This course introduces you to the central theories, frameworks and models you will rely on throughout your career. The emphasis of this course is not on understanding conceptually difficult material, but on applying simple—but powerful ideas to answer these questions:

1. Why are some leaders and managers more successful than others?
2. Why are some firms more successful than their competitors?
3. What are your strengths and weaknesses as a manager? As a leader?

To answer these questions this course develops your ability to diagnose and evaluate a business problem and your ability to prescribe clear recommendations for solving those problems—

- Diagnose: Asking questions and identifying the salient details of a situation
- Evaluate: Assessing the significance of the details to performance at the individual, team and firm level
- Prescribe: Providing clear recommendations to management to enhance and preserve firm performance

We will use cases and in-class experiences inspired by the real-world to exemplify the frameworks introduced in class. To be successful in this course, you must spend time actively and rigorously thinking about the details of a given case and relate your thoughts to the questions asked. As a general guideline you should set aside 10-15 hours per week to read the assigned case, analyze the case using the frameworks assigned for each week, as well as all prior course content and write your response to the question posed. When writing a full case analysis you are likely to need up to 20 hours of work time to produce an excellent product. I hope you share my high expectations for you.

**CASES & READINGS**

1. LiO Course Syllabus
2. LiO Course pack—You can purchase and download the course materials via the following link: [http://cb.hbsp.harvard.edu/cbmp/access/50349480](http://cb.hbsp.harvard.edu/cbmp/access/50349480). You will need to register on the site to create a user name if you do not already have one.
3. Readings not in the course pack are provided on NYU Classes/Resources/Articles.
4. “The New One-Minute Manager”, available online and at major book retailers
ASSIGNMENTS

Leadership Lab 25%
Engagement, Participation & Professionalism 10%
Case Analyses (Individual or Group) 25%
Pre-Class Surveys 15%
Leader Analysis 5%
Final Exam 20%

Total 100%

Leadership Lab (25%)*

You will work with your study group throughout the semester on the “Leadership Lab” component of our course. The Leadership Lab is intended to create a forum in which students collaborate with one another in applying the course material to understand, and potentially resolve, actual leadership challenges confronted by you and your classmates. These may be leadership challenges that you are currently experiencing, or may be challenges that you encountered in the past. In either case, the goal of the Leadership Lab is to collectively grapple with turning course concepts into actionable knowledge. That knowledge may be immediately useful to you (in the case of leadership challenges you are currently confronting) or may be useful to you in the future (i.e., gaining more insight on prior challenges puts you in a better position for dealing with similar challenges in the future). We will also use the Leadership Lab meetings as an opportunity for every student to practice and improve their facilitation skills, skills that are truly essential for effective leadership.

We will discuss the details of this component of the course in class, but some highlights to keep in mind:

- Each study group will represent a separate ‘Leadership Lab’. In other words, you will be working with your study group members on this component of the course.

- Leadership Lab meetings will take place during our normally scheduled class time and will last approximately 30 minutes. All students are expected to be present—and fully engaged—for each of their Leadership Lab meetings.

- Each student will facilitate one Leadership Lab meeting. As facilitator, you are the ‘leader’ of the Leadership Lab meeting in every respect. You will be responsible for identifying two leadership challenges for your group’s discussion, for structuring the group’s process, for keeping the group on track, etc. And like any leader, you are largely responsible for the group’s “work output”. In the case of the Leadership Lab meetings, the task of the group is to generate actionable knowledge that is grounded in our course concepts. Thus, your “work output” is that actionable knowledge. As an analogy, you can think of each Leadership Lab meeting as an organizational task force that has been assembled to address the leadership challenges under discussion.

---

1 Leadership Lab as implemented in LiO was developed by Professor Steven Blader, Stern Management & Organizations department.
Your work as the leader will impact the success of that task force.

- Leadership challenges will be past or current situations confronted (or observed) by members of the study groups. The leadership challenges under discussion on any given day should be related to the course topic that is scheduled for discussion on that specific day. Facilitators are responsible for identifying TWO challenges for discussion, and the challenges should come from the experiences of two other members of the study group, not the facilitators themselves. In other words, facilitators should not be leading a meeting about a leadership situation that they personally confronted. Beyond this one constraint, the selection of leadership challenges for discussion is up to the facilitator. Facilitators may opt to select leadership challenges that are either quite similar or different in nature—either choice might be an interesting platform for comparing and contrasting situations.

- The group discussion should incorporate insights from the reading and case assigned for the day, as well as all prior course content.

- In terms of deliverables…students will write a paper that describes and analyzes the key learnings, insights, and actionable takeaways from the session in which they serve as the facilitator. These papers should be approximately 4 pages long, though they can be somewhat longer if needed. I am quite flexible regarding the content of these papers…they can focus on the substance of the discussion, personal takeaways regarding the topic, or on the experience of leading the Leadership Lab meeting itself. I provide students a great deal of leeway regarding the content of these papers, because I would like you to focus on the aspect of the session that was most impactful and practically useful to you.

- Papers will be evaluated based on rigor and depth of analysis, understanding and use of course material, and evidence of personal reflection and actionable knowledge gained. You are welcome to submit the paper any time after the session that you facilitate, up until the date of our final class meeting (December 17).

- In addition, all students will be expected to complete an evaluation form regarding their group’s Leadership Lab experiences.

My hope is that the Leadership Labs will give you important practice in putting course concepts into action and will generate insights that are of immediate practical value.

A comment on working in teams

A problem that is sometimes associated with any kind of group work is that there may be a team member who does not do his/her share of the job. Everyone is expected to carry an equal share of the workload—the learnings and usefulness of the Leadership Lab experience depends on this. I will not directly supervise or monitor your group’s process or your team members’ contributions. 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 address problems head-on before they escalate. You should try to resolve problems within the group, but if you can’t, please feel free to let me know and I will do my best to help. If I am convinced that someone has not carried their weight, I will reduce that person’s Leadership Lab grade.
Engagement & Participation (10%)

Learning in this course is a collaborative enterprise. You will not only learn from the readings, cases, and me (hopefully!), but it is expected that you will also learn from one another. As a result, a component of your grade is tied to the contribution you make to our overall learning environment.

Participation in class discussion is certainly one key component of our learning environment, since this is an essential part of our shared pedagogical experience. The quality of your participation is more important than the quantity. Given our limited amount of time together, talking without positively contributing to the discussion is not helpful. However, I want to stress that positive contributions are not necessarily “right” answers. I encourage you to experiment and take risks. “Wrong” answers can also be instructive, and debate is often a good way to learn. Positive contributions are those that advance the discussion by presenting new ideas or insights, or by building on others’ comments, or by presenting a counterpoint to others’ comments in a respectful way.

In class, you should pay attention to what others say. A good case discussion is a guided conversation, and responding to a classmate’s comment enhances the conversation. Repeating what others say, or weighing in on a topic that we have already left, is not productive and shows that you are not following the discussion.

All that said, your contribution to our learning environment is more than just your participation in class discussion. Your contribution will also be evaluated based on your active engagement in the exercises that we conduct in class, completion of any additional (minor) assignments that I will notify you about over the course of the semester, helping one another with the course material, making suggestions about the course, etc. Two final critical elements of your contribution to the learning environment are

a) your attendance, since you cannot contribute if you are not present

b) your behavior during class.

With regard to the latter, anything that has potential to distract your classmates and/or me (e.g. technology, arriving late, private conversations during class) or that I view as unprofessional can impact your contribution to the learning community, as far down to zero or negative points. Asking questions already answered in the syllabus and/or in class will reduce this component of your grade. You should know that I am particularly distracted by students focused on their laptops, phones, ipads, etc. during class…and these are distracting not only to me but also to other students. The same is true for private conversations among students during class time.

All class sessions involve active discussion based on the readings and cases. You should be prepared to share your ideas and critically interpret the perspectives presented by others.

I assign the grade for this component, like all other component of your final grade. I will also ask for your feedback on the contribution of your classmates towards your learning. This feedback will be taken into account when assigning your final grade.
**Pre-Class Surveys (15%)**

Starting with our first class you will complete a Pre-Class Survey for each case (400 words or less) unless you are submitting a Case Analyses (described next). In these Pre-Class Surveys you will answer a key question regarding the case and/or take a position on a decision or issue presented in a case. The reasons should be based on the theories and models covered in class (cumulatively) and include evidence from the case to support your conclusion. The most important part of your responses will be the reasons, “the whys”—simply providing an answer is not enough. Your answers should also be well written and supported by data and/or examples from the case.

*The pre-class surveys are due by 10pm the evening before the case is discussed and should be completed via the survey link provided for each case (NYU Classes/Assignments/Pre-Class Surveys).*

Each survey contributes to just about 2% of your final grade. You will receive a grade on these surveys—Check (applied theory in the reasons provided), Check Plus (applied theory and data in the reasons provided, Check Minus (no theory). The in-class case debrief is all the feedback you need to understand whether you did a great job or how you could have done better in answering the case question.

**Case Analyses (25%)**

For two class sessions you will prepare an answer to the case question (1000 words maximum, double spaced). You may work on each case analysis individually or as a group (up to 6 members). If you choose to work as a group be sure to make sure the analysis is coherent and internally consistent. Sometimes students try to “divide and conquer” the work. This inevitably leads to a poor analysis and a corresponding low grade.

Appendices, tables and/or figures do not count toward the word limit. An additional page can be used for a bibliography. For each case Analysis you can choose from the options identified in the Course Map (provided at the end of this syllabus).

Because you are developing your analytical skills the two case analyses are not weighted equally in calculating your final grade. The relative weight follows:

| Case Analysis #1 | 10% |
| Case Analysis #2 | 15% |

My expectation is that you will use the theories/model/frameworks we cover in the course, including those assigned for the session in which the case is discussed, to support your answer and reasoning. Though you will find the congruence model useful in analyzing most cases you will usually need to apply at least one other framework or model to get the best results. The most important part of your responses will be the reasons, “the whys”, simply providing an answer is not enough. Your answers should be well written and supported by data and/or examples from the case.

So that you can do your best work I give you options for the Case Analyses. Higher interest in the topic for a class session and/or the time available should serve as the criteria for choosing which case analysis to write.
You can select from three cases for Case Analysis #1 (3M Optical Systems, Enterprise Rent-A-Car, Corporate New Ventures at P&G). You also have three cases to choose from for Case Analysis #2 (Recruitment of a Star, Martha McCaskey, and Thomas Green).

You will receive feedback on your case analysis within 1 week. If you want to receive feedback on your first case analysis before writing your second case analysis please keep this turnaround time in mind.

These assignments are graded on a check (meets expectations), check-plus (exceeds expectations) and check-minus (falls short of expectations) system. Check-plus grades are rare and are assigned to work that is truly exceptional. These grades translate roughly into B/B+, A, and C+/B-. I choose the check scale so that you will focus more on the feedback on your work rather than the grade.

*These are due by 10pm the evening before the case is discussed and should be uploaded to NYU Classes/Assignments.*

**Leader Analysis (5%)**

As a group you will choose a leader of one of your organizations to analyze. You will conduct this analysis utilizing Leader Filtration Theory (LFT). Each group should create a 3-minute 3-slide presentation applying LFT to a leader in one students organization (Upload to NYU Classes/Assignments). I will provide more information on this assignment as our course progresses.

**Final Exam (20%)**

The exam is case based and cumulative. You will be given the case in early December. You will have 3-hours to complete the exam via NYU Classes/Tests & Quizzes. You can choose any three hours between December 18th and December 22nd at 10pm. You may prepare the case in any way you think helpful before the start of the exam.

The exam is **due by 10pm on December 22nd**.

**GRADING**

At NYU Stern we seek to teach challenging courses that allow students to demonstrate differential mastery of the subject matter. Assigning grades that reward excellence and reflect differences in performance is important to ensuring the integrity of our curriculum. In core courses the faculty has adopted a standard of rigor for teaching where 25% to 35% of students will receive A’s for the course. This is a guideline, not a strict curve.

The process of assigning of grades is intended to be one of unbiased evaluation. This means that students are encouraged to respect the integrity and authority of the professor’s grading
system and discouraged from pursuing arbitrary challenges to it. If a student feels that an inadvertent error has been made in the grading of an individual assignment or in assessing an overall course grade a request to have that grade re-evaluated may be submitted. Students should submit this request in writing to our Teaching Fellow within 7 days of receiving the grade. The request must include a brief written statement of you believe that an error in grading has been made.

**EXPECTATIONS & STERN HONOR CODE**

**ALL SLIDES AND VIDEOS USED IN CLASS WILL BE MADE AVAILABLE AFTER EACH CLASS ENDS**

Out of respect to everyone, please be punctual for the start of class. We will do our best to ensure that your breaks occur at the mid-point of our class session, but on some dates our class discussion may require some minor modification to the timing.

Regarding attendance...you are permitted to miss one class without a reduction in your participation grade. *Laptops, cell phones, & other electronic devices may not be used in class.* These technologies tend to have a disruptive effect on your attention and on the attention of those around you. This in turn is disruptive to my attention. A sighting of any of these devices may cause you to lose all of your engagement and participation points for the entire class. Being present in mind not just in body is an important part of your education. Giving yourself three uninterrupted hours of learning is a gift you give yourself.

Regarding norms for our classroom...please be respectful of your classmates and of me. If you have to step in or out of the room during class please do so discreetly. Please don’t speak to your neighbor during class. If it is important to you to use your laptop to take notes—and if you have the willpower to only use the laptop for note taking—then please let me know before class starts and please sit in the last row of the class so that your laptop will be less of a distraction for your classmates.

**Late Submissions Will Not Be Accepted Under Any Circumstances.** If your assignment is late, it will not be graded and you will receive a zero. This policy applies to the final exam as well.

**A final comment on grades...**

Though it is fully understandable that students are concerned about their grades; I have too often seen students let their grades get in the way of their learning. Don’t make this mistake. Five years from now I’m certain you will not remember the grade you received in this class. I do think that you will recall and/or have benefitted from at least a few of the insights you have gleaned from the course material. So, please focus on your learning, not on your grades.

In terms of grading itself...please know that I take the responsibility that I have to provide each and every study with a fair, accurate, and unbiased evaluation of their work very seriously.

**Academic Honesty**

Cheating, plagiarism, and/or doing work for another person that will receive academic credit
are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help for an assignment or the presentation of unacknowledged material as if it were the student’s own work. Simply put—if you cheat or plagiarize or are in any way dishonest in the work you submit for this class—you will fail the class not just the assignment.

Students with Disabilities: If you are having trouble in class I want to know about it as soon as possible. I will do my best to help students who despite a sincere and solid effort are experiencing difficulty. If you have a qualified disability and will require an academic accommodation during this course, please contact the Moses Center for Students with Disabilities (CSD, 998-4980) and provide me with a letter outlining recommended accommodations.

Course Map

This is your “go to” section for our class. This section of the syllabus provides you with a schedule of the cases, readings and assignments due for each class session. In all but two class sessions, December 3rd and December 17th, a Pre-class Survey is due at 10pm the evening before the case is scheduled to be discussed in class.

You will notice that the course map indicates which cases are eligible for your first and second Case Analysis. You will see the phrase “Option for Case Analysis #1” and “Option for Case Analysis #2” in the course map. This way you can decide which case you are most interested in and/or which case you will have the most time to focus on your work.

Case names are bolded and listed first for each class session. Readings for each class are in quotation marks. All readings are required. You will also see bulleted, “●”, information for some class sessions. This indicates that a short assignment is to be completed by 10 pm the night before the class. These assignments are due by 10pm the evening before the class and should be uploaded to NYU Classes/Assignments.
<table>
<thead>
<tr>
<th>Class: Date Topic</th>
<th>Case to Analyze</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Sep 24 INTRODUCTION</td>
<td><strong>Erik Peterson</strong></td>
<td>“Learning by the Case Method”; “Becoming the Manager”; “What It Really Means to Manage”; “How Resilience Works”</td>
</tr>
<tr>
<td>2: Oct 1 ALIGNMENT-STRATEGY</td>
<td><strong>Lego-“The Crisis”</strong></td>
<td>“Congruence Model Note”; “Creating Competitive Advantage”; “Lego’s Serious Play”; “What Leaders Really Do”</td>
</tr>
<tr>
<td>3: Oct 8 STRUCTURE</td>
<td><strong>Campbell &amp; Bailyn</strong></td>
<td>“Note on Organizational Structure”; “Leading Teams….”; “The New One Minute Manager”; “How to Coach According to 5 Great Sports Coaches”</td>
</tr>
<tr>
<td>5: Oct 22 CULTURE</td>
<td><strong>3M Optical Systems</strong></td>
<td>Option for Case Analysis #1</td>
</tr>
<tr>
<td></td>
<td>• Prepare PB Technologies Role</td>
<td>“What is an Organization’s Culture”; “Corporate Culture Survival Guide”</td>
</tr>
<tr>
<td></td>
<td>Email a picture of a cultural artifact from your current firm prior to class or bring an artifact to class</td>
<td>In class: Leadership Lab Meeting</td>
</tr>
<tr>
<td>6: Oct 29 PEOPLE</td>
<td><strong>Enterprise Rent-A-Car</strong></td>
<td>Option for Case Analysis #1</td>
</tr>
<tr>
<td></td>
<td>“How Google Sold Engineers on Management”; “Why Hard-Nosed Executives Should Care About Management Theory”</td>
<td>In class: Leadership Lab Meeting</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Activity</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 7: Nov 5   | Change: Corporate New Ventures at P&G | “Building Breakthrough Businesses Within Established Organizations”; “Cultural Change That Sticks”; Leading Change: Why Transformation Efforts Fail  
In class: Leadership Lab Meeting | Option for Case Analysis #1                                                       |
| 8: Nov 12  | Motivation: Recruitment of a Star | “One More Time, How Do You Motivate Employees”  
In class: Leadership Lab Meeting | Option for Case Analysis #2                                                       |
In class: Leadership Lab Meeting | Option for Case Analysis #2                                                       |
| 10: Dec 3  | Influence & Persuasion: 12 Angry Men | (Movie viewed and debriefed in class)  
- Describe a situation in which you tried to persuade others at work (Upload to Assignments before the start of class)  
“The Necessary Art of Persuasion” | Option for Case Analysis #2                                                       |
In class: Leadership Lab Meeting | Option for Case Analysis #2                                                       |
| 12: Dec 17 | Bringing it All Together: Cynthia Carroll at Anglo American | Article on Leader Filtration Theory (tbd); View Authors@Google – “Indispensable: “When Leaders Really Matter”;  
- Each group creates a 3-minute 3-slide presentation applying LFT to a leader in one students organization (Upload to NYU Classes/Assignments) | Option for Case Analysis #2                                                       |
Case Questions
(cases are listed in alphabetical order)

3M Optical Systems

Question to answer for pre-class survey and case analysis:

Should Wang seek additional funding for the privacy screen?

Campbell & Bailyn

Question to answer for pre-class survey and case analysis:

What is the most pressing problem that Winston needs to address in his organization?

Supplementary Questions:

- Did the changes taking place in the bond industry and within client companies justify the decision to create the KAT?
- What other approaches besides KAT could have been considered to address the challenges that the organization faced?

Coach K & Coach Knight

Question to answer for pre-class survey and case analysis:

Who is more effective, Coach K or Coach Knight?

Supplementary Questions:

- How are Coach K and Coach Knight similar? Different?
- Think of a time when someone else (manager/coach/teacher/parent) motivated you to perform your best. Why were they effective?

Corporate New Ventures at P&G

Question to answer for pre-class survey and case analysis:

Do you expect the new venture group to be successful? Yes or No.
Cynthia Carroll at Anglo American

*Question to answer for pre-class survey and case analysis:*

Is Carroll the right person to lead this change?

*Supplementary Questions:*

- What should Carroll do about the series of deaths at the Rustenburg mines?
- What should Carroll do about her goal of “zero harm” for all of Anglo American?

Enterprise Rent-A-Car

*Question to answer for pre-class survey and case analysis:*

What assets did Enterprise develop or acquire that enabled it to provide its particular type of car rental, but do so profitably? What did Enterprise choose not to do?

*Supplementary Questions:*

- All car rental companies provide customers with the temporary use of a car. What activities did Enterprise engage in to create its unique rental experience?
- In what ways did the Enterprise rental experience match (or not match) the needs of its customers?
- Would Avis and Hertz, which had begun to enter the local car rental market, be able to replicate Enterprise’s success? Why or why not?

Erik Peterson

*Question to answer for pre-class survey:*

Has Erik Peterson been successful or unsuccessful at Biometra?

*Supplementary Questions:*

- What are the problems facing Erik Peterson?
- What are the underlying causes of these problems? Do you think that Peterson has been effective in taking charge of the start-up in terms of managing Biometra’s operation and providing leadership?
- What actions, if any, should Peterson take to turn the situation around and prepare for his meeting with Chip Knight?
Lego Group—The Crisis

*Question to answer for pre-class survey:*

What has led the Lego Group to the edge of bankruptcy?

*Supplementary Questions:*

- What is your assessment of management moves during “the growth period that wasn’t” (1993-1998) and “the fix that wasn’t” (1999-2004)?
- As Jorgen Knudstorp, what would you do throughout the Lego Group in order to turn the company around?
- How many different ways can you put the three bricks (handed out in class) together? (If you think you have two configurations but you can get from one to the other without disassembling the bricks, then those “two configurations” should be counted as one.)

Martha McCaskey

*Question to answer for pre-class survey and case analysis:*

Do you agree with Martha’s assessment of her situation?

*Supplementary Questions:*

- How did McCaskey end up in this situation?
- Was this situation avoidable?
- What detailed plan of action would you recommend to McCaskey?

Recruitment of a Star

*Question to answer for pre-class survey and case analysis:*

Whom should Stephen Connor hire—Rina Shea, David Hughes, Gerald Baum, Sonia Meetha, or Seth Horkum?

*Supplementary Questions:*

- What are the strengths and weaknesses of the selection and hiring processes at Rubin, Stern, and Hertz? What changes would you recommend?
Thomas Green

Question to answer for pre-class survey and case analysis:

Should Green consider quitting?

Supplementary Questions:

- What are the possible underlying agendas of Davis and McDonald?
- What are the work styles and personalities of Thomas Green and Frank Davis?
- How do the actions of Thomas Green differ from the expectations of Frank Davis?
- What mistakes has Thomas Green made?
- What actions would you take, if any, if you were Thomas Green? Why?