



## Sofaer International MBA

### 1238.2212.01 – Leading People and Organizations

Prerequisites: None

December, 2020 – April 2021

#### Course Section Details

Module	Day	Hour	Classroom	Lecturer	Email	Telephone	Office
Module	Tues	12:15-15:00	?	Prof Peter Bamberger	<a href="mailto:peterb@post.tau.ac.il">peterb@post.tau.ac.il</a>	0544834876	343
Module	Tues	12:15-15:00	?				

Teaching Assistant (TA): Aya Zeiger <ayushze@gmail.com>

Office Hours: By appointment

#### Course Units

Course Units: 2

4 ECTS (European Credit Transfer and Accumulation System) = 1 course unit

By making higher education comparable across Europe, ECTS makes teaching and learning in higher education more transparent and facilitates the recognition of all studies.

#### Course Description

In this course we will explore basic concepts involved in the effective management of the behavior of individuals and groups in the organization as well as the behavior of organizations as human systems. Time permitting, in our class sessions together we will focus on several main themes that sample, but do not exhaust, the issues involved in the management of organizational behavior, particularly in entrepreneurial organizations. These include: designing flexible yet controlled systems; decision-making; teamwork and team building; leadership; creativity and innovation; performance management and rewards management. My aim is not to have you memorize theories. Rather, it is to demonstrate how scientifically tested theory can be applied to make sense of an infinite number of

managerial situations and problems, and in a large number of cases, serve as a basis upon which to generate reasonable and *evidence-based* solutions.

### Course Objectives

Upon completion of the course, the student will be able to:

1. Recognize and understand how heuristic biases may influence managerial decisions.
2. Identify how organizational and group characteristics influence behavior in organizations.
3. Diagnose the problems underlying poor performance at the employee, group and organizational level.
4. Suggest evidence-based action strategies for addressing common organizational problems.

### Course Assignments

Prior to each class session, you are expected to familiarize yourself with the required background readings and (when assigned) case studies relevant to that session. In addition to readings and case studies, the course includes a number of in-class, team exercises. Five classes will be taught on the basis of written case analyses that your team must submit PRIOR to class discussion. For these classes to be effective, it is essential that **all** students carefully read the written case *ahead* of the class meeting and be prepared to answer questions relating to it in class.

Readings are all provided in the course booklet. All readings are listed below in the course

Should a student become unable to complete an assignment or course requirement, s/he must notify the TA of the course in advance via email

### Assessments and Grade Distribution

Percentage	Assignment	Date	Group Size
20%	Midway Quiz – 10 items	After session 6	Individual
20%	Final Quiz – 10 items	After final class session	Individual
60% (15 points per case)	Analysis of 4 of 5 case studies (grade to be based on best 4 if all 5 submitted)	Must be submitted before in-class discussion of the case begins	Groups of up to 4 students

\*According to University regulations, a student must be present in every lesson (Article 5).

\* The lecturer reserves the right to have a student removed from a course if the student is absent from a class with mandatory participation or did not actively participate in class. (The student will remain financially responsible for the course irrespective of his/her removal from the course)

## Grading Policy

As of the 2008/9 academic year the Faculty has implemented a grading policy for all graduate level courses. This policy applies to all graduate courses in the Faculty, and will be reflected in the final course grade. Accordingly, the final average of the class for this course (which is a core course) will fall between 78-82%. Additional information regarding this policy can be found on the Faculty website.

**Please note: In order to register for advanced elective courses in organizational behavior, your grade in this course must be at least 78%.**

## Evaluation of the Course by Student

Following completion of the course students will participate in a teaching survey in order to evaluate the instructor and the course for the benefit of the students and the university.

## Course Site (Moodle)

The course site will be the primary tool used to communicate messages and material to students (e.g., exam details and updates regarding assignments). It is, therefore recommended to periodically check the course site in general, periodically, before each lesson, at end of the course as well. Course slides will be available on the course site.

Please note that topics which are not covered in the slides, but are discussed in class are considered an integral part of the course material and may be tested in examinations.

## Topics Relating to Ethics in Management

The Collier Faculty of Management views the discussion of business ethics issues as an integral part of all of its mandatory courses for MBA students. In this course attention will be paid to the following ethics topics:

- Equal employment opportunity and employment discrimination in staffing and pay
- Ethical leadership (balancing potentially conflicting interests of stakeholders)

## Course Outline\*

Session	Date	Topic(s)	Reading (Highlighted readings are <b>REQUIRED</b> and will be covered in quizzes)	Comments
1		Nature and Consequences of Alternative Strategies for Managing People and Organizations	<ul style="list-style-type: none"> <li>J. Pfeffer, 1995. Producing sustainable competitive advantage through the effective management of people. <i>Academy of Management Executive</i> 9, 55-72.</li> <li>S. R. Barley; G. Kunda (1992). Design and Devotion: Surges of Rational and Normative Ideologies of Control in Managerial Discourse. <i>Administrative Science Quarterly</i>, Vol. 37, 363-399.</li> </ul>	Read before class CASE: <i>JetBlue Airways: Starting From Scratch</i> . HBS 9-801-354 <b>NO NEED FOR CASE REPORT</b>
2-3		Heuristics, Emotions and Decision-making	<ul style="list-style-type: none"> <li>Kahneman, D., Lovallo, D., &amp; Sibony, O. (2011). Before you make that big decision. <i>Harvard Business Review</i>, 89(6), 50-60.</li> <li>Kahneman, D. &amp; Klein, G. (2009). Conditions for Intuitive Expertise: A Failure to Disagree. <i>American Psychologist</i>, 64, 6, 515–526.</li> </ul>	In class exercise: CARTER RACING Delta Leadership Case 6-001-07
4		Building Your Team: Taking Competencies, Values & Individual Differences into Account from Start-up to Scale-up	<ul style="list-style-type: none"> <li>M. Gladwell. (2009) The talent myth: Are smart people overrated? Pp. 314-374 in <i>What the Dog Saw</i>. NY: Little Brown.</li> <li>Picken, J. C. (2017). From startup to scalable enterprise: Laying the foundation. <i>Business Horizons</i>, 60(5), 587-595.</li> <li>Fernandez-Araoz, C., Groysberg, B., &amp; Nohria, N. (2009, May). The Definitive Guide to Recruiting in Good Times and Bad. <i>Harvard Business Review</i>, 87 (5).</li> </ul>	Due before class -- CASE: REPORT #1: Box: <i>The Evolution of Management Practices in a Start-up</i> . Stanford Case No. 43
5-6		Managing Work Teams and Group Behavior in Organizations	<ul style="list-style-type: none"> <li>Alex "Sandy" Pentland (2012). The New Science of Building Great Teams. <i>Harvard Business Review</i>. Feb. Apr 01, 2012 Harvard R1204C-PDF-ENGJ.</li> <li>R. Hackman (2011) Collaborative Intelligence: 2: When Teams, When Not? Berrett-Koehler Publishers Harvard Reprint # BK0010-PDF.</li> <li>Weir, K. (Sept., 2018) What Makes Teams Work? Monitor on Psychology <a href="http://www.apamonitor-digital.org/apamonitor/201809/MobilePagedReplica.action?pm=1&amp;folio=46#pg49">http://www.apamonitor-digital.org/apamonitor/201809/MobilePagedReplica.action?pm=1&amp;folio=46#pg49</a></li> </ul>	Due before class -- CASE:REPORT #2: <i>Teaming at Disney Animation</i> . Harvard Case Number: 5-617-036
7-8		Culture, Creativity and Innovation: A focus on organizational design and design thinking	<ul style="list-style-type: none"> <li>Cross, R., Arena, M., Sims, J., &amp; Uhl-Bien, M. (2017). How to Catalyze Innovation in Your Organization. <i>MIT Sloan Management Review</i>, 58(4), 39-47.</li> <li>Amabile, T., Fisher, C. M., &amp; Pillemer, J. (2014). IDEO's Culture of Helping. <i>Harvard Business Review</i>, 92(1-2), 54-61.</li> <li>Liedtka, J. (2018). Why design thinking works. <i>Harvard Business Review</i>, 96(5), 72-79.</li> <li>Grant, A. (2016). How to build a culture of originality. <i>Harvard Business Review</i>, 94(3), 18</li> </ul>	Due before class -- CASE:REPORT #3; <i>IDEO: Human-centered service design</i> . Harvard Case No. 9-615-022  TA Review session this week prior to Quiz
9		Organizational Structure & Leadership	<ul style="list-style-type: none"> <li>Note on Organization Structure and Design by Ann C. Frost and Lyn Purdy (2017); Harvard Business Publishing Product #: W17709-PDF-ENG;</li> <li>Horwitch, M. &amp; Callahan, MW (2016). How Leaders Inspire: Cracking the Code. Bain &amp; Company.</li> </ul>	Take-home quiz on modules 1-6 + IDEO/Design Thinking + Leadership

10		Ethical leadership and leading for equal opportunity	<ul style="list-style-type: none"> <li>Bower, J.L. &amp; Payne, L.S. (2017). The Error at the Heart of Corporate Leadership. <i>Harvard Business Review</i>, May-June 2017: 50-60.</li> <li>Dobbin, F., &amp; Kalev, A. (2016). DIVERSITY why diversity programs fail and what works better. <i>Harvard Business Review</i>, 94(7-8), 52-60.</li> </ul>	GUEST LECTURE: Ron Sacher, Founder & CEO of PremiaSpine
11		Building Systems for Assessing and Managing Innovative Performance	<ul style="list-style-type: none"> <li>DeNisi, A.S. &amp; Sonesh, S. (2011). The appraisal and management of performance at work . Pp. 255-279 in <i>The APA Handbook of Industrial and Organizational Psychology, Vol. 2: Selecting and Developing Members for the Organization</i>. Washington, DC, US: American Psychological Association.</li> <li>Kim, K. Y., Atwater, L., Patel, P. C., &amp; Smither, J. W. (2016). Multisource feedback, human capital, and the financial performance of organizations. <i>Journal of Applied Psychology</i>, 101(11), 1569-1584.</li> <li>Buckingham, M., &amp; Goodall, A. (2015). Reinventing performance management. <i>Harvard Business Review</i>, 93(4), 40-50.</li> <li>GE Re-engineers Performance Reviews, Pay Practices (WSJ article).</li> </ul>	Due before class -- CASE: REPORT #4: <i>Merck - A</i> HBS 9-491-005
12-13		Designing Jobs and Pay to Motivate Innovation and Teamwork	<ul style="list-style-type: none"> <li>Cable, D., &amp; Vermeulen, F. (2016). Stop paying executives for performance. <i>Harvard Business Review</i>. Feb. 23. HBR PRODUCT #: H02OEX-PDF-ENG</li> <li>Grant, A. M. 2011. How customers can rally your troops: End users can energize your workforce far better than your managers can. <i>Harvard Business Review</i>, June (89): 97-103. HBR Reprint: R1106G.</li> </ul>	Due before class -- CASE: REPORT #5: <i>Camp, Dresser &amp; McGee: Getting Incentives Right</i> HBS 9-902-122
TBD			Quiz on Creativity/Innovation, Leadership, Ethics, Performance Management, and Motivation	<b>10 question in-class or 2 question take-home quiz</b>

\*Subject to change

### CASE STUDIES and CASE REPORTS

#### General Guidelines:

1. NO report needs to be written on JetBlue, but do read the case prior to class and be sure that you are prepared to answer the questions on it below.
2. For the remaining five cases, **each team need only submit FOUR (4) case reports**. If your team submits five, we will count the four highest case grades towards your final grade. Where possible, you should use an evidence-based approach when answering the questions below. In other words, where relevant, please attempt to base your responses to the case questions below on the research literature assigned for that topic and/or other literature that you might find in the scholarly sources listed in Addendum A or referenced by sources noted in Addendum B.

- JetBlue (Perspectives on Management) **Please read this case study BEFORE class. While you need not prepare a report on this case study, make sure that you can – at least in theory -- answer the following questions:**

- This case was written at the beginning of 2001. With 9/11, all airlines experienced a drastic cut in passenger traffic. 9/11 occurred just after JetBlue hired some 1000 new employees. What should JetBlue do in order to handle this cut in projected demand?
  - How would you describe JetBlue's approach to controlling the way in which its employees do their job? Will this approach remain appropriate as JetBlue expands?
  - How should JetBlue manage employee turnover? Is this something that they want to encourage or prevent?
- Box (Talent Management)
    - What are the primary constraints on Box's continued growth?
    - Box has two potential sources for acquiring managerial talent: Hiring from within Box, or go to the external labor market. What are the tradeoffs (i.e., advantages/disadvantages) of these two alternative recruitment sources (internal vs. external labor market)? (HINT: See Fernandez-Araoz et al.'s article).
    - Given the growth in Box, how should the company select from candidates for mid-level managerial positions? Present at least three selection mechanisms that might be used (e.g., interview, resume, references, simulation) and for each, specify strengths and weaknesses. If you chose interview as one of your mechanisms, be sure to indicate: (a) what type of interview you would use, (b) who you would ask to do the interviewing, and (c) what questions you would ask (and why). (HINT: See the articles by Gladwell and Picken).
    - How should Box adjust (if at all) its approach to career development? Should it adopt more defined career ladders/pathways? Would cross-specialty career paths help? (See Picken)
- Teaming at Disney Animation (Work groups and teams)
    - What type of team are we talking about in this case (i.e., problem-solving, self-managed work team, cross-functional team, project team, semi-permanent work team, virtual team)?
    - What problem is Giebel trying to solve? What factors over time have contributed to this problem?
    - What conditions made the previous structure effective at Disney Animation?
    - What is your assessment of the new team structure? What are its strengths and weaknesses (HINT: See Hackman's article)?
- IDEO: Human-centered Service Design (Creativity and Innovation)
    - How would you characterize IDEO's process of innovation? What are its core elements?

- How does IDEO's structure and culture facilitate creativity and innovation? (HINT: See articles by Amabile et al., and Grant).
  - The case mentions use of "Design Thinking" as a basis for the work of its design teams. What is Design thinking and how might it be applied in more conventional (i.e., non-service) contexts such as by teams in app development? (HINT: See article by Liedtka).
  - The case relates to three phases of design, namely the exploratory, concepting and prototyping phases. What distinguishes these 3 phases and how is divergent and convergent thinking used in each phase?
- Merck (Performance Management)
    - Who is covered by Merck's Performance Appraisal System? Why just these employees?
    - What are the major problems with Merck's Performance Appraisal System? Are these problems evident from Exhibit A2? Why or why not?
    - What is a compa-ratio, and how might performance scores influence an employee's compa-ratio? How might turnover be affected by having a large number of employees reaching a compa-ratio of 125% during a slow or no growth period?
    - To what degree is pay (or change in pay) related to performance under the existing system? What would you recommend doing to strengthen the relationship? (HINT: See DeNisi & Sonesh).
- Camp, Dresser & McGee (Motivation and Pay)
    - In what ways does the BIPS system fit with and contribute to CDM's management strategy? In what way does the BIPS process provide a response to the firm's current business environment?
    - What, if anything, may be done to solve the problems with the BIPS process noted on pp. 7-9 of the case? (HINT: See the article by Cable, D., & Vermeulen).
    - Based on the DeNisi & Sonesh reading, what suggestions would you make to Furman with regard to CDM's performance appraisal that might enhance the company's pay for performance system.
    - If you were Furman, how would you decide with respect to the bonus recommendations for Potter, Salomon, Simon and Garcia? Support your decisions.

**Evaluation Criteria for all cases reports (equal weighting for all 4 criteria)**

- Range of concepts and theories *reasonably* integrated into the analysis (key is to cite!).
- Depth of the conceptual and theoretical analysis (i.e., degree to which concepts and theories are described and related to the issues addressed in the case).
- Demonstration of theoretical and/or empirical support for your arguments. The best way to demonstrate this support is to cite evidence from the scientific/research literature. When citing, we suggest that you do so using APA formatting (see <https://apastyle.apa.org/> for APA style formatting).
- Logical flow.



## **ADDENDUM A**

### **Links to Scholarly Journals to Use in Your Case Reports if you wish**

#### **Scholarly Journals**

[\*Academy of Management Journal\*](#)

[\*Academy of Management Review\*](#)

[\*Administrative Science Quarterly\*](#)

[\*Applied Psychology: An International Review\*](#)

[\*European Journal of Work and Organizational Psychology\*](#)

[\*Group & Organization Management\*](#)

[\*Human Relations\*](#)

[\*Journal of Applied Behavioral Science\*](#)

[\*Journal of Applied Psychology\*](#)

[\*Journal of Applied Social Psychology\*](#)

[\*Journal of Management\*](#)

[\*Journal of Occupational and Organizational Psychology\*](#)

[\*Journal of Occupational Health Psychology\*](#)

[\*Journal of Organizational Behavior\*](#)

[\*Journal of Vocational Behavior\*](#)

[\*Leadership Quarterly\*](#)

[\*Organization Science\*](#)

[\*Organizational Behavior and Human Decision Processes\*](#)

[\*Organizational Psychology Review\*](#)

[\*Personnel Psychology\*](#)

## ADDENDUM B

### WEB SITES YOU SHOULD KNOW ABOUT AND USE

There are many Internet web sites that provide a plentitude of information about management and organizational behavior. Not all these sites are reliable, and you are well advised to beware if you do not know the individual or organization that posts material to the site. A site you should familiarize yourself with is that of the Academy of Management: <http://www.aomonline.org>. The Academy publishes two of the leading management journals: [\*Academy of Management Journal\*](#) and [\*Academy of Management Review\*](#). In case you are not yet familiar with these journals, you should become familiar with them during this course. Furthermore, you should surf the separate site maintained by the Academy of Management's OB Division: <http://www.obweb.org>. There you can learn about the Division's activities and download copies of its periodic *Newsletter*. The Academy of Management also holds an annual meeting in August.

Anyone interesting in industrial and organizational psychology, which overlaps heavily with organizational behavior, should surf the web site of the Society for Industrial and Organizational Psychology (SIOP): <http://www.siop.org>, which features a Students tab. You can peruse SIOP's new, official publication, [\*Industrial and Organizational Psychology: Perspectives on Science and Practice\*](#), for good .review articles to integrate into your final team project

Another site you can trust is that of the [\*Institute of Work Psychology\*](#) (IWP) at the University of Sheffield. The IWP may be England's leading institute dealing with industrial and organizational psychology. You can download many of their research reports and publications by clicking [here](#).

Another fine web site is that of the Society for Human Resource Management (SHRM). SHRM is the official organization in the United States that certifies HRM practitioners via its testing and licensing procedures. Surf it to find out about all the latest developments in HRM: <http://www.shrm.org/>

[\*Human Relations\*](#) is England's and perhaps Europe's best journal for original articles in social science. It also publishes many micro- and macro-OB studies. Europe's [\*Organizational Psychology Review\*](#) is published in association with the [\*European Association of Work and Organizational Psychology\*](#) (EAWOP). EAWOP's own outlet is the [\*European Journal of Work and Organizational Psychology\*](#). The [\*International Association for Applied Psychology\*](#) (IAAP) publishes [\*Applied Psychology: An International Review\*](#) and it holds a conference every four years called the International Congress of Applied Psychology (ICAP), each time on a different continent.