

Management and Organizations

Spring 2017

BUSOR-AD 115
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Course Purpose

Why do some organizations succeed while others flounder? Whether it be as an employee within a traditional for-profit business, or within one of the wide spectrum of alternative career paths, all of us will ultimately be a part of organizations. This course will help illuminate the key processes and factors that determine why organizations function as they do, drawing upon the fields of management, strategy, sociology, and psychology in the process. Specific topics covered include:

- Corporate strategy and achieving competitive advantage
- Organizational structure and design
- Organizational and national culture
- Leadership
- Motivation and incentives
- Groups dynamics
- Power & politics within organizations, including a discussion of persuasion & influence and social networks
- Judgment and decision-making

Teaching and Learning Methodologies

The structure of the course encourages learning in multiple ways: through in-class discussions, exercises, case analyses, and team projects. This will be a very interactive course. These approaches provide opportunities for students to enhance their analytic and interpersonal skills, both of which are essential to effective management and to success in the workplace.

Intended Learning Outcomes

The primary objective of the course is to help students understand the elements that contribute to how organizations, and the individuals within them, function. We will focus on how organizations position themselves for success within their external environment, and how they organize and motivate their people. We will also explore how organizational leaders develop winning strategies, and then design their organization in a way that aligns structures, social relationships, tasks, human resource practices, and people to achieve those strategies. In exploring these issues, we will identify the challenges that organizational leaders and managers face as they try to make good decisions in the face of a constantly evolving industry environment, competing goals and agendas, and an increasingly diverse and global workforce.

A second objective of the course is to strengthen students' managerial and leadership potential by equipping them with an understanding of how complex organizations operate and of how effective managers operate. Regardless of your major or your future career plans, such an understanding will enable you to work more effectively within an organizational context, whether that context is a small start-up company, a family business, a large financial institution, or a non-for-profit institution. In other words, the course will provide you with tools and skills that you can use to increase your own personal career success.

Three minute memos

At the end of each class, I will ask you to write down one thing you learned during the course of that class and a connection to a real-world event within your observation of business operations. There is also an optional space for highlighting any areas of confusion or anything that affected your learning experience. These "three minute memos" are not graded, but they are collected. These memos play three critical roles. First, the research on adult learning is clear that this kind of reflection, connection, and integration can double your retention and knowledge of the material. That's an excellent return on three minutes. Second, the memos allow me to see where your interests and experiences align with the course topics so that I can customize my teaching to your needs. Third, they provide you with a regular opportunity to communicate what you think is working, and not working, in class. I personally read every memo.

Course grading

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| 1. Exam | 27% |
| 2. Individual Essay | 25% |
| 3. Professionalism and participation | 25% |
| 4. Homework | 8% |
| 5. Final Project Presentation | 15% |

1. Exam (27%)

The exam will involve a combination of multiple choice and short answer questions and will be held in class.

2. Individual Essay (25%)

Each student will write an essay, due midway through the semester. The essay will analyze the strategy and culture of a company that the student might consider working for upon graduation. The essay should not exceed 1500 words. Late assignments, no matter what the reason, will be subject to a 4% penalty for every six hours the assignment is late.

3. Professionalism and participation (25%)

Professionalism is an important component of this course. Broadly speaking, professionalism means that you come to class prepared to learn and contribute in an active and respectful manner, and follow the guidelines listed under 'Classroom Conduct' above. In particular, professionalism includes participation in class discussions. Participation quality is as important as quantity. Quality in-class comments do one or more of the following:

- (1) go beyond the facts of a particular reading or case into why and how it matters
- (2) provide links between the topic under discussion with other cases, lectures, outside situations, or your personal experiences
- (3) extend, build upon, or constructively critique others' contributions
- (4) present alternative perspectives and points worthy of further discussion or debate; takes risks

You should listen carefully to your fellow students and avoid making redundant comments.

Your goal should be to contribute in a meaningful way, not simply talk for the sake of talking. Generally, an average of one or two important and insightful contributions per class is sufficient. If you find that you have not spoken in two consecutive classes, this is an indication that you need to speak up. If you are shy or have language challenges, I encourage you to write down comments or questions when you read for class and then offer those comments or pose those questions at an appropriate time in class. I will also offer points of discussion in advance of each of the cases we cover. Being able to contribute meaningfully to discussions will be vital to your career success across disciplines, so I urge you to use this semester as an opportunity to develop this important skill.

4. Homework (8%)

Throughout the semester, you will be assigned a series of short written assignments and online surveys. These homework assignments will be worth between 1 and 3 points each. Homework is due at the beginning of class; any assignments handed in more than 5 minutes after the start of class will only receive half credit. If you are unable to bring a copy to class, you may, on two occasions throughout the semester, email your homework assignment to me, but it must be time-stamped no later than 5 minutes after the start of class to receive full credit. Assignments handed in more than 48 hours late will receive no credit. Each student will also receive one 'free pass' for the semester – the ability to hand in an assignment late and still receive full credit.

5. Final Project and Presentation (15%)

Student teams are required to complete a final team research project, in which you will analyze a movie or TV series using Management concepts. Each group will deliver a 15-minute presentation near the end of the semester.

Classroom Conduct

Students are also expected to maintain and abide by the highest standards of professional conduct and behavior.

In this class, we will strive for a professional, yet informal atmosphere – this is the most conducive to learning and productive debate. You should arrive to class on time, and not leave the room during class unless it is urgent. Cell phones and other mobile devices should be turned off or put on silent mode prior to the start of class. Laptops are not allowed, as they distract others. If you have a compelling reason – e.g., medical – for why you should be given permission to use your laptop, you can discuss it with me and I may grant your request, provided that you attain the agreement of the students sitting next to you and behind you. Tablets are allowed only to access class readings and cases during discussions. They must be kept flat on the desk in front of you, so that others do not see the screen.

We will sometimes split up into small groups for discussion – this is to be used as a time for engaging the course topics and learning from your classmates, not as social hour.

Please also refer to the NYUAD Academic Integrity policy. Academic dishonesty will not be tolerated.
<https://students.nyuad.nyu.edu/academics/academic-policies/the-nyuad-communitys-commitment-to-integrity/>

Academic Integrity

Integrity is critical to the learning process. All students will need to agree to abide by the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Clearly acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.
- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct.

The entire Stern Student Code of Conduct applies to all students enrolled in Stern courses and can be found here:

www.stern.nyu.edu/uc/codeofconduct

Course syllabus

NOTE: Assignments and readings are due at the beginning of class for the date under which they are listed. (CP) refers to the HBS Course Pack; (NYU) means that the reading or assignment is available on NYUClasses. Note: the date for the guest speaker is subject to change.

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| Class 1 (March 27) | Course Introduction and Overview <ul style="list-style-type: none">• Read: The A/B Test http://www.wired.com/business/2012/04/ff_abtesting/all/• Optional read: http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom• Read & Prepare: Big Spaceship case• DUE: Big Spaceship HW |
| Class 2 (March 29) | Strategy I <ul style="list-style-type: none">• Read: Five forces• Optional read: What is strategy?• DUE: M&O Initial Survey (link to be distributed)• Read & prepare: Southwest case |
| Class 3 (April 3) | Strategy II and Structure I <ul style="list-style-type: none">• Read & prepare: Netflix case, up to “Video on Demand” on page 10• Read & prepare: “Netflix: Streaming Away From DVDs”• Read: https://www.bloomberg.com/news/articles/2013-05-09/netflix-reed-hastings-survive-missteps-to-join-silicon-valleys-elite• Read: Designing adaptive organizations part 1 (read up to pg. 168, stop at “Organizing for Horizontal Coordination.”) |
| Class 4 (April 5) | Structure II and Culture I <ul style="list-style-type: none">• Read: Designing adaptive organizations part 2 (pp. 168 – 180)• DUE: Organizational structure HW• Read: Leading by Leveraging Culture, up to “Leadership Tools to Manage and Change Organizational Culture” (up to pg. 26) |
| Class 5 (April 10) | Culture II <ul style="list-style-type: none">• Read: Smile factory case, pp. 11, 16-17• Read: Leading by Leveraging Culture (pp. 26-32)• DUE: Culture HW• Read: How to be creative |

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| Class 6 (April 12) | Leadership I <ul style="list-style-type: none">• Read and prepare: Coach K and Coach Knight cases• DUE: Big 5 personality survey• Optional read: Competence: Is your boss faking It?• Read: Be seen as a leader• Read: Leading change, summary page (the rest of the article is optional) |
| Class 7 (April 17) | Leadership II and Motivation I <ul style="list-style-type: none">• DUE: Complete online motivation survey• DUE: “An MBA Hack Job” HW• Read: The folly of rewarding A while hoping for B |
| Class 8 (April 19) | Motivation II and Groups & Teams I <ul style="list-style-type: none">• Read: Latest Game Theory• DUE: ‘After the crash’ exercise |
| Class 9 (April 22) | Guest Speaker: Dr. Szymon Wlazlowski, Director, PwC London |
| Class 10 (April 26) | Groups & Teams II <ul style="list-style-type: none">• DUE: Individual Essay• Read and prepare: Army Crew Team case• DUE: Army Crew Team HW |
| Class 11 (May 1) | Power & Politics <ul style="list-style-type: none">• DUE: Online decision-making survey• Read: Harnessing the science of persuasion• Read & prepare: Donna Dubinsky case• DUE: Donna Dubinsky HW |
| Class 12 (May 3) | Exam and Networks <ul style="list-style-type: none">• DUE: Personal networking HW |
| Class 13 (May 8) | Decision-Making <ul style="list-style-type: none">• Read: Delusions of success• Read and prepare: Mount Everest case• Read: The deliberation without attention effect |
| Class 14 (May 10) | Team Project Presentations and Course Wrap-up |