MGMT-UB 9001.001 and 002, Management and Organizations

NYU London: Fall 2018

Instructor Information
Dr Dorota Joanna Bourne
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Room G02
4/5 Bedford Square
London WC1B 3RA

Course Information
Management and Organizations
Thursday 1pm-4pm (room G04)
Thursday 4.30pm-7.30pm (room G04)

Course Overview and Goals
Why do some organizations succeed while others flounder? As students of business, it is critically important for you to have an understanding of the key factors that contribute to organizational success, and the role that managers play in helping their organizations be successful. The better that you understand these issues, the more effective you will be in your future careers.

Upon Completion of this Course, students will be able to:
The primary objective of the course is to help students understand the elements that contribute to organizational success, as well as some of the common impediments to high performance. We will focus on how organizations position themselves for success within their external environment, and how they organize and motivate their people. More specifically, the course will explore how organizational leaders develop winning strategies, and then design their organization in a way that aligns structures, social relationships, tasks, human resource practices, and people to achieve those strategies. In exploring these issues, we will identify the challenges that organizational leaders and managers face as they try to make good decisions in the face of a constantly evolving industry environment, competing goals and agendas, and an increasingly diverse and global workforce.
A second objective of the course is to strengthen students’ managerial and leadership potential by equipping them with an understanding of how complex organizations operate and of how effective managers operate. Regardless of your major or your future career plans, such an understanding will enable you to work more effectively within an organizational context, whether that context is a small start-up company, a family business, a large financial institution, or a non-for-profit institution. In other words, the course will provide you with tools and skills that you can use to increase your own personal career success.

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

Course Requirements

Grading of Assignments

See Appendix for more details on each assignment.

The grade for this course will be determined according to these assessment components:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Individual project</td>
<td>A short report examining the strategy of an organization</td>
<td>20%</td>
<td>session 4</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>Case study analysis conducted in class</td>
<td>20%</td>
<td>session 6</td>
</tr>
<tr>
<td>Team report</td>
<td>Analysis of a business leader</td>
<td>20%</td>
<td>session 10</td>
</tr>
<tr>
<td>Team project</td>
<td>Oral presentation delivered in class</td>
<td>20%</td>
<td>session 12</td>
</tr>
<tr>
<td>Final exam</td>
<td>In-class test (10 short answer questions)</td>
<td>20%</td>
<td>session 14</td>
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Failure to submit or fulfill any required course component results in failure of the class

Grades

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Description</th>
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<tbody>
<tr>
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<tr>
<td>Letter Grade</td>
<td>Percent</td>
<td>Description</td>
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</table>
| A           | Example: 93.5% and higher | Focused on the question  
Theoretically / Factually Accurate  
Displaying sophisticated knowledge and understanding of module material  
Engaging in sophisticated analysis and integration of theory and practice  
Displaying originality of thought  
Displaying awareness of wider issues that relate to the question posed  
Very well structured  
Very well presented |
| B           | Example: 82.5% - 87.49% | Focused on the question  
Theoretically / Factually accurate in the main, though there may be a limited number of errors of a relatively minor nature  
Displaying a good standard of knowledge and understanding of module material  
Achieving a good standard of analysis and sound basic integration of theory and practice.  
Well structured  
Well presented |
| C           | Example: 72.5% - 77.49% | May have failed to engage in analysis and integration of theory and practice and may include flaws in understanding which require correction.  
There may be flaws in presentation and the work may lack clarity, structure and would benefit from a clearer focus on the question |
| D           | Example: 62.5% - 67.49 | May display significant factual inaccuracies in terms of both theory and its application  
May have failed to answer the question  
May use theory inappropriately  
May lack foundation in material covered on the module |
| F           | Example: 59.99% and lower | Work in this category will display little evidence of understanding or use of module material. |

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an "A" or "A-" grade. In core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards.

**Course Materials**
Required Textbooks & Materials

Required case studies have to be purchased using the link provided on the Course page on NYU Classes. Course readings can be found in NYU Library.

Optional Textbooks & Materials

- N/A

Resources

- Access your course materials: NYU Classes (nyu.edu/its/classes)
- Databases, journal articles, and more: Bobst Library (library.nyu.edu)
- NYUL Library Collection: Senate House Library (catalogue.libraries.london.ac.uk)
- Assistance with strengthening your writing: NYU Writing Center (nyu.mywconline.com)
- Obtain 24/7 technology assistance: IT Help Desk (nyu.edu/it/servicedesk)

Course Schedule

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Session 1: 6 September</td>
<td>Course Introduction and Overview</td>
<td>Hammond, J. (1976) “Learning By the Case Method”</td>
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</tbody>
</table>
| Session 2: 13 September | Organizational Strategy: Competitive Analysis, Industry Analysis & Internal Resources | Cases: 1) Steinway & Sons and 2) Imax  
| Session 3: 20 September | Aligning Organizational Structure and Strategy     | Cases: Executive Decision Making at General Motors  
In-Class Exercise: Big Pharma (distributed in class) |                |
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| Session 4: 27 September | Frameworks for Understanding Organizations | Cases: Mount Everest  
| Session 5: 4 October  | Using Organizational Culture to Achieve Competitive Advantage | Cases: Deloitte & Touche  
| Session 6: 11 October | Innovation and Change Management      | Cases: Netflix  
| Session 7: (Make up for 18 October) | Using Organizational Culture to Achieve Competitive Advantage | Cases: Disney (Smile Factory)  
| Monday 15 October 6pm-9pm room G04 (4.30pm group) | | |                                         |
| Monday 22 October 6-9pm room G04 (1pm group) | | |                                         |
| Session 8: 25 October | Leadership | Cases: NYPD  
| Session 9: 1 November | Leadership and Decision Making | Cases: 1) Charlotte Beer  
<table>
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<tr>
<td>Session 10: 15 November</td>
<td>Motivation and Incentives</td>
<td>Cases: Lincoln Electric</td>
<td>Team report</td>
</tr>
<tr>
<td>Session 11: Friday 16 November (usual time and room)</td>
<td>Leveraging Groups and Teams</td>
<td>Cases: Henry Tam and the MGI Team</td>
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<td></td>
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<td>3) Brett, J. et al. (2006) “Managing Multicultural Teams”, HBR. In-class Exercise: After the Crash (distributed in class)</td>
<td></td>
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<tr>
<td>Session 12: 22 November</td>
<td>Team project in-class presentations</td>
<td>N/A</td>
<td>Team project (presentation)</td>
</tr>
<tr>
<td><strong>Session 13:</strong> (Make up for 29 November)</td>
<td>Power and Influence &amp; Course summary and final exam preparation</td>
<td>Cases: Enron</td>
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</tbody>
</table>
| **Friday 30 November 12pm-3pm Room 105/106** |                                 | Readings: 1) Hill, L. (1994) “Power Dynamics in Organizations”, HBS.  
| Session 14: 6 December       | Final Exam (In-class test)      | N/A                                                                    | Final exam (in-class test) |
| Session 15: 13 December      | Career management               | This session reflects on the whole course and incorporates the material learnt into the students’ career development planning and design. |                        |

**Co-Curricular Activities**
Classroom Etiquette

Laptops & other electronic devices may be used in class for note taking and class readings only.

Students are expected to arrive to class on time and stay to the end of the class period. Students may enter class late or leave class early only if given permission by the instructor and if it can be done without disrupting the class.

NYUL Academic Policies

Attendance and Tardiness

- Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our website (http://www.nyu.edu/london/academics/attendance-policy.html)

Assignments, Plagiarism, and Late Work

- You can find details on these topics and more on this section of our NYUL website (https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the NYU Disruptive Student Behavior Policy for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosecsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.
Instructor Bio

Dr Dorota Bourne works as the Associate Professor of Coaching and Change Management at Henley Business School, University of Reading. She is an Academic Director of the Centre for Coaching and Behavioural Change at Henley. She holds a PhD in Management and a fellowship of the Higher Education Academy. She is also a certified Neuro-Linguistic Programming Master Coach and a member of the British Psychological Society's Occupational Psychology and Coaching Psychology divisions. Her expertise lies in coaching and change management programmes based on Personal Construct Psychology. Her clients range from multinational corporations, such as General Motors, to public sector institutions such as the Chinese aerospace industry. Her academic work involves creating executive education programmes and researching coaching and change management. She has won numerous research grants to support her projects, which have been published in various international journals and books. She has served on a board of the European Personal Construct Association and organized many conferences in this field. She acts as a reviewer for a number of academic journals and is currently an associate editor for the European Management Review and the Journal of Constructivist Psychology.

Appendix

Assignment details

1) Individual project (20%)

Task: For this assignment, you will write a short report examining the strategy of an organization you would like to work for. Select a job you would like to have upon graduation, and research the organization. Your essay should demonstrate your knowledge of the organization for which you would like to work. First, you should clearly articulate the strategy of the organization or organizational unit. Second, you should describe elements of the organizational structure and form an opinion as to why the structure fits or does not fit the organization’s strategy. Explain why the structure does or does not fit the strategy, and if it does not fit, briefly propose a better structure (you might talk about what differentiates the structure, and or if you are proposing a change, how that change might be implemented).

Format: written essay

Word limit: 800

Referencing and Bibliography: Harvard style. Your work should contain a full bibliography of all research/resources used in the preparation and delivery of this project.

2) Mid-term exam (case study) (20%)

Task: case study analysis conducted in class

Case study: allocated by the professor

Format: written analysis
Exam duration: 1 hour
Format: written essay

3) Team report: analysis of a business leader delivered as a formal report (20%)
Task: to undertake research (e.g. company websites, industry sector articles, journals, newspapers) into leadership style and effectiveness of a business leader allocated by the professor.

Your analysis should focus on the application of leadership theories and models but it may also include material related to other areas of management such as culture, teamwork, decision-making etc. learnt in this course in order to deepen your analysis.

Your grade: All team members will receive the same grade for their group effort. This grade will carry 20% weight towards your final grade for this course.

Case study: allocated by the professor
Topic: leadership
Format: written report
Group size: 3-5 students
Word limit: 1,000 excluding bibliography and appendices
Referencing and Bibliography: Harvard style. The report should contain a full bibliography of all research/resources used in the preparation and delivery of this project.

4) Team project delivered in class (20%)
Task: Your team is to study a real organization making use of the concepts described in the course. You should hone in on one of the topics discussed (for a list, see the course syllabus), and select one that interests your group and is relevant to the organization you are studying. Your study should be analytical and issue oriented, not merely descriptive. You should adopt the clinical pose of a management consultant, endeavoring to understand the organization, to identify its strengths and weaknesses and ultimately to propose actions that solve problems and improve performance. Specifically, you should do the following:

1) Select an organization to study. It can be a for-profit or non-for-profit organization of any size that consists of employees, volunteers, students, or hobbyists. An important criterion to consider in choosing your organization is accessibility—you need to have some way to collect information about your organization.

2) Select an issue in the organization that is covered by one of the topics discussed in class (for a list, see the Course Syllabus).

3) Gather relevant information. Familiarize yourself with the organization. If you know someone who works at the organization, you may want to ask him or her for relevant materials (e.g. organization charts, demographic information, annual reports, statements of corporate goals). Web and library sources of information may also be useful. It might be important to interview or survey other members of the organization who are
representative of the employees who are part of or affected by the organizational issue you are studying.

4) Analyze your problem or issue. Given the information you have gathered about the organization and your interview and/or survey analysis, try to draw some conclusions about the issue you are studying. Draw on the management and organizational literature relevant to your topic to help you analyze it. Your analysis should be clear, logical and based on what you’ve learned from the class.

5) Generate suggested solutions. Given your analysis of the problem, generate key steps the organization can take to improve any problems and build on any strengths. Your suggestions should involve things the organization could actually do given its constraints. It might be helpful to first lay out all possible solutions, including the ideal ones in a world without constraints, and then select from those, attempting to approximate ideal ones. Your suggestions should be based whenever possible on general and guiding principles learned in this course.

Your grade: All team members will receive the same grade for their group effort. This grade will carry 20% weight towards your final grade for this course.

Format: oral presentation delivered in class (a hard copy of your presentation slides should be handed in to the professor on the day of your presentation)

Duration: 15-20 minutes

5) In-class test (short answer test) (20%)

Format: 10 short answer questions

Exam duration: 1 hour