Leading People

EWMBA 205

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BerkeleyHaas

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1. COURSE OVERVIEW

This course is about maximizing human potential: your own, your team's, and your organization's. You will learn innovative leadership tools for establishing and managing prosperous firms while simultaneously developing a thriving career for yourself.

Leadership is about coordinating the skills, talents, and resources of individuals and groups to best realize the organization's goals. You must make things happen, and often under conditions or schedules that are not of your own choosing. Innovative leadership requires managers to be able to diagnose problems, make effective decisions, influence and motivate others, manage their personal contacts, bring out the best in their colleagues, optimize cross-functional teams, and drive organizational change.

This course prepares you to achieve these objectives. It provides fundamental tools from the behavioral and social sciences that will improve your ability to analyze organizational dynamics, innovate, and lead effectively, while at the same time maintaining your own ethical compass.

2. COURSE LEARNING OBJECTIVES

- Improve your ability to lead and manage individuals in organizations
- Develop understanding of your strengths and weaknesses as a manager and leader
- Examine your own behavior and beliefs about leadership and managerial behavior, and to contrast, debate, and integrate these ideas with the theories and observations of others
- Participate in, and learn about, team work and leading teams
- Increase skills to enable you to analyze organizational structures and culture, with a focus on the interplay of rules, resources, and relationships
- Identify critical sources of tension in organizations, and learn to harness them to produce beneficial outcomes for you and your organization
- Build a repertoire of strategies and tactics to increase your effectiveness in leading organizational change and performance improvement initiatives

The course combines conceptual and experiential approaches. We draw on several sources to accomplish course objectives: (1) conceptual frameworks and research findings from the social sciences; (2) case studies; (3) videos and exercises; and (4) your own work and personal experiences. The class will be highly interactive, and active participation in discussions is expected.

3. COURSE FORMAT

Each class meeting will focus on a particular set of managerial skills. Our goal will be to distinguish between effective and ineffective tactics. We will accomplish this by discussing key concepts and analyzing related cases, including exercises and simulations we will conduct in class. You should come to class prepared to summarize key points from the day's readings and to contribute to the case analysis.

As you complete the reading, ask yourself:

- What is the basic argument the author makes?
- What are the key concepts/principles?
- What are the implications for the kinds of challenges I face as a leader?
- How can I apply this to my firm, my job, and my career?

4. COURSE REQUIREMENTS

4.1. TECHNICAL REQUIREMENTS:

bCourses — The bCourses website, along with this syllabus, will be your primary guide for navigating the class experience. Each weekly module posted on bCourses will contain the information you need to follow for completing your assignments, watching the lecture videos, preparing for class, and discussing that week's negotiation.

4.2 BEING AN ACTIVE PARTICIPANT:

Class attendance is mandatory. Your learning depends on personal participation and involvement. Sharing perceptions and ideas with others is crucial for learning. You will find yourself presenting and testing new ideas and assisting others to shape their ideas. You should be prepared to take some risks and to be supportive of others' efforts.

Please arrive to class on time. Being repeatedly late will impact your course contribution grade.

However, we understand that life can be unpredictable and there may be extenuating circumstances outside your control. If you must miss a class, please email the GSI as far in advance as possible as it will impact in-class group work. If class is missed, you will need to complete the following assignments after your missed class to receive credit. Note that missing more than one class will affect your course grade.

5. COURSE GRADE COMPONENTS

Your final grade will be composed of three things:
1) Organizational experiment 30%
2) Course contribution 30%
3) Exams 40%

5.1. ORGANIZATIONAL EXPERIMENT (30%)

Working in your study teams, you must design an experiment useful for testing the effectiveness of some organizational intervention. It forces you to apply lessons on experimentation, problem framing, and opportunity recognition. This is a chance for you to explore an issue or an industry in which you are interested, drawing from course topics that you find most relevant and applicable. More information on this assignment appears at the end of this syllabus (Appendix).

You must submit a brief (one paragraph) description of your project plan by the fifth class meeting (9/12).

The six-page final written report is due on the last day of class (9/29).

Please submit both via the bCourses website.

All of the individual members of each study team will evaluate each other and tell me about their contributions. Your individual grade will be a function of both the group grade and the grades you receive from your fellow group members.

5.2. CLASS CONTRIBUTION (35%)

Class sessions will include active discussions based on the readings and the cases, with an emphasis both on theoretical questions and on practical implications. Especially valuable will be comments that connect course content with related ideas or insights.

5.2.1. Completion of class assignments and attendance (25%). There will be many surveys, homework assignments, and exercises/activities throughout the course. Because they will help you get more out of the class, I want to give you a strong incentive to complete all these assignments and to attend the class. It is easy to achieve perfect performance on this aspect of class simply by completing the assignments on time and going to class!

5.2.2. Performance points (5%). Throughout the class, you'll have a chance to earn "bonus points" in various exercises. These points can be earned in a variety of ways, such as by being accurate, getting the right answer, and so on. The purpose of these bonus points is to help you stay engaged in the class.

5.2.3. Teams at Haas (5%). The program office will assign you to a study team with which you will collaborate for the Organizational Experiment paper. As part of Teams@Haas you will (1) develop a Team Collaborative Plan, (2) complete a Team Dynamics Diagnostic survey, and (3) engage in a Team Check-in (90-min virtual session). If you fully complete all three assignments, you will get the full 5% of credit. All questions regarding Teams@Haas can be directed to Shannon Rogers at rogers.shannon@berkeley.edu.

5.3. EXAMS (35%)

The exams will assess how well you have learned the material by asking you to apply concepts, think critically, and analyze cases. Exam questions will cover material from readings, lectures, videos, cases, and class discussion. The exams will be open-book and open notes, and will be taken on computer. They will consist primarily of multiple-choice questions.

5.3.1. Midterm (5%). We will have a midterm "quiz" to test your mastery of material covered in the first half of the class.

5.3.2. Final (30%). The final exam will be cumulative, in the sense that it could include questions on anything we have covered since the start of the class. However, it will emphasize material covered since the mid-term.

6. GRADING POLICIES

1. All assignments must be submitted by the listed due date. Late assignments will be downgraded one half-grade (A to A-, A- to B+, etc.) per day late. To be fair to others, I will count any assignment submitted after the deadline as being late (i.e., there is no 10-minute grace period). This might appear strict, but allowing an assignment submitted 1 minute late would then require drawing the line for what is considered late somewhere else. If there happens to be some problem with bCourses submissions very close to the deadline, you can email your assignment to me to avoid turning it in late.
2. To appeal a grade, submit a written request via email to me and the GSI explaining your position (along with the original assignment) within 7 days of receiving your grade. Document your points with the appropriate course material. After reviewing your explanation, I may schedule a meeting with you to discuss the disputed issue(s). I reserve the right to re-grade the entire assignment when an appeal is submitted. This can result in a lower grade.
3. Consistent with UC Berkeley's honor code, cheating in any form will be met with the fullest sanctions permitted by the University.

7. CONSIDERATIONS FOR CLASSMATES

A large class requires attention to fairness and respect for one another. Therefore, we will follow this course code of conduct:

1. Be present and punctual. It enhances the value of the class not only for you but for everyone when you are present and attentive.
   a) We start promptly on the hour.
   b) Please keep your camera on and your face fully visible, insofar as you are able.
   c) Feel free to use a virtual background, but avoid one that could be distracting.

2. Step up/step back to be inclusive. If you are usually quiet in class, raise your hand and share your wisdom. If you tend to raise your hand a lot, try to do so a little less to open the opportunity for others to contribute.
   a) Mute your microphone except when speaking.
   b) Use the "hand-raise" function when you'd like to speak.
   c) Listen to one another and build on others' contributions.
   d) Strive to create a safe and welcoming learning community.
   e) There will not be enough time in class for all the worthwhile comments on all the topics we will encounter. Discussions can continue outside of class on Slack.

3. Be low-tech to help your focus. Try to avoid electronic distractions.
   a) Keep the class window active in your browser.
   b) Use only programs related to class.
   c) Refrain from sending messages unrelated to class.
   d) Put your phone away.
   e) Stay focused on class work

4. Stay all class.
   a) Arrive punctually and stay to the end.
   b) Limit distracting behavior and food consumption.
   c) Treat the virtual classroom as a professional space.

5. Use the chat as a tool to enrich class content.
   a) Be respectful and inclusive of one another both verbally and in chat.
   b) Be aware of strong language, all caps, and exclamation points.
   c) Remember sarcasm doesn't translate well via chat.
   d) Know the host can read a transcript of the chat, both private and public, after class.
   e) For more details, follow your professor's chat specific guidance for each class.

READING AND ASSIGNMENT SCHEDULE

	Topic	*Pre-Class*	*During Class*	*Post-Class*
WEEK 1 August 11	Introduction and Decision Making	- Survey: Pre-course survey (due 8/9) - Survey: Decision survey (due 8/9) - Reading: Why everything that seems obvious isn't - Reading: Please corporations, experiment on us - Reading: Common biases - Lecture Videos 1.1-1.4	- Decision biases demonstrations and discussion	- Lecture Videos 1.5-1.10 - Reading/Preparation: Performance appraisal case
WEEK 2 August 18	Motivation and Feedback	- Activity: Complete videotaped performance appraisal - Survey: Performance appraisal post-survey (due 8/16) - Reading: An imperfect test - Reading: Self-fulfilling stereotypes - Video: The surprising truth about what motivates us - Lecture Videos 2.1-2.6	- Debrief performance appraisal	- Teams@Haas Team Collab Plan (due 8/22) - Survey: Feedback on performance appraisal (due 8/22)
WEEK 3 August 25	Teams	- Survey: Make a wish (due 8/24) - Reading/Preparation: Speed Ventures case - Survey: Speed Ventures pre-survey (due 8/24) - Reading: Connecting the dots - Lecture Videos 3.1-3.3	- Speed Ventures case - Midterm interviews	- Interview Surveys (due 8/26) - Midterm Quiz (due 8/29)
WEEK 4 September 1	Selection	- Reading: Don't trust your gut - Reading: Why companies are so bad at hiring - Quiz: HR Equation quiz (due 9/1) - Lecture Videos 4.1-4.5	- Review Midterm - Debrief selection interviews	- Take an IAT (due 9/6)
WEEK 5 September 8	Diversity, Equity, Inclusion, and Belonging	- Survey: Grant a wish (due 9/15) - Reading: Into the blindspot - Reading: Google searches its soul - Reading: Managing diversity and inclusion at Yelp - Lecture Videos 5.1-5.3	- Discuss IAT results - Yelp case	- Start preparing for New Bike case - Submit final paper plan (due 9/12)
WEEK 6 September 15	Negotiation	- Survey: Grant a wish (due 9/15) - Reading: New Bike case - Preparation: New Bike prep sheet (due 9/14) - Reading: Making rational decisions in negotiations - Lecture Videos 6.1-6.4 (and 2 optional videos on innovation)	- New Bike case	- Negotiation feedback (due 9/19)
WEEK 7 September 22	Leadership and Networks	- Survey: Teams@Haas Team Diagnostic Survey (due 9/21) - Survey: Propose exam question (due 9/21) - Reading: Leadership is a choice - Reading: The dilemma of obedience - Optional Reading: Mastering the machine - Video: Milgram and obedience to authority - Lecture Videos 7.1-7.3 (and 3 optional videos on overconfidence)	- Milgram case - Wish networks	- Prepare for final exam - Finish org experiment paper
FINAL EXAM September 29		- Paper: Submit your Organizational Experiment paper (due 9/29) - Survey: Team Work (due 9/29)	- Take final exam	- Teams@Haas Team Check-in (week of 10/3)

* Due dates are typically 4 pm PT unless otherwise specified on bCourses

APPENDIX: Instructions for Organizational Experiment

Using the concepts from the course, identify an organizational problem and design an experiment useful for testing a solution to that problem. This is an opportunity to spend some time reaching a deeper understanding of the forces that make organizations work—or fail to do so.

One way to approach this assignment would be to start with an organizational intervention you find intriguing. Do you wonder about the effectiveness of diversity training? Team-building retreats? Total quality management? Quality circles? Do you wonder whether organizations whose boards of directors are composed of outsiders (rather than allies of the CEO) perform better? Do flexible working arrangements and telecommuting contribute to productivity? Are socially responsible organizations better or worse performers? You will then design an experiment that could test the effectiveness of this intervention, program, or policy.

A second way to approach this assignment is by starting with a manager, a company, or an industry you care about. Identify someone you have worked for, would like to work for, you have read about, you just happen to know, or even a relative. Consider the organizational interventions with which they are familiar. Or identify an issue that is important to them and their work, or an intervention they are considering. Or pick an industry with which you are familiar or with which you would like to become familiar, and identify a current issue with which this industry is struggling and an intervention with the potential to resolve this issue. You can then design an experiment to test the effectiveness of this intervention.

I recommend that you begin thinking right away about what would be an interesting topic, industry, or problem. This planning should occur as soon as possible. It can be a time-consuming process to design an experiment well. Start early so that you will have enough time to complete this project by the end of the class. If you want to organize your team's work, a collaborative plan can be useful. I also strongly encourage you to seek input from the course GSI, who knows a lot about experimental design and who will have an important role in reading and grading the papers.

Key elements in the analysis

The general form of the project is to apply the course material to ask a particular question that can be informed by empirical evidence. Every project should include an introduction that answers questions such as:

- What is the focus of your paper?
- What is the problem you are seeking to understand?
- What is the experimental question?
- Why is it important?
- What do we already know about this topic?
- What investigations or relevant research been done before?
- You will want this introduction to feed into the development of hypotheses. Do you have a prediction for the outcome of your experiment? On what reasoning, logic, or prior evidence is your hypothesis based?

Every project should also include a description of the experimental design. This includes three key elements:

- Research participants. Where will your data be coming from? How will the research subjects be selected? This is the right place to consider the appropriate scale for your experiment. How large a sample size will you need?
- Independent variables: What are you manipulating in your experiment? What exactly will vary between experimental conditions? The hallmark of experimentation is random assignment to experimental condition. If for practical or ethical reasons, pure random assignment is not

possible, then you should discuss the potential selection problems you will encounter and how you can address them.

- Dependent variables: What will you measure? What are the key tests you will perform to see if your hypothesis is supported?

Collecting a novel data set in the seven short weeks we have in class is probably not realistic. Your assignment is to propose an experiment, not conduct one.

You decide how best to package your proposal. Projects will be graded for their grasp of the class material and their success at applying it to an interesting organizational problem.

Final product

The final product of your analysis will be a paper. Your paper should not exceed 2,000 words in length (about 6 pages in length, double spaced type, Times New Roman font, 12-point font, with 1-inch margins all around). The word count does not include the reference list or bibliography. Feel free to use your preferred style for citations and references. Please number each page and include a word count on the first page.

Papers will be graded using three criteria:

1) The quality of the ideas. Have you set the stage for your proposal by exploring the existing literature and identifying how you can contribute? Have you explained why your idea is important? Is it interesting?

2) Rigor of the design. Have you considered threats to both internal and external validity? Have you dealt with threats to internal validity, such as experimental confounds (also known as lurking variables)? Is your design externally valid, generalizing beyond your research sample? Would your experiment produce useful answers that could inform important organization decisions? It would be advisable for you to brush up on the experimental design. You may want to consider these resources:
http://www.socialresearchmethods.net/kb/desexper.php
http://en.wikipedia.org/wiki/Design_of_experiments.

3) The paper's presentation. Is the paper clearly organized and well written? Have you stayed within word limits? Do spelling and grammatical irregularities interfere with the story?