

LEADERSHIP, TEAMS, AND INDIVIDUALS

MBA 763

REQUIRED TEXTS:

Harvard Business Case Packet available for purchase at:
<http://cb.hbsp.harvard.edu/cbmp/access/52910127>

COURSE DESCRIPTION:

This course provides an overview of research and theory on micro-level organizational behavior with emphasis on the skills required for managerial effectiveness in modern complex organizations including motivating and leading employees, developing effective teams, and managerial communication responsibilities.

In short, this is a class about making businesses work better. Most of you have worked in jobs where you thought the boss was an idiot. In this class, we are going to try to provide you with a bag of tools to reduce the number of people who think that about you, either now (if you're already the boss) or in the near future (when you become the boss).

Specifically, students in this course will learn to:

- Understand and value individual differences and workforce diversity
- Apply behavioral models and theories to understand and anticipate employee behavior.
- Effectively communicate arguments associated with motivating, managing, and leading employees
- Design organizations, jobs, and reward systems to optimize employee motivation and enhance firm performance.
- Effectively design, work in, build, and lead workteams

We will use a number of different methods to deal with the material and accomplish these objectives: lecture, individual and group exercises, individual and group projects. This class is experiential. There are many in-class exercises and in some cases significant out-of-class preparation for the in-class exercises. If you just want to be lectured to and go through the motions of attending class, this is not the class for you. However, if you want to be actively involved in learning about organizational behavior, this IS the class for you.

General Expectations

The success of this class depends in large part on your active involvement in the learning process. Thus, I have a set of expectations which, if followed, should result in this class being a fulfilling learning experience for you. I refer to these expectations as the “4 Ps”:

1. **Preparation.** I expect that you will complete the assigned readings *before each class* so that you will be prepared to participate in class discussions and better comprehend the course material. In particular, when we do a case study, I expect you to read and analyze the case prior to class. In turn, you can expect me to carefully prepare for each class both in terms of delivering lectures and facilitating activities meant to enhance your learning.
2. **Presence and Punctuality.** If you miss class, you will hinder your ability to learn the course material and the class will not benefit from your insights in class discussions. Thus, while I do not formally take attendance each day, you will find that by missing class, your grade will suffer (see more below). If you do end up having to miss class for a legitimate reason (e.g. illness, school excused activity, death of a loved one, mandatory religious observance), please *contact me before class*. In addition, my expectation is that you will be on time to class each day. I view entering the classroom late the same as showing up late for a scheduled meeting – disruptive and inconsiderate. In turn, you can expect me to end class right on time and keep you continually updated on news items related to the course.
3. **Principle.** Men and women of integrity are sorely needed in the world of business as well as in our universities. Cheating in any form hinders your ability to master the course material because you become dependent on someone else’s work rather than your own. It also diminishes and reflects a lack of self-esteem. Although more information on the ethics guidelines for this course is given below, suffice it to say here that I expect each student to uphold and defend the highest ethical standards in this class and in all related activities. In turn, you can expect me to treat you with fairness and the utmost respect.
4. **Participation.** Your participation in class discussions and group projects is essential to your learning and to the success of the class as a whole. It is my sincere belief that each of you has unique insights and skills to share in the class discussions and group projects that will enhance your learning and that of your peers. While more specifics about class and group participation are given below, let me mention one expectation related to class participation right now: *sending text messages, using social media, surfing the web, shopping online, or any other similar activity with laptops, tablets, phones, or other electronic devices during class is strictly prohibited*. In addition, doing work for other courses is also prohibited during class. In turn, you can expect me to strive to promote an environment that is both energizing and conducive to learning.

GRADING PROCEDURES:

COURSE ACTIVITIES AND GRADING GUIDELINES

Your course grade will be based on a combination of individual and group efforts. This method of evaluation simulates performance evaluation and feedback systems in “real world” organizations and reinforces the notion that leadership is not simply an individual act but rather a social process that transcends any single individual. The weight associated with each requirement is given below.

Final grades are based on the distribution of total points. +/- grades are given.

Assignment	Points
<i>Individual Assignments</i>	
Participation	100
In class quizzes	100
Personality Assignment	50
Persuasion Assignment	50
Exam 1	175
Exam 2	175
<i>Team</i>	
Group Cases (5)	250 (50 for each)
Team Ratings	100
Total	1000

Class Participation and Engagement

Your attendance and participation in class discussions are essential to your learning and to the success of the class as a whole. Accordingly, 10% of your grade will be based on your contribution to class discussions and activities. Your class participation and engagement grade will be based on the following criteria: (a) the quality and frequency of contributions in class discussion, (b) your ability to advance or sharpen in-class discussion and debate, and (c) your professionalism, including living up to the “4 Ps” and respecting class members and their contributions. In addition, you will be asked to complete various self-assessments throughout the semester which will be discussed during class. There will also be a weekly survey to self-report your participation, preparation, and provide the instructor with feedback.

In Class Quizzes

To check up on your progress with class readings, there will be seven different “pop” quizzes given during the semester. Of the seven quizzes, **two** will be dropped (your two lowest). Each quiz will be worth 20 points; thus, they will collectively count toward 10% of your total grade. Each quiz will consist of 4-5 questions related to the assigned reading for the day and/or concepts discussed in previous lectures. Please note that because these are “pop” quizzes, they will be unannounced prior to class. Thus, it is important to attend class and consistently stay on top of course readings. The quizzes cannot be made up unless you have an excused absence (see the section on my attendance policy).

Individual Assignments

You will be required to complete individual assignments throughout the semester. These assignments are designed to encourage self-assessment and provide opportunities to implement principles learned in class into your life. A handout for each assignment will be provided detailing the deliverables of the assignment.

Group Projects

You will work on several different group assignments during the semester. Most of these assignments involve case analyses. These assignments are designed to give you opportunities to discuss the issues with a given case and come to conclusions as a group. Handouts outlining the case analysis will be provided for each case.

Additionally, you will have the opportunity to evaluate the participation of each group member at the end of the semester. This is to ensure that group members remain engaged and contribute to group assignments.

Exams

There will be a mid-term and a final exam. These exams will consist of a case analysis and short answer/essay questions. The exams are designed to be both a test of your knowledge of the material as well as your ability to apply your knowledge to a given situation.

ADDITIONAL COURSE POLICIES:

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular

courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library—Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

TENTATIVE DAILY SCHEDULE – I reserve the right to make changes as necessary (blessed are the flexible, for they will not be bent out of shape)

DATE	TOPIC	READING	ASSIGNMENT
Aug. 29	Course Introduction Management Theory	Syllabus “Why Hard Nosed Executives Should Care About Management Theory”	
Sept. 12	Play to Your Strengths	“Now Discover Your Strengths” & “Outliers”	
Sept. 19	Decision Making Biases Individual Differences	“Hidden Traps in Decision Making” “The Mysterious Popularity of	Personality Assignment Due (Individual)
Sept. 26	Recruitment/Selection Commitment/Job Satisfaction	Scorecard Chapter from “Who” “Hard Work is Irrelevant”- Podcast Google Project Oxygen Case	Google Project Oxygen Case Due (Team)
Oct. 3	Negotiation Conflict Socialization	In Class Case Tim Keller Case	Tim Keller Case Due (Team)
Oct. 10	Motivation	Designing the Job Pay	Pay Transparency Case (Team)
Oct. 24	Trust/Justice/Networks Ethics	“The Peacock and the Panda” “Ethical Breakdowns”	
Oct. 31	Team Characteristics Team Process	(there will be additional reading)	

Nov. 14	Groups Team Biases	Mount Everest Case	Mount Everest Case Due (Team)
Nov. 21	Leadership Power and Influence	Harnessing the Science of Persuasion	
Nov. 28	Leadership Styles and Behaviors	Connect Then Lead Retention Through Redemption	Persuasion Assignment (Individual)
Dec. 5	Organization Culture Organization Change Leading Yourself Course Wrap up	The Economics of Culture Patagonia Case How Will You Measure Your Life	Patagonia Case (Team)
Dec. 13 Final	FINAL EXAM Due (by midnight)		