Management & Organizational Analysis  
Syllabus Spring 2012

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Office hours Tuesdays & Thursdays 12:00-1:15pm; or by appointment.

**Course description:** This course addresses contemporary challenges arising from managing organizations in the face of complex environmental conditions, new technological developments, and increasingly diverse workforces.  
This course aims to strengthen students’ managerial potential by:  
(a) providing general frameworks for analyzing, diagnosing, and responding to complex organizational situations,  
(b) providing opportunities for students to enhance their communication and interpersonal skills, which are essential to effective management.  
The structure of the course encourages learning at multiple levels: though in-class lectures, exercises, and discussions, in small teams carrying out projects, and in individual reading, study and analysis. The assigned readings provide basic concepts, theories, and approaches that identify important organizational issues and describe effective management practices. Lectures and class discussion will review and extend this material. Exercises and case analysis will provide rich examples to anchor and guide class discussion. In-class activities in combination with individual study and team projects will enable students to critically evaluate and synthesize diverse information and to develop their own management perspective. Working in small teams is an important part of this course. Although some class time will be devoted to working on team assignments, much teamwork will be completed outside of class.  

**Required materials:** Course reader, articles and case studies given in class or electronically.

**Grading policy**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation/Attendance</td>
<td>10%</td>
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<tr>
<td>Reading Summaries</td>
<td>10%</td>
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<tr>
<td><strong>TEAM RESEARCH PROJECT</strong></td>
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<tr>
<td>TRP: Plan</td>
<td>5%</td>
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<tr>
<td>TRP: Written Report</td>
<td>15%</td>
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<tr>
<td>TRP: Presentation</td>
<td>10%</td>
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<tr>
<td>Five Force Analysis of TRP</td>
<td>5%</td>
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<tr>
<td>Evaluations of TRP</td>
<td>5%</td>
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<tr>
<td>Performance Assessments &amp; Evaluation of Team Dynamics</td>
<td>10%</td>
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<tr>
<td>Mid-Term Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
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**Total Team Contribution:** 30%  
**Total Individual Contribution:** 70%
Schedule of Classes
14 February
(Introduce course and review syllabus)

16 February
Ancona, et.al., “Changing Organizational Models,”
Reading Summary due—All students

MANAGEMENT & LEADERSHIP
21 February
Zaleznik, “Managers and Leaders”
Reading Summary—Group 1

Kotter “What Leaders Really Do” (only summarize to “Aligning People: Chuck…”)
Reading Summary—Group 2

For Class Discussion: Roche, “Overpromoted and Over His Head” (read case, without reading commentary)

23 February
Collins, “Level 5 Leader”
Reading Summary—Group 1

Ancona, et. al., “Incomplete Leader”
Reading Summary—Group 4

For Class Discussion: Beer, “Big Shoes to Fill” (read case, without reading commentary)

TRP—Teams Identified

28 February
Nohria, “What Really Works”
Reading Summary—Group 2

Buckingham, “What Great Managers Do”
Reading Summary—Group 1

1 March — TRP: Team Planning (no class session)

SOCIAL DYNAMICS & TEAMS
6 March
For Class Discussion: MaCaskey, “Framework for Analyzing Work Groups,” Merit Corp. Case
Drucker, “Picking People”
TRP—Plan due

ROLES, RESPONSIBILITIES & DECISION-MAKING
8 March
Gladwell, “The Talent Myth: Are Smart People Overrated?”
Reading Summary—Group 4

Pfeffer & Cialdini, “Illusions of Influence”
Reading Summary—Group 3

MOTIVATION & EMPLOYEE ENGAGEMENT
13 March
Reading Summary—Group 2

Herzberg, “One More Time: How to Motivate Employees?”
Reading Summary—Group 1
STRATEGY
15 March
Porter, “The Five Competitive Forces That Shape Strategy”

TRP—Five Forces Analysis due

20 March
Porter, “What is Strategy?”

Reading Summary–Group 4
Prahalad & Hamel, “The Core Competence of the Corporation,”

Reading Summary–Group 3

22 March – MIDTERM EXAM

ANALYTICS & INNOVATION
27 March
Davenport, “Competing on Analytics”

Reading Summary–Group 2
Ulwick, “Turn Customer Input into Innovation”

Reading Summary–Group 1
For Class Discussion: Zaltman & Zaltman, “The Sure Thing That Flopped”

CHANGE MANAGEMENT
29 March
Kotter, “Leading Change”

Reading Summary–Group 3

30 March — SPECIAL FRIDAY SESSION: Guest Speaker

COMPENSATION STRATEGIES
3 April
Fryer, “In a World of Pay” Case Study

Reading Summary–Group 4
For Class Discussion: Cascio, “High Cost of Low Wages”

PERFORMANCE ASSESSMENT
5 April
Culbert, “Get Rid of the Performance Review!”
Jackman & Strober, “Fear of Feedback”

10 & 12 April – Spring Break- No class

17 April
Ludeman, “Coaching the Alpha Male”

Reading Summary–Group 2
Argyris, “Teaching Smart People”

Reading Summary–Group 1

TEAM PRESENTATIONS
19 April – TRP presentations
24 April – TRP presentations
26 April – TRP presentations

1 May – Cz Holiday (no class)

ETHICS & CORPORATE SOCIAL RESPONSIBILITY
3 May – Film Viewing and Discussion: “Enron, The Smartest Guys in the Room” documentary
4 May — SPECIAL FRIDAY SESSION: Film Viewing and Discussion: “Enron, The Smartest Guys in the Room” documentary

8 May – Cz Holiday (no class)

10 May – Film Viewing and Discussion: “Enron, The Smartest Guys in the Room” documentary

11 May — SPECIAL FRIDAY SESSION: Guest Speaker

CROSS-CULTURAL BUSINESS

15 May
Donaldson, “Values in Tension: Ethics away from home”
Earley, “Cultural Intelligence”

Reading Summary–Group 3
Sebenius, “Cross-Boarder Negotiations”

Reading Summary–Group 4

PURPOSE OF A BUSINESS ORGANIZATION

17 May
Friedman, “The Social Responsibility of Business is to Increase Its Profits”
“Rethinking the Social Responsibility of Business,” Reason Magazine, Interview with Friedman, Mackey, Rodgers

18 May — SPECIAL FRIDAY SESSION: TRP Project Day

TRP—Written Report due

22 May – FINAL EXAM

24 May

TRP—Evaluation of TRP due

TRP—Performance Assessment & Evaluation of Team Dynamics due

Key Dates of Assignments

Reading Response Assignments (see “Schedule of Classes” above)
TRP–Plan March 6
TRP–Five Forces Analysis March 15
Midterm Exam March 22
TRP–Presentations April 19 - 26
TRP–Written Report May 17
Final Exam May 22
Evaluation of TRP May 24
Performance Assessments & Evaluation of Team Dynamics May 24

* All assignments must be received on the assigned due date, no late assignments will be accepted.

Note on NYU Prague Attendance Policy:
The NYU Prague attendance policy will be enforced. NYU Prague’s attendance policy and the class participation aspect of your grade for this course are two separate issues. Violation of the NYU Prague attendance policy will result in one grade level deduction (e.g., A converts to A-), whereas the quality of your class participation will be reflected in that portion of your grade breakdown, see “Grading Policy” above. In terms of the attendance policy, every third late arrival to class sessions will count as a full absence.

Class Participation
Your class participation grade for the course evaluates active engagement in class discussion. Participation quality (thoughtfulness of comments or questions) is valued more than participation quantity (frequency of comments/questions). Excellent in-class comments go beyond the facts of a particular reading or case into why and how it matters, as well as provide links between the topic under discussion with other cases, previous class topics, or outside situations.

Reading Assignments: Summaries & Journals
The reading response assignments are primarily intended to be in the format of a summary of the reading in
The student has the freedom to respond to the reading in the form of a journal paper. In some cases, the readings are more conducive to responding with a journal rather than a summary. The following describes the distinction between a summary and a journal for the purposes of this course:

**The reading summary** is a synopsis of the day’s reading. It should be formatted in the best possible way in order to capture and communicate the key concepts of the reading. A detailed, well-organized outline format is preferred. (Single spaced, 2 page maximum)

**The reading journal** is a thoughtful reflection on the reading. A primary focus for the reading journal should be questions that you would like to discuss further in class—questions that probe more deeply into the concepts, challenge the assertions of the author, or seek to investigate the practical implications of the concepts. It can also include general comments in response to the reading and/or your assertions of practical consequences or applications of the principles. The comments should not be merely a restatement of the content of the reading. (Single spaced, 2 page maximum)

These assignments will be explained in detail by the professor at the beginning of the semester.

**Team Research Project (TRP): Organization Analysis**
Each team will analyze an organization of their choosing. The organization can be in any industry and operate in the private, public or not-for-profit domain. You can also choose a division or business within a larger organization. Class participants will be placed into teams of 3-4 students each.

The deliverables include:

1. **Plan**: A plan of your project describing the organization your team has selected, the various aspects of the organization to be researched, a description of individual roles & responsibilities for the project, and timelines for completion of tasks. Two-page, single spaced.

2. **Five Forces Analysis**: (INDIVIDUAL REPORT) An analysis of the market in which your company is situated based on the categories explained in Porter’s article, “Five Competitive Forces”. Single spaced, 4 page maximum.

3. **Presentation**: 15-minute presentation. The presentations should be well-practiced and professional, simulating a presentation you might give to important investors/clients or other stakeholder groups. Creativity is welcomed, but the presentations will be graded based on quality of content and persuasiveness of the assessments rather than entertainment value. Teams will do a random draw to determine their presentation day.

4. **Written Report**: A final report of the analysis of the chosen organization. There are no restraints on the format or structure of this report. It is recommended that you search and browse several samples of business reports if you have never written one before. The report must include a brief summary of individual team member’s specific areas of contribution to the project. [NOTE: The report must be posted on the online class page on the day of the presentation so that the assigned evaluators can have access to it.]

   The report should include a description of the current organizational conditions (observation of reality), an evaluation of the organizational conditions (interpretation of reality), and recommendations for positive organizational development. The report should communicate as much as possible a cohesive message around a central theme(s) in its assessment and recommendations for the organization. It should include a bibliography (versus “works cited”) and citations for any direct quotations or data/charts/graphs.

**Evaluation of Team Research Projects**
Each student will write a two-page maximum, single spaced evaluation of TRP report of another team. The evaluation should include an assessment of the quality of: (1) the depth and breadth of information obtained, (2) the analysis of the various aspects of the organization, and (3) the report’s recommendations.

**Performance Assessment & Evaluation of Team Dynamics**
The following elements should be included:

1. A one-page, single spaced document providing a personal assessment of your own performance in the team research project. You should consider the unique contribution or perspective you provided & personal skills that were effectively utilized, including relationship or social skills (providing specific examples). You should also discuss areas of improvement for your work in future team projects as well as any observed limitations in your performance.

2. A one-page, single spaced document providing a performance assessment for each teammate. The individual performance assessments should include a description, including specific examples, of each person’s greatest areas of contribution. The assessment should specific areas in terms of well-developed strengths, areas of underdeveloped potential, and areas of limitation.

3. A two-page, single spaced evaluation of team dynamics. The team dynamics evaluation should assess the manner in which each person’s unique capabilities were applied in the project, description of the
team norms and communication patterns that developed, how leadership for various aspects of the project occurred, and the quality of teamwork and collaboration that was achieved by the team.

Exam Policy
The exams must be taken at the scheduled time. Students may take an exam during a different time only in extraordinary circumstances and only when arranged before the day of the exam. Any student who fails to take an exam and does not make prior arrangements will receive a 0%.

NYU Code of Ethics
All students are expected to follow the Stern Code of Conduct: (http://www.stern.nyu.edu/uc/codeofconduct)
A student’s responsibilities include, but are not limited to, the following:
• A duty to acknowledge the work and efforts of others when submitting work as one’s own. Ideas, data, direct quotations, paraphrasing, creative expression, or any other incorporation of the work of others must be clearly referenced.
• A duty to exercise the utmost integrity when preparing for and completing examinations, including an obligation to report any observed violations.

A WORD ABOUT WORKING IN TEAMS
One concern that some students have about working in teams, and consequently about team grades, is the issue of equity. If you work harder and do better work than your peers why should your grade be dependent on them? Indeed, working in teams is not always easy and may challenge you emotionally as well as intellectually. However, a reality of working in most organizations (both for-profit and not-for-profit) is a requirement to do work in interdependent teams. In reading your group’s final paper, I will not be able to determine individual contribution any more than a manager would in reading a group report. This means that you not only must make a direct contribution to the development of the written assignment but that you also have an obligation to make your team work effectively.

That being said, everyone is expected to carry an equal share of the teamwork load. A potentially serious, although infrequent, problem associated with group projects is a team member who does not do his or her fair share of the work. Do not let problems develop to the point where they become serious. If a problem arises in your team, try to solve the problem among yourselves; otherwise, bring it to me. If I am convinced that someone has not contributed to the project in a substantive and consistent way, no matter what the reason, I reserve the right to reduce that person’s grade accordingly.

In addition, each team member will complete a performance assessment of other team members at the end of the semester. Any student who receives consistently negative peer evaluations from other team members may be penalized on his or her final grade. Given that teamwork constitutes 35% of your grade, this penalty could be quite significant, even causing a failing grade for the class. I advise all students to ensure that other members of their team perceive their contribution to the total team effort as fair and adequate.

Additional Resources:
Amabile & Khaire, “Creativity and the Role of the Leader,” HBR
Breen, “The 6 Myths of Creativity,” Fastcompany.com (based on Amabile’s “Creativity” research)
Charan, “Conquering a Culture of Indecision,” HBR
Cialdini, Influence: The Psychology of Persuasion
Drucker, “Managing Oneself”, HBR
Drucker, “What Makes an Effective Executive”, HBR
Eisenhardt & Sull, “Strategy as Simple Rules,” HBR
Favaro, et. al., “Five Rules for Retailing in a Recession,” HBR
Fischer & Boynton, “Virtuoso Teams,” HBR
Hamel, “Strategic Intent,” HBR
Heskett, “What’s to Be Done About Performance Reviews?”, (http://hbswk.hbs.edu/item/5563.html)
Kanter, “Innovation: The Classic Traps,” HBR
Kim & Mauborgne, Blue Ocean Strategy

Web Resources:
Porter Five Forces analysis: http://www.businessballs.com/portersfiveforces.htm