Note: This is a draft of the syllabus for Spring 2017. Cases, readings and due dates are subject to change.

New York University
Leonard N. Stern School of Business
Department of Management & Organizations

LEADERSHIP in ORGANIZATIONS

COURSE SYLLABUS

(DRAFT, LAST UPDATED – December 21, 2016)

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COURSE DESCRIPTION AND OBJECTIVES

This course is designed to help you develop the skills to be the leaders of the future. It is based on the premise that everyone, regardless of your occupation and position within an organization, will face leadership opportunities and challenges and that how you deal with these challenges will be important in shaping not only your future but also the future of the organizations with which you are involved.

The course focuses on developing your understanding of

- organizations and how they work (e.g., the role of the organizational context, the nature of some of the strategic challenges facing organizations, how to measure organizational effectiveness, the role of organizational structure and culture in supporting an organization’s strategy)
- the experiences of organizational members and teams (e.g., understanding the effects of power and the various sources of power in organizations, how to have influence without authority, how to be persuasive, understanding some of our cognitive limitations as humans and their effects on individual and group decision making, understanding motivation and
how to motivate others, and understanding teams and the challenges of managing them effectively).

The goals of this class are: 1) to help you develop the skills to analyze and address leadership challenges and opportunities effectively, 2) to enable you to understand organizations, how they work, and why they so often don’t work very well, and 3) to enhance your ability to thrive in the organizational settings in which you find yourself.

We will use cases and exercises as the material on which to practice analyzing and solving management problems.

**COURSE MATERIALS**

- **Cases and Readings.** Available on line at:

  TBA.

  o Please note, you will need to purchase access to these materials prior to the first class. One of the first class’s cases, “The Team That Wasn’t” will be posted on NYU Classes (under Lessons -- Week 1) as a convenience just in case you experience a problem with the website, however the cost for this case will be included in the Harvard course pack, which will keep us compliant with copyright restrictions.

- **Additional articles, exercises, and cases** will be uploaded onto the course website or links will be provided. The power point slides will also be posted here as will various forms and coordinating materials.

- Additional materials may be distributed in class.

**COURSE REQUIREMENTS**

**Grading:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Preparation (Written Homework, Participation and Professionalism, and Reaction Papers)</td>
<td>34%</td>
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<tr>
<td>Midterm Exam (March 30th)</td>
<td>33%</td>
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<tr>
<td>Team Final Project</td>
<td>33%</td>
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**Class Preparation: Homework, Participation and Professionalism, and “Reaction Papers” - 34%.

This is a course that uses learning methods that require active student involvement.

To prepare for each class, you should read the assigned materials and analyze the case(s) on your own before coming to class. The case preparation questions (see Case Preparation Guide on NYU Classes website) will help guide your reading of the case by directing your attention to some of the most important aspects of the case or discussion activity.

The readings and cases are matched in subject matter for each week. Therefore, you cannot successfully analyze the case without having done the reading for that week. Many of the cases also require the use of content from readings in the prior weeks as well.
Please allocate enough time to do the reading and to read the cases each week. Skimming the reading 10 minutes before class will be insufficient. 😊

In class, I will sometimes introduce the topic for the week with a short lecture but the lecture will generally build on the readings, not repeat them. You will often not be able to follow the case or exercise discussion if you have not read the preparation materials beforehand.

Written Homework: Research suggests that the best way to retain material is to use it. Having to formulate your thoughts well enough to express them in writing or orally are key methods for encoding new material. Thus, this is a course that requires both writing and participation.

Your written homework grades represent the largest component of the Class Preparation Grade. You will need to hand in 4 written homework assignments (generally 1-2 double-spaced pages, normal margins, 12 point font) over the course of the semester. Two of the assignments are required (2 and 6). Please mark your calendars so you don’t miss a required assignment.

The cases and due dates here are tentative and subject to change.
- You must hand in Homework 2 -- Stone Finch (due February 23rd)
- You must hand in Homework 8-- GME Consulting Company (due April 13th)

To complete the homework requirement for the course, you should choose 2 of the other 7 possible assignments to submit on the date it is due. Please keep track of due dates – I do not accept late homework.

The purpose of these assignments is to help you practice using the ideas and frameworks introduced in the course. When writing homework assignments, you should explicitly use course concepts (e.g. models and frameworks) to organize your thinking. Therefore it is advisable to do the background reading before you read the case and write your assignment.

The homework assignments are marked on the syllabus with numbers. Homework assignments will be given up to 8 points each and count towards what I am calling your class preparation grade.

You are required to upload your homework to NYU Classes before class (6 p.m.) on the due date but you may need to refer to your homework in class, so you may want to bring a hard copy.

Submitting Written Work: Please submit your assignments electronically on NYU Classes, in Assignments. Name your electronic file with the following naming convention: “[your name].[case]”. For example, if Jason Bourne submitted the Big Spaceship case, he would name his file “JBourne.BigSpaceship.” The NYU Classes site closes to submissions at the start of each class. If you have a problem submitting to the site, contact me or the Teaching Fellow.

Participation and Professionalism: Even when you choose not to write up the homework assignment(s) for the day, I will still expect you to be prepared to participate in a class discussion or activity based on the reading and the material I have asked you to prepare. You will not be able to participate effectively if you have not prepared for class.

The class will be conducted largely through the case method or through the use of experiential exercises. Therefore, it is important that you attend class and come prepared to discuss the assigned material.
The quality of the class itself is largely dependent on the quality of your collective discussion. Before coming to class, you must read the case carefully enough to be fully conversant with the facts and have developed an informed opinion about the issues. In class, you should pay attention to what others say. A good case discussion is a guided conversation, and responding to a classmate’s comments enhances the conversation. The quality of your participation is more important than the quantity.

I like to run a classroom in which people are free to contribute as they choose but if I may also call on you, so be prepared!

Attending class but not participating will not be sufficient to earn you a good class participation grade. If you have difficulty with spoken English, or some other issue that will interfere with your ability to participate, please be sure to talk to me about it early in the semester so that we can arrive at common expectations for your performance.

**Reaction Papers:** You may also submit up to 2 optional Reaction Papers to supplement your in-class participation. These memos can address your reactions to any class session you choose although it is preferable to hand in these reaction papers within a week of the class session to which you are reacting. These reaction papers should be no longer than 2 double-spaced pages. They are designed as vehicles for anyone who feels somewhat uncomfortable talking in class to have a chance to contribute their thoughts on critical issues discussed in class. You can also write a reaction paper if the class provokes you to think about something going on at work, etc...

Your total class preparation grade will be based on the quality of the homework assignments and reaction papers (if any) as well as the quality and thoughtfulness of your contributions to the class discussions. As previously noted, homework grades will be the highest weighted segment of the class preparation grade.

**Exam - 33% of the final grade**

An examination will be administered on Thursday March 30th. The exam will cover all the readings and concepts covered in class through Thursday March 23rd. It will involve several short-answer essay questions.

**Final Team Project – 33% of the final grade.**

Instead of a final exam, there will be a final team project. This project will involve selecting an organization to analyze using the tools that we have covered in the class. The main part of the project will involve learning about and assessing the key characteristics of the organization as well as attempting to understand the main issues with which the company appears to be wrestling. Your team will address what issues the organization faces as well as the general question of how the performance of the organization can be improved. Interviewing people who work in the organization will be useful but is not necessarily required.

**Goals of the Project:**

- To help you learn to apply the content of this course to the analysis of an organization in “real time.”
- To facilitate the retention of the core themes, ideas, research, and frameworks in the course.
• To experience the value of these tools in making sense of complex situations and in generating well-reasoned conclusions about an organization’s likely future.
• To see how all the material works together to yield an integrated understanding of an organization of your choosing, and
• To educate and inform your classmates and me about the organization and its issues/dilemmas.

**Deliverables:**
*(One write-up per group)*

**TBA:** Submit names of team members and the name of the organization you plan to analyze.

**March 30th**
Class time to work on beginning to plan for the team project and to consult with me and the Teaching Assistant.

**April 27th and May 4th**
Deliver presentations on your team’s project. Submit final project write-up. 10-page, double-spaced report (Appendices, Tables and Figures do not count toward the 10-page maximum).

**HOW TEAMWORK IS ASSESSED**

Everyone in this class is expected to carry an equal share of the team workload. You are expected to get the work done and to manage each other. You are urged not to let problems develop to the point where they become serious. Groups often ignore problems wishing that they would just disappear. Like most problems, they rarely do – they just get worse.

Try to set up clear procedures regarding how the team projects will get done (i.e., how the group should work together in very concrete and explicit terms). You are expected to solve any problems among yourselves. If you perceive that someone is underperforming, then you need to address the issue as soon as possible with that individual. If you really can’t resolve the issue, bring it to me. If I am convinced that someone has not carried his/her fair share - for any reason - I will reduce that person’s grade accordingly. One major input into that decision will be the evaluation of each member’s overall contribution from other team members. At the end of the semester, you will be able to anonymously submit feedback about the contributions of team members to the team projects. Anyone who receives significantly lower evaluations than their team members (with consensus among the team) runs the risk of getting a grade of 0 for the team project in the course.

**INDIVIDUAL AND GROUP CONSULTATIONS**

You should feel free to consult with me or the TA for this course if you have questions. The best way to get in touch with me to schedule an appointment or simply to ask a question is via email.
CLASS POLICIES (e.g., ATTENDANCE, LATENESS and USE OF ELECTRONICS)

**Attendance:** Since this course uses various learning methods that require your physical presence and your active involvement (e.g., discussions, exercises, simulations, etc), it is my hope that you will attend as many of the class sessions as you possibly can.

While attendance is not required, attendance can affect your in-class participation grade because class contribution is explicitly built into your grade and obviously, you cannot contribute if you are not present. Missing more than a couple of classes is almost definitely going to affect your class contribution grade. Also, you are responsible for everything that happens in (and is due in) class. If you miss class, please rely on your classmates and to catch up as much as possible. You can also ask me to send you the class video.

**Lateness:** Class will start on time. Although I understand that you have complicated lives, please know that excessive lateness, or leaving early, affects your classmates, and thus, will also have a negative effect on your in-class contribution grade.

**In-class:** 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 try to refrain from speaking to your neighbor during class lectures and discussions. This can be disruptive to the ability of others to pay attention. Finally, let us all try to listen to each other and be as respectful as we can be of people’s perspectives on the issues we discuss.

**The use of electronic devices:** PLEASE REFRAIN from using cell phones and other electronic devices during class unless you have consulted with me about their use. 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. Please check that all cell phones, smartphones, and pagers are turned off prior to class. No texting in class. Please rely on the mid-class break for your electronics fix.

My strong preference is that tablets and laptops not be used in class unless I explicitly ask that you use them. Using laptops or tablets, even for note-taking, can be very distracting to other students and can interfere with the ability of the class to focus. If it is important to you to use your laptop or tablet to take notes (e.g., because you have trouble with hand-writing)— and if you have the willpower to only use the laptop for note taking — then please speak with me. I will generally approve it, though I may ask that you sit in the back row — needless to say, this is not the time to surf the web or read your email. If you find that another student’s use of a laptop or tablet to take notes is disruptive to our concentration, please let me know and we will work out a solution.

**STUDENTS WITH A NEED FOR SPECIAL ACCOMMODATIONS**

If you have a qualified disability and will require academic accommodation during this course, please contact the Moses Center for Students with Disabilities (CSD, 998-4980; http://www.nyu.edu/csd/) and provide me with a letter from them verifying your registration and outlining the accommodations they recommend. If you have questions, the CSD is very helpful and you should feel free to contact them.

**STERN SCHOOL OF BUSINESS HONOR CODE**

As a faculty member at the Stern School, I am obligated to refer all cases of behavior that appear to violate the Honor Code to the Discipline Committee.
It would be considered a violation of the Honor Code to plagiarize in any way in this course. Case analyses, homework, exams should be your own work. I would consider it an honor code violation to view or use anyone else’s written preparation of the case. The final group project will require the use of outside resources, but groups must be careful not to plagiarize from them (literally or conceptually). Please be careful to properly cite works that you use in your written work. (Note: All written work is run through a plagiarism detection software program).
COURSE OUTLINE

Not I, nor anyone else can travel that road for you. You must travel it by yourself. It is not far. It is within reach.

-Walt Whitman

Introduction to the Class

Week 1: February 9th

Introduction to the course

Read:

The syllabus.

Managing Your Team; pgs. 1-12 (Harvard electronic packet)

The Team that Wasn’t (Harvard electronic course packet and on the course website -- must be read before class)

Questions for Discussion:

What is the nature of the problems that the team is experiencing and why are they occurring?

Submit in class:

Personal Information Questionnaire (course website)

A copy of your resume

Week 2: February 16th

Part One: What’s the Goal? Assessing Organizational Effectiveness

Read:

Organizational Effectiveness Handout (NYU Classes, under Class Slides)

Visit the Global Reporting Initiative’s website

https://www.globalreporting.org/Pages/default.aspx

Read “About GRI.”

https://www.globalreporting.org/Information/about-gri/Pages/default.aspx

Then click on “Download the G4 Guidelines” and open the document entitled “Reporting Principles”
and Standard Disclosures" (Read page 3, scan Table 1 on page 9, and pages 52-56; 63; 64-74 to get a flavor of the GRI).

If you have time and are curious: Look at Southwest Airlines’ One report as an example (can be accessed at: https://www.southwest.com/html/southwest-difference/southwest-citizenship/one-report.html

**Questions for Discussion:**

1. *How effective is the organization where you work? What are its strengths and weaknesses?*

2. *What do you think about the effort to measure the sustainability of a business enterprise or non-profit?*

**Part Two: Understanding the Environmental Context**

**Read:**

*The Five Forces: Competing for Profits – Understanding Michael Porter’s Framework (Harvard electronic packet)*

**Case:**

*Utah Symphony and Utah Opera: A Merger Proposal* (Harvard packet)

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**Week 3: February 23rd**

**Conceptualizing the Organization’s Strategic and Design Challenges**

**Part One: Understanding Strategy and the Basics of Alignment**

**Read:**

*Are you sure you have a strategy?* By Donald Hambrick and James Fredrickson (NYU Classes; see Lessons/Week 3).

*Congruence Model Note* (Harvard electronic packet)

**Re-visited Case:**

*Utah Symphony and Utah Opera: A Merger Proposal* (Harvard packet)

**Homework 1:**

*Discuss the points of difference between the two organizations (strategy, people, tasks, culture, and formal organization). How might these points of difference affect the likely success of their merger? Would you recommend they merge? What advice would you give Anne Ewers?*

**Part Two: Digging Deeper**
**Case 2:** Stone Finch (Harvard packet).

**Homework 2 (required):**

Use Hambrick and Fredrickson’s model to: 1) characterize the evolution of Stone Finch’s strategic choices over the time period described in the case, and 2) discuss differences in strategy between the two divisions (1½ pages)

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### Week 4: March 2³rd

**Part One: Designing Organizations:**

**Implementing Strategy**

**Read:**

- Note on Organizational structure (Harvard packet)

**Case:**

- Big Spaceship (Harvard packet)

**Homework 3:**

- a. Characterize the company’s strategy.
- b. What are the strengths and weaknesses of its structure at the end of the case versus its prior structure given the environment and the strategy of the firm?
- c. How would you characterize the firm’s level of alignment using the congruence model?
- d. What do you see as the opportunities and challenges posed by growth for a company like Big Spaceship?

**Potential Questions for a Reaction Paper:**

- What is the structure of the organization where you work? Can you draw it? If not, why not? Does it “fit” with the strategic needs of the organization? Why or why not?

**Part Two: Understanding Informal Structures: The role of Power and Politics**

**Read:**

- Power Dynamics (Harvard packet)

**Case:**

- Monica Ashley case (pages 1-2; on course website under Lessons/Week 4)

**Questions for Discussion:**

- Why is this such a political organization? How are the changes in the environment relevant?

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### Week 5: March 9ᵗʰ

**Part One: Power and Politics re-visited**

**Read:**

- Influence without Authority (on course website under Lessons/Week 5)

- The Necessary Art of Persuasion (Harvard packet)
Re-visited Case: Monica Ashley (on course website under Lessons/Week 5)

Homework 4: a. Analyze the sources of power available to Monica and those that she lacked. How did Monica’s power compare to Parker’s?  
b. What could she have done differently based on key ideas in this week’s readings?

Part Two: Dealing with the Challenges of Managing Across National Cultures

Read: The Influence of Cultural values on Business Practices (Harvard packet)

On-line: https://geert-hofstede.com/tools.html (check student/academic; go to compare countries to see how different countries score)

March 16th Spring Break – Enjoy!

March 23rd Part One: Adapting to Change  
"Why do supervisors block innovation” (Under lessons, week 6)

Case: Caroline Regis at Excel Systems (Harvard packet)

Homework 5 -- Questions: Why has Caroline been successful in the past?  
Why do you think she responded the way she did to the outsourcing proposal?  
What could (should) she have done differently?  
What lessons do you take away from this case? (Total of 1½ pages)

Part Two: Leading Change


Case: Big Shoes to Fill (Harvard packet)

Homework 6 -- Questions: What would be the key tasks that you would try to accomplish in the first 100 days of your leadership of this company?  
How are the ideas in the assigned reading relevant to helping you develop a game plan? (1½ pages total)
Week 7: March 30th
“Leadership in Organizations” Exam

In-class: Midterm Exam (6:00 - 7:30 p.m.)

Meeting Time for teams to start getting organized for the Final Team Project (7:40–9:00 p.m.)

In-class: 

Fill out Cognitive Questionnaire

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Individuasl and Groups in Organizational Systems: Understanding and Managing Decision Making and Motivation Processes in Organizations

Week 8: April 6th
Part 1: Individual Decision Making Processes

In-class: Review results of Cognitive Exercise

Part 2: Large Group Decision Making

For this class, I want you to read and respond to the case without doing any reading on the topic for today.

Case: Carter Racing (under Lessons, week 8)

Write notes to yourself explaining your thinking about whether or not you would race and why.

Week 9: April 13th
Part One: Creating, Managing, and Leading Teams

Reading: Before you make that big decision (Harvard packet)

Video case: 12 Angry Men (watch the older version with Henry Fonda if possible)

Homework 7: Fill out video watching guide (under Lessons, Week 9)

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1 permission paid by course instructor to DRRC; Northwestern University
Part Two: Motivating and Rewarding Performance

Read:
- Expectancy Theory (under Lessons, Week 9)
- Theories of Motivation (under Lessons, Week 9)
- Pay secrecy reading (under lessons, Week 9)

Case:
- **GME Consulting Company** (on course website under Lessons)

Homework 8 (required):
- See questions at the end of the GME case (2 pages)
- Also, be prepared to discuss how you would justify the raises you are giving to each of the individuals.

Week 10: April 20th

Part One: Designing Motivation and Reward Systems

Case:
- **Treadway Tire (Harvard packet)**

Homework 9 -- Questions:
1. How do line foremen feel about their jobs? Use expectancy theory to explain why they feel they way they do.
2. What are the consequences of those feelings?
3. What are the elements of the work system that contribute to the problem?
4. What action plan should Ashley Wall recommend?

Part Two: Understanding Intrinsic Motivation


Read:
- Barry Schwartz’s article in the NYT, 8/30/15 (on course website under Lessons, week 10)
- Job Design as a Source of Motivation (on course website; see Lessons/Week 10)
- Do Happier People Work Harder? (On course website; see Lessons/Week 10)

Part Three: Composing a Life

Read:
- *How will you measure your life?* (Harvard packet)

In-class exercise (if time)
Week 11: April 27th

Final Project Presentations

Week 12: May 4th

Final Project Presentations and Course Wrap-Up