To prepare for our first class in Chicago, read the case: A tale of two plants: NUMMI teamwork vs. GM bureaucracy as well as the articles by Senge, "The leader's new work: Building learning organizations;" and Nystrom and Starbuck, “To avoid organizational crisis, unlearn.”

Next, prepare your individual, written response to the questions below. This written assignment is limited to a maximum of 500 words total (not per question). See additional information in the Requirements and Grading section of the syllabus.

Your first assignment is due in advance of the first class meeting, by Sunday, June 14, 8:00 pm, to be submitted through the course Chalk website, under the “Individual Assignment 1” link. Please bring a copy of your assignment to the first class for your reference during the case discussion. Be sure to complete this written assignment without discussing it with others; you will have the opportunity to discuss this case during our first class.

1. Consider how NUMMI became a learning organization – what changes in structure, labor practices and especially management philosophy made NUMMI more competitive than the GM plant that it replaced? How do the different parts of the system support each other?

2. Discuss how NUMMI meets Senge’s fundamental leadership challenges:
   A. Building shared vision
   B. Surfacing and challenging mental models
   C. Fostering systems thinking

3. It is widely acknowledged that GM failed to learn from the NUMMI experience. If you were a GM corporate VP, what recommendations would you make to implement the lessons from NUMMI in order to make GM more competitive

For additional background information on the NUMMI case and to learn more about its history as well as its recent demise, check out this podcast from the popular US radio program This American Life: http://www.thisamericanlife.org/radio-archives/episode/403/nummi.

The podcast contains memorable stories and examples from the Freemont plant as well as other GM locations that may help put Keller’s arguments into context.

GENERAL NOTE

Time during the first week of classes will come at a premium. To help with the busy schedule, you may therefore want to familiarize yourself in advance with as much of the reading material as possible. It is recommended that you read the cases and articles in the order in which they are listed in the syllabus.
COURSE OBJECTIVES
This course is designed to increase your understanding about the nature and dynamics of interpersonal behavior related to organizational performance by providing an introduction to theory and research in social psychology. We will devote our efforts to developing a more complex understanding of processes such as motivation, social perception, interpersonal influence, communication, group decision making, commitment, and leadership. Using a combination of case discussions, group activities and lectures, our primary goal is to offer conceptual frameworks and principles that will help you to improve leadership effectiveness.

COURSE MATERIALS
Website: The 38811 Website provides immediate access to all course-related information, such as daily reading assignments, current updates, and contact information. Here you will also find copies of the lecture overheads for downloading.


COURSE REQUIREMENTS AND GRADING
Your grade in this course will be determined by your performance on five written, one-page assignments. The purpose of these five required assignments is to give you an opportunity to integrate concepts and theories presented in daily readings and to enhance the quality of learning in class by having advance, written preparation for class discussion. Two of these assignments will be completed individually and three will be completed in your international study group. Assignments will be evaluated in terms of their depth of analysis and insight into the readings. Better papers will be more specific (vs. general), deeper (vs. broader) and more prescriptive (vs. descriptive). Your assignments should build on or extend the lessons and concepts
covered in the readings; they should demonstrate your comprehension, as well as analytical and psychological sophistication.

Written responses to the discussion questions provided in this syllabus are limited to a maximum of 500 words per assignment (not per question). **Please include your total word count on each assignment.** Individual assignments are due on Sunday, June 14 at 8:00 pm, and on Friday, June 19 by the beginning of the class session. Study group assignments are due at the beginning of class sessions on Tuesday, June 16; Wednesday, June 17; and Thursday, June 18. **All assignments should be submitted as Word or PDF documents through the course Chalk website, under the individual assignment links.** For the group assignments, please make sure every group member’s name is provided on the first page of the document – only one group member needs to upload the group assignments.

**Honor Code:** Students are required to adhere to the standards of conduct in the Booth Honor Code and the Booth Standards of Scholarship. Please include and sign the following Booth Honor Code Pledge on every assignment:

*I pledge my honor that I have not violated the Booth Honor Code during this assignment*

### SCHEDULE OVERVIEW

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SCHEDULE DETAILS AND READING ASSIGNMENTS

The assigned readings serve to consolidate, reinforce, and extend issues we discuss in class, often by providing a different perspective than those brought out in class discussions. The order of readings was chosen with considerable care. Following the indicated sequence will prove useful. All readings are available directly via the course website, or come from the Adams book.

SESSION 1 – MONDAY, JUNE 15

INTRODUCTION

READ: Senge, "The leader’s new work: Building learning organizations"
READ: Nystrom and Starbuck, "To avoid organizational crisis, unlearn"
READ: CASE: Keller, "A tale of two plants: NUMMI teamwork vs. GM bureaucracy"

PREPARE DISCUSSION QUESTIONS DUE: INDIVIDUAL ASSIGNMENT 1 (DUE SUNDAY NIGHT)

1. Consider how NUMMI became a learning organization – what changes in structure, labor practices and especially management philosophy made NUMMI more competitive than the GM plant that it replaced? How do the different parts of the system support each other?
2. Discuss how NUMMI meets Senge’s fundamental leadership challenges:
   A. Building shared vision
   B. Surfacing and challenging mental models
   C. Fostering systems thinking
3. It is widely acknowledged that GM failed to learn from the NUMMI experience. If you were a GM corporate VP, what recommendations would you make to implement the lessons from NUMMI in order to make GM more competitive?

SESSION 2 – TUESDAY, JUNE 16

MAKING DECISIONS

READ: Adams, Chapters 2, 8, and 9: “Perceptual Blocks,” Groups,” and “Organizations”
READ: Heath, Larrick and Klayman, “Cognitive repairs: How organizational practices can compensate for individual shortcomings”

PREPARE DISCUSSION QUESTIONS DUE: STUDY GROUP ASSIGNMENT 1

1. What is “perceptual stereotyping?” Why does it occur? What is its relevance for effective problem solving?
2. In your business experience, where have bad decisions resulted from insufficient time spent on problem definition?
3. Consider an important decision in an organization that you are familiar with. Propose specific cognitive repairs to ensure that the decision does not suffer from shortcomings discussed in Heath, et. al. Try to tailor your repairs to the specific environment that you describe.
SESSION 3 – WEDNESDAY, JUNE 17
JUDGING PEOPLE

READ: Jones, "Interpreting interpersonal behavior: The effects of expectancies"
READ: CASE: Badaracco & Barkan, “Ann Hopkins (A)”

PREPARE DISCUSSION QUESTIONS DUE: STUDY GROUP ASSIGNMENT 2
1. Would you have promoted Ann Hopkins to partner? What decision do the facts support?
2. After you read the case, read the APA’s friend-of-the-court brief. In this brief it is argued that sex stereotyping caused sex discrimination that deprived Ann Hopkins of partnership at Price Waterhouse. Do you agree?
3. How can sex role stereotyping have a negative effect on women in work settings? What conditions promote stereotyping? What measures reduce stereotyping.

SESSION 4 – THURSDAY, JUNE 18
MANAGING TEAMS

READ: Brett, "Negotiating group decisions"
READ: Janis, “Groupthink”
READ: U Harvey, “The Abilene paradox: The management of agreement”

PREPARE DISCUSSION QUESTIONS DUE: STUDY GROUP ASSIGNMENT 3
1. Think of a recent experience with a group/team project at work. Using concepts from the Brett article, how would you evaluate the decision process in this particular instance? How would you evaluate your own behavior in this context?
2. When and why does Groupthink develop? The Janis article is quite critical of Groupthink and its consequences. Does Groupthink serve any positive functions?

SESSION 5 – FRIDAY, JUNE 19
INFLUENCING OTHERS

READ: Cialdini, “Harnessing the science of persuasion”
READ: Conger, “The necessary art of persuasion”

PREPARE DISCUSSION QUESTIONS DUE: INDIVIDUAL ASSIGNMENT 2
1. Before you read the Conger article, think about recent examples in which you tried to persuade someone else to adopt your view on an important issue. How did you go about this? What strategies did you use? After you read the Conger article, consider how your strategies compare to the recommendations made by Conger?
2. In the article, “Harnessing the Science of Persuasion,” Cialdini explains six basic principles of persuasion. Of these six, which one would you select as the most important in the organizations you have worked for and why? Provide a concrete example of a time when you have seen this principle at work.