

SAMPLE SYLLABUS

MANAGEMENT AND ORGANIZATIONAL ANALYSIS C50.0001

Required Materials:

Course Packet (CP): Available at the NYU Book Store.

Course Blackboard (BB) site: <http://sternclasses.nyu.edu>

Lecture slides, announcements, and some course readings and materials will be posted on BB. You are expected to check the BB site regularly for announcements and upload deliverables to the site.

COURSE DESCRIPTION AND OBJECTIVES

Organizations are a key building block of societies and economies. This course addresses contemporary challenges arising from managing organizations in the face of complex environmental conditions, new technological developments, and increasingly diverse workforces. This course aims to strengthen students' managerial potential by providing general frameworks for analyzing, diagnosing, and responding to complex organizational situations. It also provides opportunities for students to enhance their communication and interpersonal skills, which are essential to effective management. The structure of the course encourages learning at multiple levels: through in-class lectures, exercises, and discussions, in small teams carrying out projects, and in individual reading, study, and analysis. The assigned readings provide basic concepts, theories, and approaches that identify important organizational issues and describe effective management practices. Lectures and class discussions will review and extend this material. Exercises and case analyses will provide rich examples to anchor and guide class discussions. In-class activities in combination with individual study and team projects will enable students to critically evaluate and synthesize diverse information and to develop their own management perspectives.

Learning to Work in Teams

Working in small teams is a defining feature of this course. Students will be working on a team based project throughout the semester, in addition to their individual work. Although some class time will be devoted to working on team assignments, most teamwork will be completed outside of class. Students will be assigned to 5 person groups on **Thursday, January 31st**. Team composition will be based on students' responses to questions on their student information survey (on Blackboard) about their time and location availability and preference for working with certain class members. Students who do not provide this information will be randomly assigned to a team.

EVALUATION OF COURSE PERFORMANCE

Your evaluation is based on both individual and team assessments. Specific assignments and grade proportions are described below.

<u>Individual Work (70%)</u>		<u>Team Work (30%)</u>	
Class Preparation	10%	Team presentations	5%
Exam 1	20%	Team Project	25%
Exam 2	20%		
Leadership Report/Analysis of Team			
Experience	20%		

ASSESSMENT COMPONENTS

Class preparation (10%)

Class preparation has several components: attendance & participation, course assignments and a research experience.

a. Attendance & Class Participation

This course uses learning methods that require active involvement (e.g., discussions, exercises, simulations, etc.). Thus, attendance is required for every class session. I will expect that you come to class ready to discuss the readings and/or case. Absence, lateness, and lack of preparation each have a negative impact on the class participation grade. Class discussion encourages the active exchange of ideas and is one of the primary ways that you will learn the material in this course. I will often pair you off or place you in small groups to discuss or debate a case or an example from the readings. Thus, it is absolutely necessary to be ready to talk about the readings or cases that were assigned for that day. Needless to say, attendance is a necessary condition for participation. However, attendance alone is not sufficient to do well on the class participation portion of the grade. Obtaining a high grade on class participation requires a positive contribution from the student to class discussion. *Participation quality (thoughtfulness of comments or questions) is valued more than participation quantity (frequency of comments/questions).* If you are apprehensive about speaking in class, please see me. I am happy to work with you to schedule discussion participation in advance so that you can prepare your comments.

b. Mini-Assignments

Throughout the semester, there will be small assignments for you to upload to Blackboard. These include case questions and other class preparation assignments. These assignments will be graded on a Pass/Fail basis. **Late submissions will not be accepted. You will know when these assignments are due by looking for Blackboard Assignments in the class schedule at the end of this syllabus. Did I mention that late assignments will not be accepted?**

c. Research Experience

Managers often need to understand the internal features of their organizations, such as how people's attitudes and behaviors (e.g., job satisfaction and motivation, decision making processes) and are shaped by the organizational situation (e.g., organizational structure, culture, strategy). A great deal

of management practice is informed by academic research, where studies are conducted to examine basic psychological processes that are relevant in the workplace. In class we will discuss the research process in organizational behavior. The Organizational Research Assignment consists of two options (you choose one or the other) and is designed to enrich your understanding of the value of research to the formulation of sound management practice. Details are provided at the end of the syllabus.

Two In-class Exams (20% each)

Two non-cumulative in-class exams that cover all readings (CP, cases, and handouts) and lectures (Powerpoint slides) will be taken during the semester. These exams will be multiple choice and short answer format.

Individual Paper: Leadership Report & Analysis of Team Experience (20%)

Given the emphasis on work teams in organizations and in this course, you will apply course concepts to analyze the effectiveness of your student project team. In addition, one of the requirements of the course is that you lead your team for a portion of the semester. In this paper you will write a report on your experience as both a team member and a leader. Details of the assignment will be available on Blackboard.

Team Research Project & Presentation (25 + 5 = 30%)

This is a semester-long research project, in which teams are expected to apply course concepts, frameworks, and models to analyze an organization of their choice. Details will be made available on Blackboard.

Student Code of Conduct

All students are expected to follow the **Stern Code of Conduct**
(<http://www.stern.nyu.edu/uc/codeofconduct>)

A student's responsibilities include, but are not limited to, the following:

- A duty to acknowledge the work and efforts of others when submitting work as one's own. Ideas, data, direct quotations, paraphrasing, creative expression, or any other incorporation of the work of others must be clearly referenced.
- A duty to exercise the utmost integrity when preparing for and completing examinations, including an obligation to report any observed violations.

Students with Disabilities

- Students whose class performance may be affected due to a disability should notify the professor immediately so that arrangements can be made in consultation with the Henry and Lucy Moses Center for Students with Disabilities <http://www.nyu.edu/csd/> to accommodate their needs.

COURSE SCHEDULE

Session	Day	Date	Topic
1	T	January 22	Why Study Organizations and Management?
		<i>In class</i>	Course introduction
2	Th	January 24	Frameworks for Thinking About Management in the 21st Century: Systems Thinking
		<i>Read:</i>	<ul style="list-style-type: none"> • Changing organizational models (CP: pgs 5-16 only) • The Talent Myth (CP)
		<i>Blackboard Assignments</i>	<ol style="list-style-type: none"> 1. <i>Student Information Sheet, with team placement questions: meeting time and place preferences; name of one or two people you wish to be on your team</i> 2. <i>upload photo of yourself</i>
3	T	January 29	Critical Thinking, Reasoning, and Analysis
		<i>Read:</i>	<ul style="list-style-type: none"> • Tools for learning about behavior in organizations (BB)
		<i>In Class:</i>	Intuition, evidence, and thinking scientifically about MOA Overview of the class research requirement / subject pool
4	Th	January 31	Dynamics of Work Groups
		<i>Read:</i>	<ul style="list-style-type: none"> • How can we organize to meet our goals? (CP: 67-70)
		<i>In Class:</i>	Team formation; how to develop and manage effective class teams
5	T	February 5	Groups as Information Processors
		<i>Read:</i>	<ul style="list-style-type: none"> • After the Crash Scenario (BB)
		<i>In class</i>	After the Crash exercise
		<i>Blackboard assignments</i>	<ol style="list-style-type: none"> 1. <i>Individual ranking for After the Crash. Upload to BB and print out and bring to class.</i> 2. <i>Online Judgment Survey: Complete by 10am Thursday, Feb. 7th, Link to online survey TBA on Blackboard site</i>
6	Th	February 7	Understanding Work Groups/ Teams as an Open System
		<i>Read:</i>	<ul style="list-style-type: none"> • Framework for analyzing work groups (CP 31-48) • Uses and misuses of power in task performing teams (CP 49-65)
		<i>In class</i>	Discussion
7	T	February 12	Managerial Psychology and Decision Making
		<i>Read:</i>	<ul style="list-style-type: none"> • Decision making readings on heuristics and biases (BB, posted <i>after</i> class)
		<i>In class</i>	Discuss aggregate results of online judgment exercises
8	Th	February 14	Goals, Learning, and Motivation
		<i>Read:</i>	<ul style="list-style-type: none"> • Learning versus Performance goals (BB)
		<i>Blackboard Assignment</i>	<i>Team's top two choices of organization to study, list of leadership terms</i>

9	T	February 19	<p>Leadership, Persuasion, and Influence</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Harnessing the Science of Persuasion (BB) • Illusions of Influence (CP) <p><i>In class</i></p> <p>Discussion</p>
10	Th	February 21	<p>Power , Influence, and Social Networks</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Informal networks (CP: 191-200) • The social capital of entrepreneurial managers (BB) <p><i>In class</i></p> <p>Discussion</p>
11	T	February 26	<p>Leadership, Stewardship, & Social Responsibility</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Fair Process (BB) • Ethics and Social Responsibility (CP) • Leadership that gets results (BB) <p><i>In class</i></p> <p>Discussion</p>
12	Th	February 28	<p>Managing Stakeholders</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Metropolitan Opera case (BB) • Strategies for assessing and managing organizational stakeholders (BB) <p><i>In class</i></p> <p>Case discussion</p> <p><i>Blackboard Assignment</i></p> <p><i>Metropolitan Opera case questions</i></p>
13	T	March 4	<p>Putting Your Knowledge to Work: Analyzing Teams in Action</p> <p><i>In class:</i></p> <p>Analysis of video case of intelligence analysts working on a counter-terrorism</p>
14	Th	March 6	<p>Exam 1</p>
15	T	March 11	<p>Organizational Strategy I</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Are you sure you have a strategy? (BB) <p><i>In class</i></p> <p>Identifying and analyzing organizational strategies</p>
16	Th	March 13	<p>Organizational Strategy and Learning</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Managerial Learning and Interpretation in Strategic Persistence and Reorientation: (BB) <p><i>In class</i></p> <p>Empirical identification of strategy, structure, and performance</p>
March 17-22			Spring Break
17	T	March 25	<p>Organizational Design & Structure I</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Designing adaptive organizations (CP: 149-190) • The New Organization (BB) <p><i>In class:</i></p> <p>Organization charts and the basics of <i>formal</i> structure</p>
March 27 to	April 6		Complete the 1 hour research requirement during this time
18	Th	March 27	<p>Team Mini-Presentation of Research Project</p> <p><i>Blackboard Assignment</i></p> <p><i>Upload one copy of the presentation slides</i></p>

19	T	April 1	Organizational Design & Structure II
		<i>Read:</i>	<ul style="list-style-type: none"> • Building Better Bureaucracies (BB) • Designed for Learning: A tale of two auto plants (BB)
		<i>Blackboard Assignment</i>	<i>Executive Summary for Team Project</i>
20	Th	April 3	Organizational Culture
		<i>Read:</i>	<ul style="list-style-type: none"> • Corporations, culture, and commitment (BB) • The Smile Factory (CP: 201-214)
		<i>Blackboard Assignment</i>	<i>Case questions for Smile Factory</i>
21	T	April 8	Organizational Culture, Control, & Conformity
		<i>Read:</i>	<ul style="list-style-type: none"> • Managing corporate culture through reward systems (BB) • Kidder Peabody case (BB)
		<i>Blackboard Assignment:</i>	<i>Case questions for Kidder Peabody</i>
22	Th	April 10	Culture, Innovation, & Creativity
		<i>In-class</i>	TBA
23	T	April 15	Exam 2
24	Th	April 17	Team Facilitation Day
25	T	April 22	Team Project Presentations
26	Th	April 24	Team Project Presentations
27	T	April 29	Team Project Presentations
28	Th	May 1	Team Project Presentations
		May 5	Final Projects Due
		May 7	Individual Papers Due

Summary of Key Deadlines:

January 24:	Student Info Sheet and photo
January 31:	Team formation day
February 7:	Complete online survey by 10:00 a.m. (In-class team formation day)
February 14:	Team's top 2 choices of organizations to study, list of leadership terms
March 6:	Exam 1
March 27:	Team Mini-Presentation
March 27-April 6:	Complete 1-hour research requirement in Stern Behavioral Lab
April 1:	Executive Summary of Team Project (1-page)
April 15:	Exam 2
April 22-May 1:	In-class Presentations (ALL students must attend on all four days)
May 5:	Team Project Final Report due by 5:00 p.m.
May 7:	Individual Paper due by 5:00pm

Details on the Organizational Research Assignment

The Organizational Research Requirement is worth 2% of your grade. Sound management practice is informed by academic research, where studies are conducted to examine basic psychological processes that play out in the workplace. In class we will discuss the research process in management and organizational science on January 30. You can obtain credit for the Organizational Research Assignment through either of following two options (you choose Option 1 *or* Option 2 – *you will not get credit for doing both*), and it is designed to enrich your understanding of the value of research to the formulation of sound management practice.

Option 1: Subject Pool Lab Participation. The first option is participation in the Management Department Subject Pool. This gives you an opportunity to be part of management research in action and later evaluate it with the advantage of firsthand experience. With this option, you will be a participant in a 1-hour session of research experiment(s) currently being conducted by Management Department faculty. (Note that while the people running the studies are usually Ph.D. students or other research assistants, they are conducting the research for or with members of the Management Department faculty, who supervise them closely.) When you show up for a study, someone at the lab will seat you and record your attendance in the sign-up system so that you receive credit for this assignment, but note that your responses in the experiment cannot be connected to your identity in any way. Once these studies are finished, you will receive written debriefings.

Participation in the Subject Pool is easy and should be enjoyable for most students. It only requires signing up for a session, showing up, and following instructions. However, while the experiments are usually fun, you should take them seriously and provide honest and careful responses to all questions you are comfortable answering. Sign-ups will occur on-line once during the term – *all sessions will be run March 27-April 6, and you will select a 1-hour session that works for you during those days*. Please note that the web-based sign up sheets do not reveal the identity of yourself or anyone else who will be participating in the experiment. I will announce when sign-ups become available for the experiment.

At the beginning the experimental session, you will be informed of what the study is about, what your rights are as a participant in the study, and any risks or benefits of participation in the experiment. You will be asked to read and sign a consent form, stating that you agree to participate in the experiment. You will be given one copy of the consent form to keep. If you prefer not to participate in the experiment or if you withdraw from the study once you begin, you may complete the research proposal assignment described below (“Option 2”) and will receive the same credit as if you had completed the experiment.

Please see me if you are under 18 and would like to participate in the lab research (“Option 1”) for your class requirement. It is a Federal law and University requirement that you provide a signed consent form from your parent or legal guardian before you can be a research participant. I will provide you with a copy of the parental consent form for each experiment, which must be read and signed by your parent or legal guardian. The form must then be returned to me prior to your participating in the experiment. (Note that you do not need parental consent if you this Research Proposal “Option 2” assignment described below.)

Option 2: Research Proposal Report. The other option is to write a research proposal. The assignment involves writing a report on a research proposal and will give you additional experience with organizational research and its application to management practice. The assignment is available on the course BB site and is due the last day of class (May 5). No exceptions will be made, so please plan ahead.