Course Description and Objectives

This course is about managing and performing in organizations. It is based on the premise that management success requires both an understanding of how organizations work, and an understanding of how to manage people, teams and one’s own career within an organizational context.

In the first part of the course, we will focus on understanding how organizational structure and culture can be used to support an organization’s goals and strategy, and the importance of consistency between these elements. We will work on sharpening your ability to detect mis-alignments (e.g., when an organization is structured in a way that undermines rather than supports its goals and strategy) and your understanding of how structure and culture can be used to support organizational performance.

In the second half of the course, we will focus on how to manage the challenges that managers face in working with and through other people. We will learn about political dynamics within organizations and how to effectively use power, how to build and manage high-performing teams, and how to motivate and reward those who work for you (and how organizations as a whole can effectively use teams, motivate and reward people, etc.).

My goal is for you to gain knowledge, skills and insights that will help you not only in your current job, but in the future as you assume positions of increasing leadership. At the end of the course, you should have a deeper and more complex understanding of what it means to effectively manage organizations and the people within them.

Course Material

1. Coursepack. Available for purchase at the NYU Professional Bookstore. Purchase of the print packet will also allow you digital access to the packet materials.

2. Materials on Blackboard (BB). The 5 Stern cases that we will be using in the course are available on Blackboard (since there are no copyright fees to be paid). These are indicated on the course outline with “BB.” Because NYU pays for electronic access to Harvard Business Review, we can also provide links to HBR articles on Blackboard. I have done this for the 3 HBR articles that are assigned for the course. This saves you money, since you do not have to pay the copyright fees that you would need to pay for print versions.

Grading

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>First Team Case Write-ups</td>
<td>15%</td>
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<tr>
<td>Second Team Case Write-up</td>
<td>20%</td>
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<tr>
<td>Team Case Presentation</td>
<td>5%</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
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<tr>
<td>In-Class Contributions</td>
<td>15%</td>
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<tr>
<td>Short Preparation Assignments</td>
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Team Case Analyses

Working in teams in a critical part of most managerial work. To sharpen your skill in this area, you will prepare two written team case-analyses in this course. Please be sure to carefully read the Guide to Case Analysis, and the assigned case questions, to help you complete these assignments. Your analyses will be evaluated based on how well these questions have been addressed and on how well you have used course material to support your arguments. If you have questions about how to approach the case analysis, feel free to contact me or the teaching assistant.

A problem that is sometimes associated with group projects is a team member who does not do his/her share of the job. Everyone is expected to carry an equal share of the team work load. I will not supervise the process any more closely than would most managers in similar circumstances. Rather, you are expected to manage each other and the team. Keep in mind that groups often ignore problems wishing that they will go away. Most often they don’t; rather they get worse. Try to set up clear procedures regarding how the team cases will get done and address problems head-on before they escalate. You should try to resolve problems within the group, but if you can’t, let me know and I will do my best to help.

At the end of the semester, you will be asked to anonymously evaluate the overall contribution of each member of your team. Anyone who receives significantly lower evaluations than the other members of his/her team runs the risk of a reduced grade on the two team assignments.

Please make sure that your cases do not exceed 5 pages (excluding any exhibits you wish to include). Use Times New Roman 12-point font, double-spaced, with 1-inch margins on all sides. You are to submit a hard copy of your paper at the beginning of the class session, as well as an electronic copy via Blackboard. Since we will be discussing the cases in class, late papers cannot be accepted. Because these are learning exercises, most of your grade (70%) will be based on the quality of your analysis, and the remainder (30%) will be based on your recommendations. In preparing your case analyses, you are prohibited from using any outside materials and from discussing the case with anyone outside of your team.

Team Case Presentations

For one of the two assigned cases, your team will make a short presentation in class (max 10 minutes). You will be given a specific question to focus on in this presentation. The format of the presentation is entirely up to you. If you are using Powerpoint slides (max. of 2 slides), please email them to me by 11:00 am on the day of the presentation. Groups will be randomly assigned to one of the two cases.

Final Exam

There will be a take-home final exam for this course. The exam will be posted on Blackboard following our last class session on May 8th, and will be due by Monday May 12th at 5 pm. The exam will consist of short essay questions that will test your mastery of, and ability to apply, course concepts. Sample questions will be distributed prior to the exam. You can consult any of the course reading material, slides, and notes. However, consultation or collaboration with classmates, or with anyone else, is strictly prohibited.

In-Class Contributions

Individuals learn best when they are actively engaged. To this end, I will strive for class sessions that are highly interactive and where students learn not just from me, but from one another. My goal is to foster a supportive and respectful classroom environment, one in which people are comfortable expressing their views and challenging both me and one another. You should keep in mind that the quality of this class is largely dependent on the quality of your collective discussion. In my experience, sections where discussion is thoughtful and lively tend to have a better understanding of the course material and a better experience in the course. A high quality discussion requires hard work on your part. I cannot make it happen alone.
I expect each and every student to attend each class, to arrive prepared, and to participate in the class discussions each week. So that you can participate in a meaningful way, you will need to carefully read and reflect upon the assigned material. To assist you in preparing the cases for class discussion, you should consult the Case Preparation Questions weekly (under “Documents” on Blackboard). I also recommend that you look over the slides before each class (also under “Documents” on Blackboard). But you do not need to print out the slides, since I will distribute a slide handout in class.

Although I expect students to contribute to each class session, please note that I am far more interested in quality than quantity. Your goal should be to contribute to the class discussions, not simply to talk for the sake of talking. To do so, you should listen to, and build upon, the comments of your classmates. I also want to stress that positive contributions are not necessarily “right” answers. “Wrong” answers can be instructive, and debate is a good way to learn.

In evaluating your in-class contributions over the course of the semester, I will consider not just whether you regularly contribute to discussions, but also whether your in-class comments are generally insightful (beyond the obvious), relevant, and help to move the discussion forward. Students who repeatedly re-state what others have said, take more than their fair share of “air time,” or repeatedly offer comments that detract from rather than add to the class discussion, will not receive a satisfactory class contribution grade.

I recognize that expressing viewpoints in a large group setting is difficult for some people, but it is an important skill for you to develop as an MBA student and as a manager. I will do what I can to make this as anxiety-free as possible. If there is anything that may interfere with your ability to participate in class, please let me know. Also, since you may be called on at any time, please let me know if there is an evening when you are not prepared so that I can avoid embarrassing you inadvertently.

**Short Preparation Assignments**

Occasionally, I will ask you to prepare something in writing and hand it in at the beginning of class, or to submit something via Blackboard before class. These will be short assignments (no more than a paragraph or a few short answers). To earn the 5% for this grading component, you must hand in these assignments on time, and they must be satisfactory, but I will not grade them.

**Attendance and Lateness Policy**

Attendance at each class session is expected. If you miss more than one class (regardless of the reason), you can expect this to have a negative effect on your class contribution grade. Excessive lateness, or leaving early, will also have a negative effect on your contribution grade.

**Laptops, Cell Phones, & Other Electronic Devices**

These may not be used in class. Please turn off all electronic devices before class begins.

**Honor Code**

I take Stern’s honor code very seriously, and expect that you will too. Group case write-ups must reflect the use of only the assigned course materials (no outside resources) and only the inputs of your group members (i.e., you cannot obtain input from anyone who is not a member of your group).

The final exam must reflect only your own work. Any attempt to represent the work of others as your own will be considered an honor code violation and will be referred to Stern’s discipline committee. Please see me if you are uncertain about what represents an honor code violation.
Individual Consultation

The teaching assistant for this course is Vijay Viswanathan. I encourage you to contact either Vijay or me if you have questions about the course material, assignments, or your performance in the course. You can contact either of us by e-mail to arrange to time to meet or to talk by phone. We can also answer quick questions via e-mail. Please talk with one of us if you have questions or problems. We are here to help.

COURSE SCHEDULE

1. 9/22 Introduction to the Course

   Read: A Model for Diagnosing Organizational Behavior

   Prepare: Marc Ashton (BB)
   Sapient Corporation

2. 10/6 Organizational Structure and Design

   Read: Structure and Design – Basic Organizational Building Blocks
   Patterns of Strategic Organizational Design
   Evolution and Revolution as Organizations Grow (BB)

   Prepare: Apple Computer, Inc. (BB)

3. 10/13 Building, Sustaining and Utilizing Organizational Culture

   Read: Corporations, Culture and Commitment

   Prepare: Goldman Sachs (BB)

4. 10/20 Organizational Culture and Control: The Good, the Bad, and the Ugly

   Prepare: The Smile Factory: Work at Disneyland
   Kidder Peabody & Co. (BB)

5. 10/27 Team Case 1: SMA: Micro-Electronic Products Division

6. 11/3 Power and Influence: Making Things Happen

   Read: Power, Politics & Influence: Savvy & Substance in Organizations

   Prepare: Managing Xerox’s Multinational Development Center
7. 11/10  Leading Organizational Change
Read:  Leading Change: Why Transformation Efforts Fail  \((BB)\)
Prepare:  NYPD New
Meg Whitman at E-Bay

8. 11/17  Building and Managing Effective Teams
Read:  Managing Your Team
Why Dream Teams Fail
Prepare:  David Fletcher

9. 11/24  Influence and Decision Making within Teams: The Art of Persuasion
Read:  Team Decision Making
The Necessary Art of Persuasion  \((BB)\)
We will be watching and discussing the movie “12 Angry Men”

10. 12/1  Motivating and Rewarding Employee Performance
Read:  Motivation: A Diagnostic Approach
Theories of Motivation
On the Folly of Rewarding A While Hoping for B*
Prepare:  Pay Raise Exercise  \((BB)\)

11. 12/8  Assessing and Improving Employee Performance
Prepare:  Rob Parson at Morgan Stanley

12. 12/15  Team Case 2: Hauser Food Products