NOTE TO POTENTIAL STUDENTS FOR SPRING 2017

THE SYLLABUS BELOW IS FROM SPRING 2016. THE COURSE DESCRIPTION & GOALS AND TOPICS COVERED REFLECT THOSE THAT WILL LIKELY BE COVERED IN SPRING 2017. IT IS CRITICAL TO NOTE THAT THE ASSIGNMENTS, READINGS, AND COURSE FORMAT ARE LIKELY TO CHANGE. THE WORKLOAD FOR THE COURSE WILL NOT INCREASE FROM LAST YEAR, BUT THE WORK ITSELF WILL LIKELY BE DIFFERENT.

I APPRECIATE YOUR PATIENCE AS AN UPDATING OF THE COURSE FORMAT IS CURRENT IN PROCESS.

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

Course Syllabus
Leadership in Organizations – Spring 2016
Mon. Sect: COR1-GB.1302.21 and Wed. Sect: COR1-GB.1302.23

CONTACT INFORMATION

Instructor: Prof. Nate Pettit
Office: KMC 7-57
Phone: (212) 998-0569
E-mail: npettit@stern.nyu.edu
Office hours: By appointment

Class Meetings:
• M: 1:30-4:20 KMC 2-65
• W: 1:30-4:20 KMC 2-65

Teaching Fellows:
• M: Aileen Keogh (aok238@stern.nyu.edu)
• W: Brendon Wall (bmw405@stern.nyu.edu)

COURSE DESCRIPTION & GOALS (AKA “WHAT WILL I GET OUT OF THIS COURSE?”)

Why do some talented MBAs succeed, while others, equally talented, flounder? Why do some leaders prove effective, while others do not? Why do some organizations thrive while others get in their own way? LiO tackles these questions.

This course will help you recognize the key factors that contribute to organizational success, and the role you can play in helping your organizations be successful. You will develop skills to effectively analyze and navigate your current and future organizational lives, using your past, current, and potential work experiences as key learning material. The course is based on the premise that, regardless of your position within an organization, leadership opportunities and challenges present themselves every day and that it is to your advantage to recognize and make the most of these opportunities. It is also based on the premise that effective leadership requires an in-depth understanding of how organizations work, and an in-depth understanding of how to work with and through other people.

Given these goals and premises, the key issues we will tackle in this course include:

1. Acquire models of how effective leaders influence, motivate, and build teams.
2. Understand the roles of organizational structure and culture, and learn how to align these components with each other and with the rest of the organization.

3. Learn how to analyze social dynamics within organizations.

4. Practice diagnosing complex problems and working effectively in teams.

5. Highlight the choices available to you as a leader, and the potential impact of the choices you make.

By the end of the course, I expect that you will be more knowledgeable about how organizations work (or don’t work), and will be more conscious of the leadership choices you make.

**REQUIRED MATERIALS**

- Course syllabus – you are responsible for all information included in this syllabus
- Online course packet available from Harvard Business School Publishing: [https://cb.hbsp.harvard.edu/cbmp/access/46335484](https://cb.hbsp.harvard.edu/cbmp/access/46335484) (you will need to create an account if you have not purchased any material at this website before)
- Other readings, videos, exercises, cases, etc. posted on NYUClasses or distributed by email

**ASSIGNMENTS & GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deliverable Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to the Learning Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3/4 Instructor Evaluation (15%)</td>
<td>Ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>• 1/4 Classmate/peer Evaluation (5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Memo #1</td>
<td>beginning of class where case is discussed</td>
<td>10%</td>
</tr>
<tr>
<td>Case Memo #2</td>
<td>beginning of class where case is discussed</td>
<td>15%</td>
</tr>
<tr>
<td>Case Memo #3</td>
<td>beginning of class where case is discussed</td>
<td>15%</td>
</tr>
<tr>
<td>Course Takeaways</td>
<td>Final Class</td>
<td>20%</td>
</tr>
<tr>
<td>Team Project</td>
<td>Exact one week after the final class</td>
<td>20%</td>
</tr>
<tr>
<td>• 3/4 Instructor Project Evaluation (15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 1/4 Teammate Contribution Evaluation (5%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONTRIBUTION TO THE LEARNING COMMUNITY (15% + 5% = 20%):** Learning in this course is a collaborative enterprise. You will not only learn from the readings, cases, exercises, and (maybe) me, but it is expected that you will also learn from one another. This will occur through our in-class discussions and exercises. As a result, a component of your grade is tied to the contribution you make to our learning community.

Verbal participation in class discussion is certainly one key component of our learning community, since this is an essential part of our shared pedagogical experience. In fact, I’d go so far as to say it’s likely to be the most important part! The quality of your participation is more important than the quantity (although don’t take this too far – making just a couple comments throughout the course of the semester, no matter
how well thought out, will only go so far). Given our limited amount of time together, talking without positively contributing to the discussion is not helpful. Offer your ideas, substantiating them with facts from the case and course material, or simply from your prior experience and intuition. Adopt an open-minded stance, entertain new ideas from others and consider how your recommendations might change in light of these new insights.

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. And, for a number of important issues, the key will be to highlight the tradeoffs between two right answers or two wrong answers, and important contributions are made when students help us see this tension. Keep in mind that there is usually more than one right answer. A case is a problem-solving situation, and managerial effectiveness often depends upon seeing different solutions.

Importantly, you must 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 we have already left, is not productive and shows that the speaker is not following the discussion. I encourage you to listen to your classmates and to build on what they have to say. And by “build” I do not necessarily mean agree; disagreement is typically even more generative. Resist the impulse to focus so strongly on what you want to say next that you lose track of where the discussion has moved.

All that said, your contribution to our learning environment is more than just your participation in class discussion. Your active engagement in the various exercises we will conduct in class, helping one another with the course material, making suggestions about the course, etc. are all also critical aspects of your contribution to the learning environment.

Two necessary elements of your contribution to the learning community are a) your attendance, since you cannot contribute if you are not present, b) your professionalism 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 (please read that again: if your behavior is egregiously disrespectful or harmful to the learning environment, I reserve the right to give you negative points for this component of your grade).

**PEER EVALUATION (5% of final grade):** These is also a peer evaluation component of the contribution to the learning community. Drawing on the collective wisdom of all members of our learning community helps ensure that each student’s contributions to class discussion are assessed by many sets of “eyes and ears” and interpretive points of view. This approach also incorporates contributions made in small group discussions and exercises, informally, and of course, in our large group discussions. Both formal and informal learning is intentionally captured in the peer evaluation. A survey will be distributed at the end of the semester where you will be asked to assess the contribution of each student in your section.

**NOTE:** Some people are uncomfortable with presenting viewpoints in a large group setting. 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.
Contributing to discussions is an important part of your career development. Although I don’t want to, I will cold call if I need to. If there is anything that may interfere with your ability to contribute on an ongoing basis, let’s discuss it sooner rather than later. I am happy to work with you off-line to develop a strategy for deepening your comfort and performance in class participation. If you are not sure where to start, please talk to me and we will figure out a plan together.

Other contributors to our learning community:

- **Complete the End-of-Class Memo.** In the last 5-10 minutes of class you will complete a memo in which you will note your key takeaway from the class and relate class material to your experiences. You may want to use your phone to take a picture of your memo before you turn it in. Doing so may help you with an assignment in the course. I read every memo, every week to keep on top of what you are taking away from the class. The end-of-class memos are not graded, but failing to complete them will detract from your grade.

- **Take the Online Surveys.** I will occasionally ask you to complete online surveys designed to help me get to know you, to deepen your learning, or to illustrate a point in an upcoming class. Part of contributing to the learning community is completing these surveys by the requested date.

Cases. For many class sessions, you will be preparing a case or activity before coming to class, and we will then discuss the case(s) and do the activities together. These cases/activities, and the articles that accompany them, are the critical foundation for our discussion and for your learning. Your primary task is to be prepared for class. *This does not mean skimming cases for highlights just prior to class, but rather reading them deeply and letting them percolate in your minds.* I suggest that you approach this preparation by reading the assigned articles and cases with a critical eye. I hope that this will prompt a spirited conversation in class, in which we dissect, extend, and challenge the ideas raised in the cases and articles and engage deeply in the activities. Be sure to read the “Guide to Case Analysis” toward the end of this syllabus (starting p. 12). The purpose of the three case memos is to facilitate the retention of course content by drawing on your experiences and the readings and applying them to new situations.

**CASE MEMOS (10% + 15% + 15% = 40%):** For three cases, you will write up a brief memo with analysis and recommendations for a protagonist in the case. For each memo, you have a choice between the cases listed on the next page; whichever you choose, please be sure to submit by the beginning of class on the day that particular case will be discussed (see Course Schedule at end of syllabus). This schedule has plenty of flexibility built in for your convenience, so no late memos will be accepted. Cases that are eligible for write up as a case memo are listed below:

- Case Memo #1: Big Spaceship (Class 2), or Netflix (Class 3), or
- Case Memo #2: LinkedIn (Class 4), or Roller Coaster Ride (Class 7)
- Case Memo #3: Wolfgang Keller (Class 11), or Cynthia Carroll (Class 12)

You should use any readings for the week and any of your own relevant professional experience to analyze the situation and advise the protagonist to take specific action steps. Write the memo from your perspective as a mentor from outside the protagonist’s organization (but, of course, you are privy to all
the details of the case). As with any memo, these should be easily read and digested. Feel free to use bullet points, bold text, etc. to focus the reader’s attention. **The Case Memo Rubric posted on NYUClasses will be useful to consult.** Your ability to analyze cases is likely to improve with practice. To reflect this learning curve, Case Memo #1 is worth 10% of your grade, and Case Memos #2 and #3 are worth 15% each.

Please follow these submission guidelines:
1. Your memo should be 1-2 pages (2 pages is absolute max. length), formatted as Times New Roman, 12-point font, single-spaced with one-inch margins on all sides.
2. Submit your memo on NYUClasses using the following convention: [YourLastname].[Protagonist Lastname].docx. For example, if you are named Jeffrey Lebowski and submit a memo to Michael Lebowitz for the Big Spaceship case, you would name your file Lebowski.Lebowitz.docx.

**TEAM PROJECT (15% + 5% = 20%):** The goal of the project is for you to apply material from the course to help understand an organization. This may be an organization that is new to you, or one that you have some familiarity with. In either case, the project is intended to give you practice in using the new “lens” for analyzing and understanding organizations that you will develop in this class. That is, my hope is that the project will give you important practice in putting course concepts into action (i.e., taking the knowledge that you develop in the class and doing something actionable with it).

The gist of the assignment is for you and your team to go out and get a “read” of an organization, and then to analyze what you learn about the organization using course concepts. The focus of the project is purposely broad: what you choose to focus on will depend somewhat on what you find once you start learning more about the organization. That said, in the planning stages you should target a few key issues that are of interest to you and which seem like they might be promising, given any prior insights you might have about the organization.

Teams can be your study groups assigned by Stern, or you can choose a team of 4-6. It is up to you to decide on your own time. However, if there are extenuating circumstances do let me and the TF know and we will figure something out. For anyone who is not taking this course in lockstep with their block, we will assign you to a project team.

To complete this assignment, you need to conduct interviews with members of a given organization. Your goal is to probe about course-relevant topics in a manner that is accessible and understandable to non-MBAs and to use what you learn to analyze the organization.

There are several steps to doing this assignment.

1. Decide on your organization and who within the organization you will use as a resource for gaining insight about the organization. You will interview at least 2 people, though 3 or 4 is better. Tap into your network, or expand your network. Of course, they have to agree to participate; you are asking them for an interview of 45-60 minutes in length in which the focal topic will be their experience in their organization. Try to choose people who you believe will be candid and insightful. If you are having trouble coming up with an organization, please come see me and we can figure it out. By the way, you are welcome to use an alias for your organization and interviewees in the written work, though I may ask you to verbally disclose their identity to me directly. I strongly recommend that you and your team start this step early, with the goal of securing agreement from at least two individuals (who may offer you more
prior to Class 7. You will be asked to submit a survey about your project status at that time.

2. Develop an interview guide that is customized to the individuals you will be interviewing. Your goal is to understand some key issues in this organization, issues that can be better understood via application of concepts from our course. Integrate the full range of key concepts from this course and use all possible sources of information about the organization to be well prepared in advance. When you ask questions, you should not use the vocabulary of this course, but speak in plain English. So, in other words, a bad interview question would be “Tell me about a time when you felt a lack of alignment in your organization?”; a better question would be “Tell me about a time when you felt that the culture of your organization was not supporting your strategy.” Some sample questions will be posted on NYUClasses to help get you started. You will be including your interview guide in your paper as an appendix (this does not count as part of the page limit). You will want to select topics of particular relevance to the organization and context that you select.

3. Conduct your interviews. Do not worry if you do not ask everything on your interview guide. In fact, you should develop a guide that is “too long” as you will find that some questions lead to dead ends. When you conduct your interview, strive to create psychological safety between you and the interviewee so that they might speak freely about their organization. In an ideal world, your interviewee would emerge from the interview with learnings from the reflective process as well. (You may want to ask them to articulate these interview-based learnings at the end of your interview.) You are welcome to set these up as one-on-one interviews, although having two team members present is probably ideal. (Having the whole team present can be threatening to the individual being interviewed). Each interviewee should be interviewed individually; do not interview more than one person at a time.

4. Write up your analysis of your organization. What have you learned? What (in)consistencies do you see between the people you interviewed? What might underlie any inconsistencies? What would you recommend and why? Your goal is to explicitly tie your interviews to the concepts of this course and you should use the vocabulary of this course. Simply summarizing what the interviewees told you in a “play-by-play” format is not the goal. Rather, you want to answer questions like “why is problem X occurring in this organization?”, “what recommendations can be made for this organization”, “what ramifications are there from action Y that the organization took last year?”, and “what did we learn from our research on this organization—and these individuals—that is good advice for me and my classmates?” Be sure to explain things rather than merely describe them. Analysis is the goal. The Team Project Rubric posted on NYUClasses will be useful to consult.

A Comment on Working in Teams. A problem that is sometimes associated with team 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 teamwork 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 teams often ignore problems wishing that they will go away. Most often they don’t; rather they get worse. Try to set up clear processes regarding how the team cases will get done and address problems head-on before they escalate. Take the approach that “we can work it out.” You should try to resolve problems within the team.

TEAMMATE EVALUATION (5%): Each student will be required to evaluate the contributions of their fellow teammates on the final group project. An online survey will be distributed via email
immediately after your team submits their final paper. How you are evaluated by your teammates will count toward 5% of your final grade for the course. Responses will be anonymous in the sense that you will not find out how any of your individual teammates evaluated you and they will not find out how you evaluated them (i.e., the identity of an individual feedback sender’s evaluations of a target feedback receiver will not be known to the feedback receiver). This is designed to encourage the most honest evaluations.

Please follow these submission guidelines:
1. The body of your paper should be a minimum of 8 pages and a maximum of 10 pages (not including any of the following: cover page, table of contents, references, and appendices). It should be formatted as Times New Roman, 12-point font, double-spaced with one-inch margins on all sides.
2. Submit your paper on NYUClasses and name your file using the following convention: [StudyGroupNumber].[Organization].docx. If the organization’s name is confidential, substitute “confidential” for the organization name.
3. Late papers will be penalized 10% for every 24 hours late.
4. When submitting any team assignments, only one member of the team needs to make the submission.

The TF and I are available to discuss these projects with you at any point. Do not hesitate to contact us with questions, particularly as you are starting out and wondering if you are headed down the right path.

**COURSE TAKEAWAYS (20%):** We do not have a final exam in the course. This final assignment is a substitute for a final exam, one which I hope is less stressful and more useful. It serves the following purposes: (1) to facilitate retention of course content by relating it to your experiences and concerns, (2) to see how all the material works together to yield an integrated understanding of leadership in a variety of organizations, and (3) to use in complicated situations you face in the future (e.g., after a rough day at work, when contemplating or dealing with a job or career change, when mapping out how to achieve your career goals, or when dealing with a work-related crisis). These are ideal moments to have concise takeaways captured for yourself in ways that are meaningful to you.

In summary, the aim of the assignment is to apply the content of the course to your own experiences and concerns. Your course takeaways should make it clear to the reader how your thinking has been altered by your engagement with the course readings, in-class discussions and exercises, and interactions with your classmates.

**The Standardized Option.** In 750-1250 words, please discuss the following questions:

1. What key ideas or information have you learned about leadership and organizations? Connect these learnings as specifically as possible to your work experience. (required question)
2. What have you learned about how to use or apply the content of the course? Connect these learnings to your work plans (whether known or in-progress) for the summer. (required question)
3. What have you learned about the human dimension of leadership? For example, how have you changed in some important way, and have you changed in your ability to interact with others? (required)
4. If relevant, how have any of your interests, feelings, or values changed or become clearer as a result of this learning experience? (optional)
5. What have you learned about how to learn? (optional)
6. Come up with a metaphor / visual anchor / image that captures a key learning of the course. Describe this. Make it as “sticky” (memorable) as possible. (optional)

7. What advice would you give a future student about how to get the most out of LiO? (optional)

Name your file using the following convention: [YourLastname].Takeaways.docx and upload it to NYUClasses. If you feel that the format of this assignment is unlikely to maximize its utility for you, I am open to exploring a different format with you (e.g., video, PowerPoint, visual representation of course material, letter to your future self, alignment analysis of your current organization). Remember, I want this to be useful to you, either as a memory aid or a reference.

**The Flexible Option.** I am open to a wide range of possible non-essay deliverables that accomplish the same goals as the default option. I list some ideas below ... feel free to use or think of others and to run ideas by me. You will probably be more creative than me! Make your deliverable something that will be useful to you, either as a memory aid or a reference. Past students report that this deliverable was a resource they used during their summer internships.

- Video acting out LiO do's and don'ts
- Short film where the plot hinges on a course concept
- Montage of clips from real movies / tv shows that illustrate course concepts
- Song about the course
- Picture book about the course
- Funny facebook dialogue (fake) between course concepts
- Parable about a key course concept
- A video conversation between your future and current selves
- Funny or serious motivational posters about the course concepts
- Powerpoint about the course applies to your summer internship (or club activities)
- Letter to your future self
- Alignment analysis of your summer internship organization
- Network analysis of your summer internship organization
- Power/status (formal vs informal) analysis of your organization
- Summary cheat sheet of the course
- Emails about course concepts that you automate to send to yourself throughout the summer
- Visual map of the course concepts

**A Comment (AKA “rant”) on Grades:** While there are many perfectly pragmatic and admirable reasons for you to care about your grades, I want to encourage you to recognize the opportunity you have this semester to dig into the messiness of organizational life and leadership within the safety of a classroom. These opportunities do not come often in a career. I promise you that two years from now you won’t remember of care about your grade in this or any other course. What you will remember is the takeaways from this course and your experience within in.

My goal and my commitment as your professor is to guide you through an experience that, with your engaged participation, will add value to you, your career, and your life. I strongly encourage you to adopt a similar goal for yourself and the role you will play relative to your classmates in this course.

My view is that grades are, at best, just an artifact of bringing structure to the learning process but not the goal in and of themselves; and at worst, an dysfunctional artifact of the past and false signal of...
“rigor.” Please do remember that Stern policy requires faculty to grade on a forced distribution; no more than 35% of students can receive the grades of A or A-. We can debate the merits of the curve, but it is our shared reality. I encourage you to consider your grades in the context of your goals in this course. Let grades be my headache, and let learning be yours. In other words, do not let grades get in the way of your learning. Your time is valuable and the concepts of this course are deeply important to your future so let’s make this course truly worthwhile for you.

**GENERAL CLASSROOM POLICIES**

**TECHNOLOGY.** I encourage you to use strategies that will maximize your learning and development, including using technology toward this goal. However, use of large screen devices (e.g., laptops, tablets) during class is more likely to hinder your learning than to enhance it. This is a discussion-based, experiential course that does not require extensive note-taking. Moreover, research provides strong evidence that use of laptops during class is a distraction both to the user and to other students that prevents deep learning. For these reasons, I ask that you do not use large screen devices in class. I will have slides printed out for each class and you can take notes on these. I of course understand that you may occasionally need to be “on call” for work or personal reasons and have to check small screen devices (e.g., smart phones) during class. Occasional use of small screen devices during a class or two is therefore acceptable. If use of a large screen device during class would significantly improve your learning experience (e.g., you reference articles/cases exclusively on a tablet) or you need to use a small screen device during class on a regular basis, please come to me and we will discuss this. I want you to respect the policy noted above (and your fellow classmates), but I do not want to be unreasonable either.

**GUEST SPEAKERS:** We are incredibly fortunate to have several prominent, dynamic, and insightful guest speakers scheduled to visit us this semester. Each of them is amazing. We are indebted to them for donating their time to come visit us.

Please look carefully at the course schedule on p. 14 for important out-of-class scheduling information regarding the guest speakers. Please know that I recognize that scheduling events outside of our normal class meeting time may cause complications for your schedules. I can assure you that it is well worth the extra effort given the caliber of the speakers who we will be hearing from! I recognize that not everyone will be able to make this alternate schedule, but given the advance notice you are receiving I hope (and expect) that most students will be attend. Some speakers give us permission to tape and others do not, so unfortunately, we will not always be able to share a video afterwards.

NOTE: these guests are donating their highly valuable time to our learning process and we will carefully prepare for these sessions in order to generate the greatest return (for them and us) on their investment. I will often send you some “speaker prep” with links to recent news stories about the speaker in the day or two before his/her visit. Experience has taught me that agility on our parts is critical as our speakers’ schedules may shift unexpectedly, but we can and will adapt as needed. We will also reflect on the speaker’s comments afterwards to discover the consistencies and inconsistencies between their experiences and the content of our course. Of course, the importance of being present, punctual, and prepared is heightened when we have guests devoting so much of their personal time and resources to be with us so please bring your A game! (Although, according to Stern only 35% of you can get As, so that might be unfair of me to ask…)

- REMINDER: ABSOLUTELY NO USE OF TECHNOLOGY DURING VISITS FROM GUEST SPEAKERS (this is non-negotiable).
WHY DO WE DO END-OF-CLASS MEMOS? At the end of each class, I will ask you to write down your own brief take-home message from the lecture; this is what some call a “thirty second habit”. As noted earlier in the syllabus, I will ask you to write down a connection you can make between this class and your real-world experience. There is also an optional space for highlighting any areas of confusion or anything that affected your learning experience. These memos play two critical roles. First, the research on adult learning is really clear that this kind of reflection, connection, and integration can double your retention and knowledge of the material. That’s an excellent return on just a few 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. The whole process takes very little time, and students time and time again have reported finding it very powerful. I personally read every memo, every week.

COME TO CLASS ON TIME (AKA “be a professional”): Class will start on time. Although I understand that you all have complicated lives, please know that coming late, or leaving early, affects your classmates, and thus, will also have a negative effect on your contribution to the learning community. With the long rows of our classrooms, it is difficult to not distract the folks around you. Please go to great lengths to be discreet if you must come late or leave early.

COME TO CLASS AT ALL?: In terms of learning, each session of this interactive course is designed for people who are in class, not for those who are not there. For example, the handout may not be intuitive if you were not there. I make a good faith attempt to record the class with the ceiling video. That said, sound or video quality issues sometimes occur and I do not invest time in troubleshooting these issues because even with perfect technical quality, the interactive aspect of the learning process is unfortunately lost through this capture. Acknowledging that much of the learning in this course will take place in the classroom, I believe the decision of whether or not to attend is yours. If you want to get something useful out of the course, and contribute something useful to the course, do come to class. Most importantly, if you are not finding class useful, please talk to me so that we can figure out how to make it useful to you. However, coming to class disengaged is a bad idea with negative externalities; I strongly discourage you from making this choice.

In terms of grading, while attendance is not technically required, attendance will be taken in some classes and, on the margin, it can directly affect your grade. Indirectly, attendance can affect your grade because contribution to the learning community is explicitly built into your grade and, obviously, you cannot contribute if you are not present. Missing more than a couple of classes is definitely going to affect your contribution to the learning community. Also, you are responsible for everything that happens in and is due in class. We cover content in class that you may not fully grasp if you are not present for exercises, discussions, etc. If you miss class, please rely on your classmates and the class videos to catch up as much as possible; I am not available to help you review material missed in classes you did not attend (unless it is due to a serious family or medical emergency). I will not explain or reteach things, particularly over email, to someone who misses class, unless for a serious family emergency, medical emergency, or religious observance (Note: Professors can’t stand the following: Student asks, “Hey, I wasn’t in class, did I miss anything?” Professor responds, “No, not at all. Why would you think we’d do anything in class? We sat around talking about nothing in particular and sipping coffee—same as we always do.”). If you are going to be absent, regardless of the reason, please do let me know by 8 am on the day of class.

HONOR CODE. I take the Stern Honor Code seriously, and any honor code violations will be dealt with seriously. Please talk to me if you ever have a question about what may constitute an honor code
violation. Here are a few examples of how the Stern Honor Code applies to this course. Please note that this list is not exhaustive, and you are expected to abide by the full Honor Code.

- Individual assignments (case analyses and takeaways) must reflect your personal ideas. You may discuss cases and the material with your current classmates prior to completing these assignments, but you should not use any outside resources, including students who have previously taken the course or covered the same material.
- If you are familiar with a case or exercise used in class, please do not be a spoiler for the rest of the class in any way. If you let me know about this ahead of time, I can find a way to make the case/exercise useful for you.
- All exercises and their “solutions” are confidential and are not to be circulated to other potential students in any format.

**DISABILITY.** If you have a qualified disability and require accommodation during this course please come and talk to me so that we can figure out what will be best for you. Also please contact the Moses Center for Students with Disabilities (CSD, 998-4980) and provide me with a letter from them outlining the necessary accommodations.
A GUIDE TO CASE ANALYSIS (adapted from an unknown, but duly credited, source)

Many students find case analysis to be difficult due to the relative lack of structure of most management problems. No correctly answered list of questions or mechanical process will lead to the “right” answer. In fact, there is no “right” solution to most managerial problems. When analyzing a case, remember that there are many possible approaches and solutions. The goal is not to figure out “the answer” but to sharpen your analytic, problem-solving, decision-making, and leadership skills. The following steps outline the basic approach you should follow when analyzing a case, whether for class discussion or in preparation for a written analysis.

First, attend to the assigned material (e.g., readings, videos), which will play a role in your analysis of the case. Remember that the material in this course is cumulative. Thus, material from earlier classes may be relevant and should be applied even if it means using concepts that were discussed several weeks ago.

Second, read the case preparation questions. Take notes about the important issues that the case raises and the text relevant to that issue. The questions provided are a guide to issues that you must consider, but you will need to go beyond merely answering the questions.

Third, analyze the case. You should be able to identify outcomes in the case and/or issues that the organization faces. These outcomes may be bad (e.g., shrinking market share, hostile employees, conflict among departments, inability to control operations), or they may be good. There may be numerous problems and issues. The goal of analysis is to explain the underlying mechanisms that are producing the outcomes or problems that you see in the situation. This process will require you to distinguish between symptoms and causes. Good analysis cleverly weaves symptoms into a causal map that gets to the underlying root of the situation. What I look for in the case analysis is the cogency of your explanation of the process leading to the symptoms. At the outset you are likely to struggle with this. It is a difficult and time-consuming process to develop these analytical skills.

Remember that the specific cases are assigned because they present good opportunities to practice using frameworks and concepts we will be developing in the course. Therefore, you know in every instance that a framework or concept in the assigned reading, and possibly frameworks and concepts from earlier readings, are applicable to the case. You will likely find the frameworks and concepts we examine in the course to be helpful in supporting your analysis. You should view the theories as a way to explain the underlying causal mechanisms contributing to the outcomes in the case, and as a way to organize and justify your arguments. Avoid the tendency to throw in course terminology as “buzzwords.” If it does not advance your analysis, don’t use the idea.

Recognize that some cases do not have problems as such. The organization may be doing quite well. Cases are situations, not necessarily examples of bad or even good management. Don’t make up a problem when none exists. Take the situation for what it is rather than approaching it with a point of view. Be alert for the danger that some information in some cases is coming from biased participants and therefore must be taken with a grain of salt.

A characteristic of cases is that you never have all the information that you want and there is often considerable information that is irrelevant, trivial, or even obfuscating. The absence of essential information may make you feel as if you must make some assumptions. Only make assumptions if necessary, state them clearly as such, and make sure they are reasonable.
Assume that I am familiar with the case and that I am aware of all the facts. For the written case analyses, do not describe events in your written analysis. This is a waste of space. Rather, you should use material in the case to support your analysis or to provide examples to back up your arguments. Remember, your objective is to analyze and explain, not describe or report.

At the conclusion of each written case analysis, you will need to offer recommendations (i.e., an action plan) for how the situation could have been better handled. The recommendations section of the analysis is often where students falter the most. My sense, over the years, is that students spend most of their time analyzing the situation, but then give limited space to their plan of action. Analysis is meaningless if it cannot be translated into a plan of action. This view has two implications. First, you should devote as much time to developing an action plan as you do to developing your analysis. Second, the action plan should flow directly from the analysis. In other words, every issue you discuss in terms of implementing an action plan should be linked to your analysis of the problems the organization is facing. This last point is very important: It makes no sense to analyze and diagnose a problem and then make a set of recommendations that do not relate directly to that analysis. Also keep in mind that recommendations typically have both positive and negative features in terms of their desirability and feasibility. You should develop recommendations that maximize on these two dimensions. For example, firing the boss and replacing her/him with a better manager might be a desirable solution, but it might not be feasible.

Finally, for the written case analyses, make sure that your paper is well-written, clearly organized, and has a logical flow. It usually helps to provide a brief summary statement—a “roadmap”—at the beginning of the analysis to orient and guide the reader.

**PARTICIPATING IN CASE DISCUSSIONS**

1. Keep in mind that there is usually more than one right answer. A case is a problem-solving situation, and managerial effectiveness often depends upon seeing different solutions.
2. Offer your ideas, substantiating them with facts from the case and course material.
3. Adopt an open mind to new ideas from others, and consider how recommendations might change in light of these new insights.
4. Listen to your classmates and build on what they have to say. Resist the impulse to focus so strongly on what you want to say next that you lose track of where the discussion has moved.
# Course Schedule: Spring 2015

<table>
<thead>
<tr>
<th>CLASS</th>
<th>MON</th>
<th>WED</th>
<th>AREA</th>
<th>TOPIC</th>
<th>ARTICLES</th>
<th>CASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/1</td>
<td>2/3</td>
<td>Organization</td>
<td>Course Introduction</td>
<td>Syllabus (distributed in class and email)</td>
<td>Mt Everest (OCP)</td>
</tr>
<tr>
<td>2</td>
<td>2/8</td>
<td>2/10</td>
<td>Organization</td>
<td>Strategic Alignment</td>
<td>The Congruence Model (NYUC)</td>
<td>Big Spaceship (OCP)</td>
</tr>
<tr>
<td>2/11</td>
<td></td>
<td></td>
<td></td>
<td>Guest Speaker: Peggy Yu (Stern Alum), CEO and Founder, Dangdang; 12:15-1:15, Room KMC 2-60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2/15</td>
<td>2/17</td>
<td>Organizations</td>
<td>Leading by Design</td>
<td>Do You Have a Well-Designed Organization? (OCP)</td>
<td>Netflix (OCP)</td>
</tr>
<tr>
<td>4</td>
<td>2/29</td>
<td>2/24</td>
<td>Culture</td>
<td>Leading by Leveraging Culture (OCP)</td>
<td>LinkedIn: Transformation Driven from Within (OCP)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3/7</td>
<td>3/2</td>
<td>Leading by Doing</td>
<td>What Leaders Really Do (OCP)</td>
<td>MBA Hackers (NYUC)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3/21</td>
<td>3/9</td>
<td>Teams</td>
<td>Social Dilemmas &amp; Conflict (+ time for team meeting)</td>
<td>The Great Conundrum: You vs. the Team (NYUC)</td>
<td>The Gold Watch (distributed in class)</td>
</tr>
<tr>
<td>8</td>
<td>4/4</td>
<td>3/30</td>
<td>Creativity &amp; Innovation</td>
<td>Building an Innovation Factory (OCP)</td>
<td>The Bakeoff (NYUC)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>4/11</td>
<td>4/6</td>
<td>Decision Making</td>
<td>Delusion of Success (OCP)</td>
<td>Cognitive Biases and heuristics (NYUC) (skim)</td>
<td>Carter Racing (distributed in class)</td>
</tr>
<tr>
<td>10</td>
<td>4/18</td>
<td>4/13</td>
<td>People</td>
<td>Motivation &amp; Incentives (+ time for team meeting)</td>
<td>On the Folly of Rewarding A, While Hoping for B (NYUC)</td>
<td>None</td>
</tr>
<tr>
<td>11</td>
<td>4/25</td>
<td>4/20</td>
<td>Managing Employee Performance</td>
<td>The Failure Tolerant Leader (OCP)</td>
<td>Wolfgang Keller (OCP)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>5/2</td>
<td>4/27</td>
<td>Managing Change</td>
<td>Leading Change: Why Trans. Efforts Fail (OCP)</td>
<td>Cynthia Carroll at Anglo American (OCP)</td>
<td></td>
</tr>
<tr>
<td>5/3</td>
<td></td>
<td></td>
<td></td>
<td>Guest Speaker: Major General Joe McNeil, leader, 1960 Greensboro Four Lunch counter sit-ins; 4:45-5:45 pm, KMC 2-60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>5/9</td>
<td>5/4</td>
<td>Integrate</td>
<td>Courage/Legacy &amp; Class Summary</td>
<td>How Will You Measure Your Life (OCP)</td>
<td>Erik Peterson at Biometra (OCP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>How Resilience Works (OCP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Making of a Corporate Athlete (OCP)</td>
<td></td>
</tr>
</tbody>
</table>

Where articles and cases can be found: OCP = Online course packet (https://cb.hbsp.harvard.edu/cbmp/access/46335484); NYUC = NYU Classes