



Sofaer International MBA

1238.2212.01 – Leading People and Organizations

Prerequisites: None

February, 2022 – June, 2022

Course Section Details

Module	Day	Hour	Classroom	Lecturer	Email	Telephone	Office
Module 3	Sunday	13:00-15:45	TBD	Prof Peter Bamberger	peterb@post.tau.ac.il tokersha@tauex.tau.ac.il	054-4834876	343
Module 4	Thurs	13:00-15:45	TBD	Prof. Sharon Toker		052-3884789	431

Teaching Assistant (TA): **Aya Zeiger** < ayazeiger@mail.tau.ac.il >

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, rewards management and challenges to employee's well-being. Our 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. Four 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	Final class session	Individual
30%	Presentation and evaluation of practitioner “hot tips” from topic-specific <i>Harvard Business Review</i> articles	Must be presented when a topic is discussed in class.	Groups of up to 4-5 students
30% (15 points per case)	Analysis of 2 out of 3 case studies	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	Lecturer & Topic(s)	Reading (Highlighted readings are REQUIRED and will be covered in quizzes)	Comments
Module 3				

1	Feb 20 Sun 13:00-15:45	Prof. Bamberger Topic: Nature and Consequences of Alternative Strategies for Managing People and Organizations	<ul style="list-style-type: none"> • REQUIRED : J. Pfeffer, 1995. Producing sustainable competitive advantage through the effective management of people. <i>Academy of Management Executive</i> 9, 55-72. • 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. 	Read before class <i>CASE # 1: JetBlue Airways: Starting From Scratch. HBS 9-801-354</i> NO NEED FOR CASE REPORT
2	Feb 27 Sun 13:00-15:45	Prof. Toker Topic: The manager as a researcher: Applying analytic methods to managerial challenges.	<ul style="list-style-type: none"> • REQUIRED : Pfeffer, J., & Sutton, R. I. (2006). Evidence-based management. <i>Harvard business review</i>, 84(1), 62. • REQUIRED : Robbins, S. & Judge, T., (2017). . Research in Organizational behavior. <i>Organizational Behaviour</i>, 17th edition, Appendix. 	In class exercise: Applying research methods.
3	Mar 6 Sun 13:00-15:45	Prof. Bamberger Topic: Heuristics, Emotions and Decision-making	<ul style="list-style-type: none"> • REQUIRED : Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. <i>Harvard Business Review</i>, 89(6), 50-60. • Kahneman, D. & Klein, G. (2009). Conditions for Intuitive Expertise: A Failure to Disagree. <i>American Psychologist</i>, 64, 6, 515–526. 	In class exercise: <i>CARTER RACING</i> Delta Leadership Case 6-001-07
4	Mar 13 Sun 13:00-15:45	Prof. Bamberger Topic: Building Your Team: Taking Competencies, Values & Individual Differences into Account from Start-up to Scale-up	<ul style="list-style-type: none"> • REQUIRED : M. Gladwell. (2009) The talent myth: Are smart people overrated? Pp. 314-374 in <i>What the Dog Saw</i>. NY: Little Brown. • REQUIRED : Picken, J. C. (2017). From startup to scalable enterprise: Laying the foundation. <i>Business Horizons</i>, 60(5), 587-595. • Fernandez-Araoz, C., Groysberg, B., & Nohria, N. (2009, May). The Definitive Guide to Recruiting in Good Times and Bad. <i>Harvard Business Review</i>, 87 (5). 	Due before class -- <i>CASE: REPORT #2: Box: The Evolution of Management Practices in a Start-up.</i> Stanford Case No. 43 Guest lecture: Daniel Reich, Director of Global Talent Acquisition, MeMed BV (confirmed)
5	Mar 20 Sun 13:00-15:45	Prof. Bamberger Topic: Managing Work Teams and Group Behavior in Organizations	<ul style="list-style-type: none"> • REQUIRED : Alex "Sandy" Pentland (2012). The New Science of Building Great Teams. <i>Harvard Business Review</i>. Feb. Apr 01, 2012 Harvard R1204C-PDF-ENGJ. • R. Hackman (2011) Collaborative Intelligence: 2: When Teams, When Not? Berrett-Koehler Publishers Harvard Reprint # BK0010-PDF. 	
6	Mar 27 Sun 13:00-15:45	Prof. Bamberger Topic: Managing Work Teams and Group Behavior in Organizations	<ul style="list-style-type: none"> • Weir, K. (Sept., 2018) What Makes Teams Work? Monitor on Psychology http://www.apamonitor-digital.org/apamonitor/201809/MobilePagedReplica.action?pm=1&folio=46#pg49 	Short quiz on modules 1-6

7	Apr 3 Sun 13:00-15:45	Prof. Bamberger Topic: Organizational Structure & Design in Scale-up	<ul style="list-style-type: none"> REQUIRED : Note on Organization Structure and Design by Ann C. Frost and Lyn Purdy (2017); Harvard Business Publishing Product #: W17709-PDF-ENG; Horwitch, M. & Callahan, MW (2016). How Leaders Inspire: Cracking the Code. Bain & Company. 	Guest lecture (Ron Sacher) on how founders restructure for sustainability (confirmed)
Module 4				
8	Apr 28 Thu 15:45-18:30	Prof. Toker Topic: Culture, Creativity and Innovation	<ul style="list-style-type: none"> REQUIRED : Grant, A. (2016). How to build a culture of originality. Harvard Business Review, 94(3), 18 Cross, R., Arena, M., Sims, J., & Uhl-Bien, M. (2017). How to Catalyze Innovation in Your Organization. MIT Sloan Management Review, 58(4), 39-47. Liedtka, J. (2018). Why design thinking works Harvard Business Review, 96(5), 72-79. 	Guest lecture (Nirit Pilosof) on innovation in healthcare systems.
9	May 12 Thu 15:45-18:30	Prof. Bamberger Topic: Building Systems for Assessing and Managing Innovative Performance	<ul style="list-style-type: none"> REQUIRED : DeNisi, A.S. & Sonesh, S. (2011). The appraisal and management of performance at work. Pp. 255-279 in The APA Handbook of Industrial and Organizational Psychology, Vol. 2: Selecting and Developing Members for the Organization. Washington, DC, US: American Psychological Association. Kim, K. Y., Atwater, L., Patel, P. C., & Smither, J. W. (2016). Multisource feedback, human capital, and the financial performance of organizations. Journal of Applied Psychology, 101(11), 1569-1584. Buckingham, M., & Goodall, A. (2015). Reinventing performance management. <i>Harvard Business Review</i>, 93(4), 40-50. GE Re-engineers Performance Reviews, Pay Practices (WSJ article). 	Due before class – CASE # 3: REPORT #2: <i>Merck - A</i> HBS 9-491-005
10	May 19 Thu 15:45-18:30	Prof. Toker Topic: Motivation, Goal setting, job crafting, & engagement- What do employees need?	<ul style="list-style-type: none"> REQUIRED : Nohria, N., Groysberg, B., & Lee, L. E. (2008). Employee motivation: A powerful new model. <i>Harvard business review</i>, 86(7/8), 78-84. 	In class group presentations: Short TEDs (Part A): Brief Ideas in 10m. (Presentations due May 17th)
11	May 26 Thu 15:45-18:30	Prof. Toker Topic: Organizational justice, Employee Citizenship and Counter-productive	<ul style="list-style-type: none"> REQUIRED : Grant, A. M., & Shandell, M. S. (2022). Social motivation at work: the organizational psychology of effort for, against, and with others. <i>Annual review of psychology</i>, 73, 301-326. 	In class group presentations: Short TEDs (Part B): Brief Ideas in 10m. (Presentations

		Work Behavior-	<ul style="list-style-type: none"> Cropanzano, R., Bowen, D. E., & Gilliland, S. W. (2007). The management of organizational justice. <i>Academy of management perspectives</i>, 21(4), 34-48. 	due May 25th)
12	June 2 Thu 15:45-18:30	Prof. Bamberger Topic: The Other Side of Motivation: Pay	<ul style="list-style-type: none"> REQUIRED : Cable, D., & Vermeulen, F. (2016). Stop paying executives for performance. <i>Harvard Business Review</i>. Feb. 23. HBR PRODUCT #: H02OEX-PDF-ENG 	Due before class – CASE # 4: REPORT #3: <i>Camp, Dresser & McGee: Getting Incentives Right</i> HBS 9-902-122 Guest lecture: Stacey Katz, Director, Global Comp&Ben, WIX (confirmed)
13	June 9 Thu 15:45-18:30	Prof. Toker Topic: Managing stress and wellbeing	<ul style="list-style-type: none"> REQUIRED: Moss, J. (2021). Beyond burned out. <i>Harvard Business Review</i>, 10. 	In class group presentations: Short TEDs (Part C): Brief Ideas in 10m. (Presentations due June 7th)
14	June 16 Thu 15:45-18:30	Prof. Toker Topic: Designing interventions for employees' well-being.	<ul style="list-style-type: none"> REQUIRED : Gabriel, K. P., & Aguinis, H. (2021). How to Prevent and Combat Employee Burnout and Create Healthier Workplaces During Crises and Beyond. <i>Business Horizons</i>. 	Short quiz on modules 8-14 In class group presentations: Short TEDs (Part D): Brief Ideas in 10m. (Presentations due June 14th)

*Subject to change

Group presentations: "HOT-TIPS" Readings from the Harvard Business Review (30%)

General Guidelines:

1. Students will be randomly assigned to 8-9 groups (4-5 students each). Each group will present and criticize (in class) recent managerial ideas and guidelines published in *Harvard Business Review* or in similar managerial journals (Specific readings will be preassigned to each group).
2. The presentations will be given in a 10 minute TED-talk style and evaluated by the lecturer and by peer students.
3. Group and reading assignment, as well as detailed instructions will be given in session 2.

Evaluation Criteria for all presentations

- Clarity and logical flow of the ideas presented
- Integration with at least two models or concepts covered in class.
- Creativity (presentation, format, handouts / tools or any other idea)
Critical thinking- Why or under which terms these ideas wouldn't work. Please refer to class 2 "The manager as a researcher" key points.
- Bottom line- Managerial action items.

CASE STUDIES and CASE REPORTS (30%)

General Guidelines:

4. 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.
5. For the remaining five cases, **each team need only submit TWO (out of 3) case reports**. If your team submits three, we will count the two 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.

Case #1- JetBlue (Perspectives on Management) **Please read this case study BEFORE class (Feb 20th). 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?

Case #2 - Box (Talent Management) **15% Due before March 13th**

- 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)

- **Case #3- Merck** (Performance Management) **15% Due before May 12th**

- 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).

- **Case #4- Camp, Dresser & McGee** (Motivation and Pay) **15% Due before June 2nd**

- 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.