Management and Organizational Analysis

**Class code**  
C50.9001.001 and C50.9001.002

**Instructor Details**  
Dr Dorota Bourne  
ddb5@nyu.edu  
6 Bedford Square, room 25  
(please email me for an appointment)

**Class Details**  
Spring 2011  
Day & time:  
Monday 10.00am – 1.00pm  
Monday 2:00pm-5:00pm

**Prerequisites**  
None

**Class Description**  
Examines key issues in Management and Organizational Analysis.  
The course includes lectures, seminars (case studies, debates, exercises and workshops) and group presentation.

**Desired Outcomes**  
The course aims are: 1) to develop an understanding of critical management and the micro-practices of managers, 2) to understand and analyze the forces that influence management processes, 3) to develop a reflective practice of management by translating theory into practical applications.

**Assessment Components**  
The final MOA grade consists of:  
1) class participation (20%),  
2) mid-term exam (20%),  
3) group presentation delivered in class and accompanied by a written report (30%),  
4) final exam (30%).

Please note that the final exam will be carried out via Blackboard learning environment. Therefore, it is essential for each student to have access to Blackboard. Both exams will take place in a computer lab.

Students can be penalized for disruption in class (e.g. repetitive late arrivals) by having 1,5% deducted from their final grade. Failure to submit or fulfil any required course component results in failure of the class.

**Assessment Expectations**  
**Grade A:** Excellent work. Mastery of the issues and literature, and an ability to make some original contribution.  
**Grade B:** Good work. Mastery of issues and literature, but no attempt to make any original
contribution.

**Grade C:** Satisfactory work. Unsure grasp of the issues.

**Grade D:** Passable work. Failure to understand issues but some attempt made.

**Grade F:** Failure. No attempt to understand issues.

This is a course associated with the NYU Stern School of Business and ALL students on the course (whether a Stern student or not) should be aware that the class will adhere to the following Stern grading guidelines:

- 25 to 35% of students in the A range – awarded for excellent work
- 50 to 70% of students in the B range – awarded for good or very good work
- 5 to 15% of students in the C’s or below – awarded for adequate or below work

NYU in London uses the following scale of numerical equivalents to letter grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
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<td>C-</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>65-66</td>
</tr>
<tr>
<td>F</td>
<td>below 65</td>
</tr>
</tbody>
</table>

Where no specific numerical equivalent is assigned to a letter grade by the class teacher, the mid point of the range will be used in calculating the final class grade (except in the A range, where 95.5 will be used).

**Grading Policy**

Stern classes adhere to the Stern grading guidelines, which are below. There should be no more than:

- 25-35% A's - awarded for excellent work
- 50-70% B's - awarded for good or very good work
- 5-15% C's or below - awarded for adequate or below work

**Attendance Policy**

NYU-L has a strict policy about course attendance. No unexcused absences are permitted. Students should contact their class teachers to catch up on missed work but should NOT approach them for excused absences. Absences due to illness must be discussed with the Assistant Director for Student Life within one week of your return to class. Absence requests for non-illness purposes must be discussed with the Assistant Director for Academic Affairs prior to the date(s) in question. Unexcused absences will be penalized by deducting 3% from the student’s final course mark. Students are responsible for making up any work missed due to absence.
Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from examination (with authorisation, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, or an increased weighting on an alternate assessment component, etc.).

NYU-L also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. If timely attendance becomes a problem it is the prerogative of each instructor to deduct a mark or marks from the final grade of each late arrival and each early departure.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.

Late Submission of Work

(1) Written work due in class must be submitted during the class time to the professor;

(2) Late work should be submitted in person to the Assistant Director for Academic Affairs in office hours (Mon – Fri, 10:30 – 17:30), who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Assistant Director for Academic Affairs and will write the date and time of submission on the work, as above.

(3) Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

(4) Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.

(5) Please note end of semester essays must be submitted on time.

Plagiarism Policy

Plagiarism: the presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

All students must submit an electronic copy of each piece of their written work to www.turnitin.com and hand in a printed copy with the digital receipt to their professor. Late submission of work rules apply to both the paper and electronic submission and failure to submit either copy of your work will result in automatic failure in the assignment and possible failure in the class.

Electronic Submission

All students must submit an electronic copy of their written work to www.turnitin.com. This database will be searched for the purpose of comparison with other students’ work or with other pre-existing writing or publications, and other academic institutions may also search it. The database is managed by JISC (Joint Information Systems Council) and has been established with the support of the Higher Education Funding Council for England.

In order for you to be able to submit your work onto the Turnitin website, you will need to set up an account:

1) Go onto the Turnitin website http://www.turnitin.com
2) Click ‘New Users’ in the top right hand corner
3) Select user type of ‘student’
4) Enter your class ID & Turnitin class enrollment password (these will be e-mailed to you at the start of term, or contact Becky Kelley if you have misplaced these at becky.kelley@nyu.ac.uk)

Follow the online instructions to create your profile.
To submit your work for class, you will then need to:

1) Log in to the Turnitin website
2) Enter your class by clicking on the class name
3) Next to the piece of work you are submitting (please confirm the due date), click on the ‘submit’ icon
4) Enter the title of your piece of work
5) Browse for the file to upload from wherever you have saved it (USB drive, etc.) and click ‘submit’
6) Click ‘yes, submit’ to confirm you have selected the correct paper (or ‘no, go back’ to retry)
7) You will then have submitted your essay onto the Turnitin website.
8) Please print your digital receipt and attach this to the hard copy of your paper before you submit it (this appears on the web site, immediately after you submit your paper and is also sent to your e-mail address).

Students must retain an electronic copy of their work for one month after their grades are posted online on Albert and must supply an electronic copy of their work if requested to do so by NYU in London. **Not submitting a copy of a piece of work upon request will result in automatic failure in the assignment and possible failure in the class.** NYU in London may submit in an electronic form the work of any student to a database for use in the detection of plagiarism, without further prior notification to the student.

Penalties for confirmed cases of plagiarism are set out in the Student Handbook.


**Required Text(s)**

**Supplemental Texts(s) (not required to purchase as copies are in NYU-L Library)**

**Internet Research Guidelines**

None

**Additional Required Equipment**

Access to Blackboard.

**Session 1**

**Introduction to Management**

**Required reading:** Chapters 1 and 2.

In this session we establish a historical and evolutionary perspective to the development of management knowledge. Organizations, the managers and employees working within them are not a new or recent phenomenon; they have all been around for many thousands of years. Many of the practices that we think of as modern and recent innovations have their origins far back in the mists of time. The purpose of this session is to introduce and reflect upon this perspective, and to encourage you to trace the origins of management knowledge and the routes by which modern organizations arrived at their present day
practices.

**Learning Objectives:**

1) Understand how historical forces influence the practice of management

2) Identify and explain major developments in the history of management thought

3) Describe the major components of the classical and humanistic management perspectives

4) Discuss the management science perspective and its current use in organizations

5) Explain the major concepts of systems theory, the contingency view and total quality management.

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**Session 2**

**The Environment and Corporate Culture of Management**

**Required reading:** Chapter 3.

The organizational environment includes all elements existing outside the organization’s boundaries that have the potential to affect the organization. The organization also has an internal environment, which consists of all elements within the organization’s boundaries. Corporate culture is an important part of the internal organizational environment. The idea of organizational culture captures some dimensions of human social organizing that other strictly psychological, sociological or economical approaches cannot adequately address. Culture has so many facets that as research on culture and the application of ideas of managing culture are put into practice, new emphases continually emerge.

**Learning Objectives:**

1) Describe the general and task environments and the dimensions of each

2) Explain the strategies managers use to help organizations adapt to an uncertain or turbulent environment

3) Define corporate culture and give organizational examples

4) Explain organizational symbols, stories, heroes, slogans and ceremonies, and their relationship to corporate culture

5) Describe how corporate culture relates to the environment.

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**Session 3**

**Managing in a Global Environment**

**Required reading:** Chapter 4.

Successful companies are expanding their businesses overseas and successfully competing with foreign companies on their home turf. Business in the global arena involves special risks and difficulties due to complicated economic, legal-political and socio-cultural forces. Managers operating internationally must develop a high level of cultural intelligence in order to survive and succeed in international business environment.

**Learning Objectives:**

1) Describe the emerging borderless world and some issues of particular concern for today’s managers

2) Define international management and explain how it differs from the management of domestic
business operations

3) Indicate how dissimilarities in the economic, socio-cultural and legal-political environments throughout the world can affect business operations

4) Understand the key characteristics of the multinational corporation

5) Explain cultural intelligence and why it is necessary for managers working in foreign countries.

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**Session 4**  
**Managing Ethics and Social Responsibility**

**Required reading:** Chapter 5.

Ethics influences both the process involved in making decisions and criteria used to judge between options. It also influences many other aspects of business activity such as approaches to corporate social responsibility (CSR), business tactics and the treatment of whistleblowers. This session provides a basis on which ethical dilemmas can be resolved. It considers different approaches that have emerged over the years and how they might link to organizational activity.

**Learning Objectives:**

1) Define ethics and explain how ethical behaviour relates to behaviour governed by law and free choice

2) Explain the utilitarian, individualism, moral-rights and justice approaches to ethical behaviour

3) Identify important stakeholders for an organization and discuss how managers balance the interests of various stakeholders

4) Understand the philosophy of sustainability and why organizations and embracing it

5) Define corporate social responsibility and how to evaluate it along economic, legal, ethical, and discretionary criteria.

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**Session 5**  
**Managerial Planning, Goal Setting and Decision-Making**

**Required reading:** Chapters 7 and 9.

One of the primary responsibilities of managers is to decide where the organization should go in the future and how to get it there. This session discusses organizational planning, which involves defining goals and developing plans with which to achieve them. We also explore managerial decision-making which is a vital part of good management since it determines how the organization solves its problems, allocates resources and accomplishes its goals.

**Learning Objectives:**

1) Explain the concept of organizational mission and how it influences goal setting and planning

2) Describe the essential steps in management by objectives (MBO) process

3) Summarise the guidelines for high-performance planning in a fast-changing environment

4) Consider the process by which managers actually make decisions in the real world

5) Examine and explain the techniques for innovative group decision-making.
Session 6

Strategy Formulation and Implementation

Required reading: Chapter 8.

Strategic management largely determines which companies succeed and which ones struggle. Strategic management begins with an evaluation of the organization’s current mission, goals and strategy. This evaluation is followed by SWOT analysis and strategy formulation focusing on core competencies, and synergy and value creation. New approaches to strategic thought also emphasise innovation from within as well as from strategic partnership and alliances.

Learning Objectives:

1) Define the components of strategic management and discuss the levels of strategy
2) Discuss the strategic management process and SWOT analysis
3) Explain corporate level strategies and explain BCG matrix, portfolio, and diversification approaches
4) Understand Porter’s competitive forces and strategies
5) Discuss new trends in strategy, including innovation from within and strategic partnerships.

Session 7

Mid-term exam

A mid-term exam consists of multiple choice and open questions. The material required for this exam covers all topics and required reading outlined in sessions 1-6.

Your mid-term exam grade carries 20% weight of your overall grade for this course.

Session 8

Designing Adaptive Organizations

Required reading: Chapter 10.

The structuring of organizational activity is as old as organizational activity itself. A need to arrange the resources of an organization in such a way that will achieve the objectives set for it, in the most effective manner possible, poses a great managerial challenge. This session reviews a considerable number of options available with regard to the design of an organization.

Learning Objectives:

1) Discuss the fundamental characteristics of organizing, including such concepts as work specialization, chain of command, span of management and centralization versus decentralization.
2) Describe functional and divisional approaches to structure
3) Explain the matrix approach to structure and its application to both domestic and international organizations
4) Describe the contemporary team and virtual network structures and why they are being adopted by organizations
5) Identify how structure can be used to achieve an organization’s strategic goals.

Session 9

Managing Change and Innovation
Required reading: Chapter 11.

Change has become a defining feature of contemporary organizations and its management poses key challenge for all sorts of organizations. Change is complex at whatever level it is considered – philosophically or practically. In this session we consider a variety of philosophical arguments on the nature of change as well as a range of practical approaches to managing change. Resistance to change is also considered as well as the practical challenges of managing and overcoming it.

Learning Objectives:
1) Define organizational change and explain the forces driving innovation and change in today’s organizations
2) Discuss why change in people and culture and crucial to any change process
3) Define organization development (OD) and large group interventions
4) Explain the stages of unfreezing, changing and refreezing model.
5) Identify sources of resistance to change.

Session 10
Dynamics of Behaviour and Leadership in Organizations

Required reading: Chapters 14 and 15.

Leadership is widely regarded as a central determinant of organizational performance but it is a difficult concept to tie down. There have been many different studies that seek to explain what leadership is and to identify the characteristics of the people who are successful in its practice. This session introduces and critically evaluates the major theoretical approaches to the study of leadership and human behaviour in a workplace.

Learning Objectives:
1) Define leadership and explain its importance for organizations
2) Discuss trait and style theories of leadership
3) Describe situational theory of leadership and its application to subordinate participation
4) Explain the path-goal model of leadership and transformational leadership
5) Discuss how leadership fits the organizational situation and how organizational characteristics can substitute for leadership behaviours.

Session 11
Student Presentations

In this session students will deliver their group presentations which will account for 30% of their final grade. All details and presentation requirements are available on Blackboard.

Session 12
Motivating Employees

Required reading: Chapter 16.

One of the most enduring concerns for managers is how to best motivate their employees and workforce.
As a leader of a team or organization, a manager has to be confident and aware of how to maximize work effort. This session will explore different theories of motivation and discuss current issues in motivation.

**Learning Objectives:**

1) Define the concept of motivation and explain the difference between current approaches and traditional approaches to motivation
2) Identify and describe content theories of motivation based on employee need
3) Identify and explain process theories of motivation
4) Explain how empowerment heightens employee motivation
5) Describe ways in which managers can create a sense of meaning and importance for employees at work.

**Session 13**

**Leading Teams**

**Required reading:** Chapter 18.

Groups and teams form a significant part of the everyday experience of people. Teams are significant in terms of organizational activity, employee and management functioning. The existence of teams within organizations is closely associated with the need for managers to exercise control over the process for which they are responsible. In this session we discuss how teams set about structuring themselves, how they function and take decisions.

**Learning Objectives:**

1) Identify the types of teams in organizations
2) Identify roles within teams and the type of role you could play to help a team be effective
3) Explain the general stages of team development
4) Understand the causes of conflict within and amongst teams and how to reduce conflict.
5) Define the outcomes of effective teams and how managers can enhance team effectiveness.

**Session 14**

**Revision and Exam Preparation**

Please bring all your lecture notes, completed class exercises and required textbooks with you.

**Session 15**

**Final exam**

Final exam is a test combining multiple choice questions and 2 (out of 4) short paragraph (open) questions. The material required for the final exam covers all topics discussed in this course i.e. sessions 1-14.

The final exam will take place in a computer lab and will be carried out via Blackboard learning environment. Therefore, in order to take this exam it is essential to have access to Blackboard. Before the exam, please ensure that your Blackboard account is valid and remember to bring your username and password with you.
Your final exam grade carries 30% weight of your overall grade for this course.

**Classroom Etiquette**

Eating is not permitted in any classrooms in 6 Bedford Square or Birkbeck College. Please kindly dispose of rubbish in the bins provided.

**Required Co-curricular Activities**

**Suggested Co-curricular Activities**

Check “Time-out” magazine every week for relevant events and lectures taking place in London. (www.timeout.com)