroughly *before* class on the day shown in the schedule at the end of the syllabus. We will not have time to talk about everything covered in the text in class, so if you have specific questions, please air them at any time in class or during office hours. You will be expected to know the assigned readings for the papers and exams.

Assignments and Grading

Grading

This course is graded on a curve, like every other class at KFBS. Specifically, that means that only 30% of you will receive a grade in the A range. To help you understand how to then score an A, you need to score in the top 30% of the class **on almost every component.**

As in the business world, you must submit your work on time in order to receive full credit.

Note: I am personally involved in grading process because it allows me to give students the “benefit of the doubt” on answers—meaning, if an answer lacks a particular key-word or phrase, that might otherwise result in a loss of point(s), I use some discretion and consider if it seems like the student understands the concept being tested, partially understands it, or does not understand it. This usually results in the student receiving more points than they deserve were grading done with a strict rubric. Given this, I ask that you extend the same courtesy to me. The process is, however, not without mistakes. If you believe you found a mistake, please ask for a regrade. Remember, regrades involve a reevaluation of your entire exam, project, etc. Your grade may increase or decrease.

Your final grade in this course will be based on the following assignments. Each assignment will be given a grade from 0-100, which will be weighted by the percentage below:

- | | |
|-----------------------------------|----------------------|
| ○ Exam 1 | 22% |
| ○ Exam 2 | 28% |
| ○ Quizzes | 10% |
| ○ Team Simulation + Final project | 20% |
| ○ Change Simulation Component | 2% |
| ○ Class Participation | 18% |
| ○ Research Requirement | -5% if not completed |

Exams (50%):

Exam 1 (22%) (in class on February 14)

Exam 2 (28%) (in class on April 25)

Both exams will feature a combination of multiple choice and essay questions, covering material presented in class and in the readings. The final exam is NOT cumulative. As the exam nears, I will provide you with details on the format. I will attempt to provide example questions to better help you prepare throughout the semester.

Exam Make-Ups. **NO alternative exam times or make-up exams will be given.** If a student demonstrates and proves an *exceptional extenuating circumstance*, arrangements to take an alternative exam can be made IN ADVANCE of the actual exam date.

Reading Quizzes (10%):

We will have 5 short quizzes throughout the semester to assess your preparation and understanding of the course readings and materials. Quizzes may be during class, or on Canvas to be completed at home. I will not announce quizzes in advance. *No late quizzes will be accepted.*

Team Simulation + Final project (20%):

As we will discuss through the course of the semester, the tenor of leadership has changed. Organizations are flattening their hierarchies, building work teams and encouraging people at every level to mobilize their peers, bosses, and subordinates. With these changes, the skills of teamwork and teambuilding have become intertwined with the skills of leadership.

Accordingly, we will run a semester-long simulation in which you will be placed in a top-management team of a hotel. As part of this team, you will integrate your knowledge across multiple business functions (related to finance, marketing, operations, business strategy to name just a few areas), but more importantly, you will learn (a) the complexities of coordinating decisions across these areas, and (b) how “people” issues are inherent to anything you do. To make this even more realistic, you will be competing against the other teams in your BUSI 405 section. Through this, the hope is that you will not only learn how to put your business acumen to work in one strategic, competitive, and engaging learning experience but also to think deeply about how your team is working together as well as your own contributions as a leader, a follower, and a team member.

The simulation will consist of six rounds. You will complete four surveys throughout the semester. We will use the results of the surveys in class discussions. You will also analyze the results of these surveys as part of your final paper.

Here is a quick overview of the important dates related to the team simulation

Date	Deadline
Jan 24	Teams announced Practice round 1 opens
Jan 31	Round 1 due
Feb 2	Team survey 1 due
Feb 7	Round 2 due
Feb 21	Round 3 due
Feb 23	Team survey 2 due
Feb 28	Round 4 due
Mar 7	Leader choice survey
Mar 21	Round 5
Mar 28	Round 6
Mar 30	Team survey 3
Apr 23	Team paper + peer evaluation

Grading of Team Simulation + Final project

The team project is 20% of your grade. This is comprised of the following four components:

- Final Team Paper (14%). The paper should be about 10 pages (Font size 12, Times New Roman. Double spaced). The goal of this paper is to reflect on your experience as individuals and as a team throughout the semester in light of course content and crystalize it into actionable recommendations for working in teams and teamwork. I will post more information about the final project later this semester.
- Completion of all team surveys **on time** (3%).
- Peer evaluation scores (3%)
- An extra 1% will be awarded to
 - a. The team that has the best score at the end
 - b. The team that is the most improved
 - c. The team that performs the most consistently across all 6 rounds.

Class Participation (18 %: 5% attendance, 13% participation and professionalism):

Participation is an essential part of the course and is important for your own individual learning experience. In my estimation it is the *most* important part over the long term! You are fully expected to complete all of the readings and cases and come to class prepared with insights and questions for the in-class discussion. Some notes on participation:

- *Attendance:* Just like you would be expected to at work, I expect you to show up. I take attendance during every class. Of course, things happen and people are sometimes forced to miss class. Therefore, you are permitted up to **two absences** before being penalized. After the second missed class, you will lose the entire 5% attendance score. For example, if your final course grade is a 90%, and you've been absent four times, your final course grade will be an 85% (do the math, it works). If something serious arises that forces a you to exceed the two permitted absences, this policy may be reconsidered at my discretion. Students should approach me as soon as possible if they foresee this arising.
- *Participation:* With regard to participation itself, quality (the thoughtfulness of your comments) counts somewhat more than quantity (how frequently you talk), although simply waiting to offer a couple well-prepared comments throughout the course and staying silent otherwise will not earn you a very good participation grade (perhaps the equivalent of C?). Your goal should be to contribute in a meaningful and (reasonably) consistent way to the class discussions. Quality in-class comments 1) go beyond the facts of a particular reading or case and offer unique insights, 2) provide links between the topic under discussion and other cases, the reading, or outside situations, 3) extend, build upon, or constructively critique others' contributions, and/or 4) stimulate discuss in others. Those who will receive the highest participation grades not only speak up with reasonable frequency but *are willing to take risks* with their comments. Keep in mind that *it is virtually impossible to receive a grade in the A range if you do not participate with some regularity.*

Towards the end of the class I will ask you submit your estimate of you deserve for participation. I will take your own rating into consideration when marking the final grade.

- *Professionalism*: I **care** a great deal about fostering honest in-class discussion and aim to make the class atmosphere as relaxed and psychologically “safe” as possible. This is by design. I firmly believe that students are most likely to truly learn and engage in the course material in this type of environment. And, it’s the most fun too! Even in this environment, we cannot forget our obligations to treat each other with respect and courtesy. These obligations include, but are not limited to, the following:
 - Refraining from using electronic devices of any kind. They distract you and everyone around you. The personal use of, phones, tablets, etc. degrade everyone’s learning experience.
 - Not being disruptive by coming late to class (even a minute late) or engaging in personal conversations with classmates during class.
 - Never using racial, ethnic, religious, or any other prejudicial slur.
 - Following instructions by, for instance, not emailing assignments that are supposed to be uploaded and not emailing someone with a question that is answered in this syllabus.
 - Informing me and/or your group members well in advance of any issues.

I include professionalism as part of your participation grade simply to ensure that we remember these obligations. If you were to engage in unprofessional behavior (which I do not anticipate any of you will do), your professional grade will suffer accordingly.

Do not undermine your own reputation by being disrespectful or inconsiderate to fellow students or the instructor, and do not undermine your own ability to be successful by adding distractions.

Change Simulation Component (2% total)

At the end of the course, you will participate in a change simulation. You will receive points for your team performance in this simulation. Please note that you and your team are expected to arrive at your strategy for conducting the simulation on the basis of your own efforts. Suggestions as to possible simulation strategies may be available elsewhere, but using such information during the simulation is similar to “cheating” on an exam, and it will be considered an Honor Code violation. I am aware of what is out there and so if I find out that you have utilized ANY outside information, you will receive a zero for this assignment.

Research Requirement (5 %—will be subtracted from your final grade if you do not complete this requirement)

You are expected to complete **3 research studies** over the course of the semester. Each research study is one hour. I will send you an email in advance of these studies. They will take place on the following weeks: Feb 4 – 8; Feb 25 – Mar 1; and Apr 8 – 12.

If you miss one of these or choose not to participate you will be provided with the option of completing a research review. This option involves writing a 3-page, single-spaced review and critique of an academic research article. Information about this is on Canvas. Should you choose to write one or more reviews, it/they should be submitted to me as E-MAIL ATTACHMENTS no later than 5:00 PM on April 18, but you can also submit these to me anytime during the semester.

This is a requirement that you have known about since the beginning of the semester. Therefore, there is no provision for an extension of the due date for this portion of your course research contribution requirement.

Instructor Evaluation

Formal evaluations occur at the end of the semester. However, taking evaluations at the end of the class does not benefit *you*. I will prompt you at midpoint of the course for feedback. I am open to all feedback on how the course might be improved to better facilitate meaningful learning. Please also feel free to approach me throughout the semester to discuss questions, ideas, suggestions, or concerns. If there is something that I can do to enable your success, please do not hesitate to approach me or message me.

Additionally, if you have a disability which requires special accommodation, please let me know ASAP so that I can be helpful to you.

Honor Code

Integrity is one of UNC Kenan-Flagler's core values. Violations of the honor code are totally inconsistent with this core value, and are **simply unacceptable in any form**. Any violation of the honor code will result in an F in the course, regardless of any other grades received for the semester. I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms as set out at <http://instrument.unc.edu>.

Honor Code specific to the Change Simulation: Please note that you and your team are expected to arrive at your strategy for conducting the simulation on the basis of your own efforts. Suggestions as to possible simulation strategies may be available elsewhere, but using such information during the simulation is similar to “cheating” on an exam, and it will be considered an Honor Code violation.

Course Schedule (tentative, subject to change)

#	Day	Date	Topic	Prepare	Deliver
1	Thursday	10-Jan	1 Introduction to class 2 Introduction to OB	Read: " 9 evidence-based study tips ", " How to email your professor without being annoying AF ". Listen: Freakonomics, What Does a C.E.O. Actually Do? [Minute 3:30 to minute 10:00] B-Read: Chapter 1 (p. 4-8)	
2	Tuesday	15-Jan	2 Introduction to OB (continued)	Listen: Freakonomics, The Three Hardest Words in the English Language [minute 16:34 to minute 24:10] Read: " Is it time bring data to managing? " B-Read: Chapter 1 (p. 14-16)	
3	Thursday	17-Jan	3 Personality and individual differences	Read: " Goodbye to MBTI, the Fad That Won't Die " Listen: Hidden Brain: " What Can A Personality Test Tell Us About Who We Are? " [Minute 13:10 to minute 22:30] B-Read: Chapter 2 (p. 31-48)	Complete before class: Personality survey
4	Tuesday	22-Jan	4 Job attitudes	Prepare case: Treadway Tire (CP) B-Read: Chapter 4 (p. 103-106)	
5	Thursday	24-Jan	5 Emotions and moods	Read: " Go ahead, cry at work " B-Read: Chapter 4 (p. 93-103)	Note: Teams announced + Practice Round 1 open
6	Tuesday	29-Jan	6 Individual decision making	Read: The case for behavioral strategy B-Read: Chapter 7 (p. 182-196)	Complete by 27-Jan , 8PM: Decision making survey
7	Thursday	31-Jan	7 Motivation	Read: Tipless restaurant Read: On the folly of rewarding A, while hoping for B B-Read: Chapter 5 (p. 126-127, 130-133, 137-144)	Jan 31 - Practice Round 1 due Jan 31 - Team survey 1 opens, due in 48 hours
8	Tuesday	5-Feb	7 Motivation (continued)	Watch: RSA Animate - Drive: The surprising truth about what motivates us. Read: TEDBlog, What motivates us at work? 7 fascinating studies that give insights B-Read: Chapter 5 (p. 139-148)	
9	Thursday	7-Feb	7 Motivation (continued)	Prepare case: Hausser Foods (CP)	Round 2 due
10	Tuesday	12-Feb	8 Conflict	Read: They saw a game Read: How to disagree Watch: " Why I have coffee with people who send me hate mail " - [Minute 0:00 - 8:08]	
11	Thursday	14-Feb	Exam 1 (Sessions 1-10)		
12	Tuesday	19-Feb	9 People perception and feedback	Prepare case: Wolfgang Keller (CP)	

#	Day	Date	Topic	Prepare	Deliver
13	Thursday	21-Feb	10 Power & influence	Listen: Planet Money: Citi Bike's Better Angels B-Read: Chapter 10 (p. 278-291)	Round 3 due; Team survey 2 open, due in 48 hours
14	Tuesday	26-Feb	11 Teams	Read: Bob Sutton, " Why Big Teams Suck: Seven (Plus or Minus Two) Is the Magical Number Once Again " B-Read: Chapter 8 (p. 212-228)	
15	Thursday	28-Feb	<i>Teamwork day</i>		Round 4 due
16	Tuesday	5-Mar	11 Teams (continued)	Watch: Remember the Titans – Teamwork Read: Seth Godin, " Understanding Critical Path "	
17	Thursday	7-Mar	11 Teams (continued)		Leader choice survey due
18	Tuesday	12-Mar	Spring Break		
19	Thursday	14-Mar			
20	Tuesday	19-Mar	12 Creativity	B-Read: Chapter 7 (p. 196-197)	
21	Thursday	21-Mar	13 Networks	Prepare case: The bakeoff	Round 5 due
22	Tuesday	26-Mar	14 Diversity	Read: Inside The Culture Of Sexism At Riot Games Read: This Woman's Co-Worker, Who Insisted On Getting A Hug, Was Taught A Valuable Lesson About Consent	
23	Thursday	28-Mar	<i>Teamwork day</i>		Round 6 due end-of-day; Team survey 3 open, due in 48 hours
24	Tuesday	2-Apr	15 Leadership	Read: Craig Dowden, " Want to be liked as a leader? Stop treating others as you would want to be treated " B-Read: Chapter 12 (p. 336-343)	
25	Thursday	4-Apr	15 Leadership (continued)	Read: How small shifts in leadership can transform your team dynamic	
26	Tuesday	9-Apr	16 Organizational Culture	Read: Why MailChimp doesn't let new hires work for their first week on the job Prepare case: inside Amazon B-Read: Chapter 14 (p. 388-404)	
27	Thursday	11-Apr	17 Organizational Change	B-Read: Chapter 15 (p. 425-447)	
28	Tuesday	16-Apr	Change Simulation 1	Read: Change Theory, Player's Guide (simulation website)	First Floor Rooms Needed
29	Thursday	18-Apr	Change Simulation 2		First Floor Rooms Needed Alternative to research requirement: Last day
30	Tuesday	23-Apr	Wrap-up, Review & Celebration		Team paper + peer evaluation due
31	Thursday	25-Apr	Exam 2 (Sessions 13-27)		

Appendix A: Tips for Preparing In-Class case discussions and writing assignments

1. Overall

- a. Case studies are used to teach students how to assess situations in organizational settings and make decisions based upon those assessments.
- b. A case study is a detailed account of challenges or problems confronted by a company, industry, person, or project over a specific time. The content of a case study typically addresses a specific situation, and may include information about company objectives, strategies, challenges, results, recommendations, and more.
- c. You can find all of the information in the case documents; it is not necessary to consult additional sources or seek additional information on the organization, industry, or context of the cases, unless otherwise instructed.
- d. To prepare the case, start by skimming it, to orient yourself to the case content, layout, and exhibits. Then, when you read more carefully, always make sure you focus on: (1) the issues relevant to the subject of the session in which the case will be discussed (i.e., if I assigned the case for a leadership session, focus on leadership issues) (2) the specific questions I outlined for the case.
- e. People often cite the “idiocy” of the decision-makers who “should have known better” in explaining the events described in a case. They often berate the character of people described in the case or the stubbornness of middle managers who fail to implement important innovations. These “target-centered” explanations tend to provide nothing more than an over-simplified and inaccurate analysis of the events. Your task is not to find “who to blame.” Useful explanations are usually *systemic* rather than focus on individual actors.
- f. It is rarely, if ever, the case that a *single* cause fully explains complex organizational changes, successes, and failure. Thus, your task is not to identify the single, most important explanation for the events. Rather, your job is to view these events through lens of a management and organizations scholar, and ask, *what broader processes are occurring here?*
- g. I ask you to view the case from the perspective of a *management and organizational* scholar. This is not to say that there are no other lenses though which you can view cases. Indeed, other professionals might offer different insights about the case (e.g., finance, marketing, etc.). These perspectives – while informative – **are outside the scope of this class.**

2. Good questions to ask when preparing for a case discussion:

- a. **What is occurring (i.e., what is the problem or challenge)?** There could be many problems, focus on the most relevant ones. Choose the ones corresponding to the subject under which the case is located in the syllabus. State problems clearly and support them with evidence from the case. Don’t just describe the case; describe relevant facts that justify the problems you chose.
- b. **Why is it occurring (i.e., what is the cause)?** There could be multiple causes. Choose the ones you think are most important. Focus on a small number of causes and explain them well, using class concepts and supporting them with theory and evidence from the case, where relevant. I would rather you give a deep explanation of one theory or concept than “throw” every concept you can think about.
- c. **What would you suggest/do?** You should connect this to the problem you identified. There are many things one can do, but if you talked about a problem or a challenge, make it clear what actions relate to what problems! More importantly, WHY would what you suggest your

solution will solve the problem? Here again, use class concepts. So, say you are suggesting giving employees' opportunity to voice their concerns and provide input into a decision. This is not enough. How do you define voice? What is this voice going to do? And **why** (because research or theories we covered in class suggest what...?)

3. Connecting class concepts to explain your observations

- a. There are three types of writing in assignments:
 - i. Descriptive – where you describe **what happened** or the facts of the case.
 - ii. Normative – where you say **what should** occur and why.
 - iii. Critical – where you **cast doubt or raise concerns** about the facts/experiences/theory. A good assignment has much more normative and critical parts than descriptive. A great assignment **ONLY** has descriptive parts if they are there to **explain or support** normative or critical arguments.
- b. You **must** use class concepts in your assignments. I don't mean just "name dropping," but actually **implementing** them. If you don't use the concepts to guide your thinking and just continue to use your own observations or beliefs, then I can't see that you learned anything. Show me what you know/learned. It is better to use just one or two concepts, but to be precise and elaborate how it is relevant to the questions/situation.
- c. Think of "before class" / "after class" contrast - would your assignment be any different before taking the class? If it is the same, then you are probably not using enough class concepts. Although you can assume the reader (me!) knows relevant facts of the case/situation, you should assume I do *not* know organizational theory and I would like you to **explain** how it is relevant for the case – doing this shows me you learned!
- d. What we learn in class should help address the "**why?**" Why did something happen? Why something did not happen? Why would a certain action produce improved results or can solve a problem? There are (sometimes many!) competing theories and explanations. You **do not** have to give all of them. You need to choose one or two you believe are the most important, and explain them deeply using theory and findings discussed in class and the facts to support the argument you are advancing.
- e. The class concepts also help us explain what **SHOULD** be done. What should change? If you give a recommendation, use class concepts to explain why this recommendation should work. What research supports this argument? What evidence we covered in class that suggests this recommendation is going to be helpful? How is it going to be helpful?

4. Review your work before submission

- a. This is something I still struggle with (especially as English is not my native language and I have learning disabilities!). Proofread! Have somebody else proofread! Proofread again! When you write an assignment clearly without mistakes, grammatical gymnastics, or awkward sentences, it is much easier for me to identify your arguments and your learning.
- b. Writing well is hard (!) and takes time & practice. Use this class to practice. Bad writing habits will follow you to your workplace.
- c. Try to avoid long awkward sentences. Make sure that there is a clear link between one sentence and the next. Make sure every paragraph has one main idea. Rule of thumb: short sentences and long paragraphs around **one** idea.
- d. If you are using class concepts, use appropriate citations (doesn't matter which format, as long as you are consistent). My slides contain relevant sources. If not, ask me.