We hope 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.

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.

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.
5) final exam (in-class test) (20%)

Assessment 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.
Deadline: session 4

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
Word limit: none
Date: session 7

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.
Deadline: session 10

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 minutes

**Date:** session 12

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

**Format:** 10 short answer questions

**Exam duration:** 1 hour

**Date:** session 14

Failure to submit or fulfill any required course component results in failure of the class.

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**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.

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**Required Text(s)**

Required readings and case studies can be found in (1) the course reading packet (“CP”) available at the NYU Bookstore and (2) on the course Blackboard site (“BB”). The course schedule (below) indicates where each reading is located and when it should be read.

*Note: Only the Disney (Smile Factory) case is from a source other than HBS. All articles are*
Session 1

Course Introduction and Overview

Readings: “Learning By the Case Method”

Session 2

Organizational Strategy: Competitive Analysis, Industry Analysis & Internal Resources

Cases: 1) Steinway & Sons and 2) Imax

Readings: “Five Competitive Forces Shape Strategy”
“Competing on Resources”

Session 3

Aligning Organizational Structure and Strategy

Cases: Executive Decision Making at General Motors

Readings: “Do You Have a Well Designed Organization?”
“Designing Adaptive Organizations”
“Evolution and Revolution as Organizations Grow”

In-Class Exercise: Big Pharma (distributed in class)

Session 4

Frameworks for Understanding Organizations

Assessment 1 due, to be handed in class

Cases: Mount Everest

Readings: “A Model for Diagnosing Organizational Behavior”

Session 5

Using Organizational Culture to Achieve Competitive Advantage

Cases: Deloitte & Touche

Readings: “Corporate Culture Survival Guide” Chapters 1 & 2

Session 6

Using Organizational Culture to Achieve Competitive Advantage

Cases: Disney (Smile Factory)

Readings: “Leading by Leveraging Culture”
Session 7  Innovation and Change Management

**Midterm Exam (Assessment 2, case study analysis)**

Cases: Netflix


Session 8  Leadership

Cases: NYPD

Readings: “What Leaders Really Do”
“Inspiring Others: The Language of Leadership”

Session 9  Leadership and Decision Making

Cases: 1) Charlotte Beer and 2) All Star Sports Catalog

Readings: “What Makes a Leader?”
“A Survival Guide for Leaders”

Session 10  Motivation and Incentives

**Assessment 3 due, to be handed in class**

Cases: Lincoln Electric

Readings: “One More Time: How Do You Motivate Employees”
“Do Financial Incentives Drive Company Performance”
“One the Folly of Rewarding A While Hoping for B”

Session 11  Leveraging Groups and Teams

Cases: Henry Tam and the MGI Team

Readings: “Why Teams Don’t Work”
“Basic Attributes of Groups”
“Managing Multicultural Teams”

In-class Exercise: After the Crash (distributed in class)

Session 12  Team project in-class presentations (Assessment 4)
Session 13  
**Power and Influence**  
Course summary and final exam preparation  
Cases: Enron  
Readings:  
“Power Dynamics in Organizations”  
“Power Play”  
“Delusions of Success”  
“Necessary Art of Persuasion”

Session 14  
**In-class test**  
*(Assessment 5, in-class test)*

Session 15  
**Career management**  
This session reflects on the whole course and incorporates the material learnt into the students’ career development planning and design.

**Classroom Etiquette**  
Laptops, cell phones, smartphones, recorders, & other electronic devices may not be used in class unless advance permission is given by the instructor.  
No food or drink is allowed in class.  
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. (Note that instructors are not obliged to admit late students or readmit students who leave class or may choose to admit them only at specific times.)

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<th>Required Co-curricular Activities</th>
<th>N/A</th>
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**Your Instructor**

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.