Management & Organizations: Fall 2012

New York University
A Private University in the Public Service

Course Details

Management & Organizations (MGMT-UB 9001)
4 Points

Instructor Contact Information
Frank Mulligan
Email: fm60@nyu.edu
Thursdays, 12:00 – 1:00 PM

Class Time
Thursdays, 1:00-4:00 PM

Course Description & Objectives

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.

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.

Grading Components

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<thead>
<tr>
<th>Individual Work (65% +/- 5%)</th>
<th>Team Work (35% +/- 5%)</th>
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<tbody>
<tr>
<td>Midterm Exam 20%</td>
<td>Final Project 20%</td>
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<tr>
<td>Final Exam 20%</td>
<td>Final Presentation 5%</td>
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<tr>
<td>Individual case/essay 10%</td>
<td>Team case analysis 10%</td>
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<td>Participation 15%</td>
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Individual Work

Midterm and Final Exams
This course has both a midterm and a final exam. The midterm will be held in class and the final exam will be held on the last day of class. Make-ups for the exams will
not be arranged unless you have written documentation of an emergency that prevented you from being present during the scheduled test time.

Class Participation

Participation is an essential part of the course and essential to your own individual learning experience. Class participation will be evaluated based on demonstrated preparation, involvement in class discussion, completion of any short homework assignments, and attendance. You are expected to complete all of the readings and come to class prepared with insights and questions for the in-class discussion. With regard to participation, quality (the thoughtfulness of your comments) counts more than quantity (how frequently you talk). Your goal should be to contribute in a meaningful way to the class discussion, not simply talk for the sake of talking. Quality in-class comments (1) go beyond the facts of a particular reading or case and offer unique insights, (2) provide links between the topic under discussion and other cases, the reading, or outside situations, or (3) extend, build upon, or constructively critique others’ contributions.

Attendance at each class session is expected. If you miss class for reasons other than illness, family emergency, or religious observance, it is unlikely that you will qualify for a final grade in the A range.

As part of your class participation, you may sometimes be asked to submit a short homework assignment related to the topic or readings day. Your answers on these assignments will be read and evaluated, but not graded. Instead, you will receive credit for having turned them in, or not. Late assignments (up to two days after original due date) will be accepted for half credit. The memos are meant to allow you to reflect on content and spur thoughtful discussion in class, as well as to establish a direct line of communication between us so that I can identify topics that need further clarification or coverage in class.

Finally, you can obtain credit for the Organizational Research Assignment (2%) by choosing one of two options designed to enrich your understanding of the value of research to the formulation of sound management practice (as well as to the reputation of Stern). Detailed information on the assignment is provided below.

Teamwork

Working in teams is an important part of this course. Although some class time may be devoted to working on team assignments, much teamwork will be completed outside of class. Students with serious time constraints are advised to register for this course in a semester when their schedule is more conducive to team meetings.

Students will self-select into four or five person teams by based on their interest in studying similar organizations and scheduling constraints (Additional constraints on team size may depend on class enrollment – when in doubt follow the directions received in class). Students may change teams up within two weeks of formation but changing teams requires written permission of each member of the new team they are entering.

Final Project and Presentation
Student teams are required to complete a final team research project, in which they analyze various aspects of an organization of their choice. The goal is to apply course concepts, frameworks, and models to understand the organization in depth. The deliverables include: a 1-page executive summary of your report describing the organization your team has selected and the main course concepts you will be analyzing; a 10-minute presentation during the last week of the course; and a final report. Attendance is mandatory for all students during all group presentations (attending on those days is factored into your participation grade). Teams may submit an optional 1-page draft executive summary for feedback from me before/on Nov. 11th. Additional information on the project will be distributed.

**Team Case Analyses & Competition**

Each team is also required to submit one short written case analysis (analysis + recommendations). For each case, there are analysis questions which will be outlined in class. These questions can guide your thinking and serve to frame your critical review of case issues. The case write-ups must not exceed 3 pages (double-spaced, with normal 1” margins). Appendices, tables and/or figures do not count toward the 3-page limit. Write-ups are due in class on the day of presentation, and should also be uploaded to Blackboard. No late assignments will be accepted.

In addition to the written analyses, teams will also make case presentations in class. Additional information on the nature of these presentations will be provided by the instructor.

Case presentations will be evaluated by both the instructor and class members on the following criteria:

**Quality of analysis**
- 1. Address of key case issues
- 2. Use of literature to support claims
- 3. Effective recommendations
- 4. Originality and insightfulness of ideas presented

**Quality of presentation**
- 1. Clarity
- 2. Visual appeal
- 3. Time consciousness

**Instructor Bio**

Frank Mulligan (MBA) has worked and lived in China for the past 17 years, and he has had a wide range of experience that has included engineering, management, diplomatic and teaching roles.

Frank has been lecturing and training for a number of years on subjects such as human resources, organizational behavior, communications and general management. In these roles he has assisted students to understand themselves; manage their careers; understand others’ motivations; and manage people/teams.

Frank previously served as the Chief Representative of Norman Broadbent Executive Search(UK) in China, as 1st Sec. (Commercial) for the Irish Embassy in Beijing, and as Strategic Planning Manager, Siemens Ltd. China. He started out as an IT Engineer in the mid-90’s in his native Ireland, and has
lived in the US, Singapore, Hong Kong, Beijing and Shanghai. Before coming to China he was the Strategy Manager, Business Process Re-Engineering for PWC in Singapore.

| Grading Expectations | At NYU Stern we seek to teach challenging courses that allow students to demonstrate differential mastery of the subject matter. Assigning grades that reward excellence and reflect differences in performance is important to ensuring the integrity of our curriculum. In core courses, our faculty have adopted a standard of rigor for teaching where:

- 25-35% of students can expect to receive an A for excellent work
- 50-70% of students can expect to receive a B for good or very good work
- 5-15% of students can expect to receive a C or less for adequate or below work

Note that while we use these ranges as a guide, the actual distribution for this course (as well as each individual grade) will depend upon how well each student actually performs in this course. Please see www.stern.nyu.edu/undergraduate/grading "Teaching and Grading at the NYU Stern Undergraduate College” for more information.

In line with Grading Guidelines for the NYU Stern Undergraduate College, the process of assigning of grades is intended to be one of unbiased evaluation. This means that students are encouraged to respect the integrity and authority of the professor’s grading system and discouraged from pursuing arbitrary challenges to it. If a student feels that an inadvertent error has been made in the grading of an individual assignment or in assessing an overall course grade, a request to have that grade re-evaluated may be submitted. Students should submit such requests in writing to the professor within 7 days of receiving the grade, including a brief written statement of why he or she believes that an error in grading has been made.

Re-grading
Grading is based upon detailed, consistent and fair criteria, and every effort is made to ensure that grades are accurate and error-free. Typically, therefore, re-grades are not provided. If, however, you believe that an error was made during grading, you may appeal the grading decision. This is only available for exams, as the individual assignments and team projects do not have clear right or wrong answers.

In order to appeal an exam grade, you must write me a memo describing the perceived error and submit it within one week of receiving the grade. I will then review the entire exam, meaning that your grade may increase or decrease. These policies exist to make grading as fair as possible across all students.

All students are expected to follow the Stern Code of Conduct (http://www.stern.nyu.edu/uc/codeofconduct), which specifies your duty to acknowledge the work and efforts of others when submitting work as your own. Ideas, data, direct quotations, paraphrasing, creative expression, or any other incorporation of the work of others must be clearly referenced. All assignments you hand in will be run through the TurnItIn plagiarism protection software, which will compare your assignment to all those previously handed in (during this and previous semesters) as well as any information available online. Any attempt to represent the work of others as your own will be treated extremely seriously and immediately referred to the Stern discipline committee.

NYU Shanghai
| Attendance Policy | NYU Shanghai has a strict policy about course attendance that allows no unexcused absences. Each unexcused absence will result in the deduction of three percentage points from the final grade. More than two unexcused absences will result in failure of the course. Students should contact their instructors to catch up on missed work but should not approach them for excused absences. All absence requests and excuses must follow the application procedure directions here: [https://wikis.nyu.edu/pages/viewpage.action?pageId=30017155](https://wikis.nyu.edu/pages/viewpage.action?pageId=30017155) Students are expected to arrive to class promptly both at the start of class and after breaks. Arriving more than 10 minutes late or leaving more than 10 minutes early can be considered an unexcused absence. Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from an exam by NYU Shanghai administration, your instructor will decide how you will make up the exam. This attendance policy also applies for classes involving a field trip or other off-campus visit. It is the student’s responsibility to arrive at the agreed meeting point on time. There will be no adjustment of attendance records after the end of the semester. If you wish to contest a marked absence, you must do so before you leave Shanghai; if you think that there may be a discrepancy about your attendance in class on a given day, ask the NYU Shanghai academic staff to let you look at the attendance record. |
| Late Work Policy | Written work due in class must be submitted during class time. Late work should be submitted in person to the Academic Assistant during regular office hours (9:30-6:00, Monday-Friday). The Academic Assistant will mark down the date and time of submission in the presence of the student. In the absence of the Academic Assistant, another member of the administrative staff can accept the work in person, following the same protocol. Work submitted within five weekdays will be penalized one portion of a grade for every day that it is late (so if it is late by one day, an assignment marked an “A” will be changed to an “A-,” and so on). Work submitted more than five days after the due date without an agreed extension will be given a zero. Please note that final essays must be submitted on time. |
| Plagiarism Policy | 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. Students must retain an electronic copy of their work until final grades are posted on Albert. They must be prepared to supply an electronic copy if requested to do so by NYU in Shanghai. Not submitting a copy of their work upon request will result in automatic failure in the assignment and possible failure in the class. Penalties for confirmed cases of plagiarism are set out in the Student Handbook. |
### Mobile Device Policy
Laptops, cell phones, smartphones, recorders, & other electronic devices may *not* be used in class unless advance permission is given by the instructor.

### Required Text(s)
Required readings and cases can be found in (1) on the Harvard Business School website (“HBS”). To purchase the coursepack, visit this link: [http://cb.hbsp.harvard.edu/cb/access/12900363](http://cb.hbsp.harvard.edu/cb/access/12900363) and register for an account. (2) Additional readings can be found on the course Blackboard site (“BB”). The course schedule (below) indicates where each reading is located and when it should be read.

Blackboard (BB) site: [http://sternclasses.nyu.edu](http://sternclasses.nyu.edu)

Slides, announcements, and some course materials will be posted on Blackboard. You are expected to check the site regularly for announcements and upload deliverables to the site.

*Note: Articles sourced from the Harvard Business Review are followed by (HBR). You can access these articles via Bobst E-Journals. The notation HBS indicates the reading is sourced from Harvard and is included in the coursepack. BB indicates that the reading is on Blackboard.*

### Class 1 8/31 (4:15 PM)  
9/7 (1:00 PM)  
**Course Introduction & Overview**
- Read: “Learning by the Case Method” (HBS) ; “The Talent Myth” (BB)

### Class 2 9/6  
**Frameworks for Understanding Organizations**
- Read: “A Model for Diagnosing Organizational Behavior” (BB)
- Read & Prepare: Mount Everest—1996 (HBS Case), Big Spaceship (HBS Case)

### Class 3 9/13  
**Organizational Strategy: Competitive Analysis & Industry Analysis**
- Read & prepare: Netflix (HBS Case), Apple 2006 (HBS Case)

### Class 4 9/20  
**Aligning Organizational Structure**
- Read: “Designing Adaptive Organizations” (BB) (read up to pg. 17; “Evolution and Revolution as Organizations Grow” (HBR)
- Read & prepare: Appex Corporation (HBS Case); Executive Decision Making at GM (HBS Case)
- Video: Office Space (Structure)
- **DUE:** Pick Project Teams; Structure homework (posted on BB, under Case Questions)

### Class 5 9/27  
**Using Organizational Culture to Achieve Competitive Advantage**
- Read: “Corporate Culture Survival Guide” (BB); “Leading by Leveraging Culture” (HBR)
- Read & prepare: Disney (Smile Factory) Case (BB), Duane Morris (HBS Case)
- Videos: Disney, "Sheryl Sandberg: Why We Have Too Few Women Leaders". Sheryl Sandberg is Facebook's COO.
- **DUE:** Individual Paper

*NYU Shanghai*
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<th>Class</th>
<th>Date</th>
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| Class 6 | 10/11 | Leadership and the Process of Organizational Change | • Read: “Inspiring Others: The Language of Leadership” (HBR); “Leading Change: Why Transformation Efforts Fail” (HBR), What Leaders Really Do” (HBR)  
• Read & prepare: NYPD New (HBS Case), Charlotte Beer (HBS Case), Video: Bratton Interview  
• Video: Seth Godin’s “The Tribes We Lead” |
| Class 7 | 10/18 | Managing Diversity: Talents, Temperaments and Type (MBTI) | On-line assessment: [www.keirsey.com](http://www.keirsey.com)  
Reading: Understanding Yourself and Others, reference booklet |
• Read & prepare: “The Team That Wasn’t” (HBS), “Henry Tam and the MGI Team” (HBS Case), “Army Crew Team” (HBS Case)  
• Video: IDEO |
| Class 9 | 11/01 | Managing Employee Performance: Coaching, Evaluation & Feedback | • Read: “Why It’s So Hard To Be Fair” (HBR), Actionable Feedback (BB)  
2 Cases: Wolfgang Keller; Rob Parson at Morgan Stanley (BB)  
CASE Competition: Army Crew Team (HBS Case)  
Rob Parson at Morgan Stanley (HBS Case), Wolfgang Keller (HBS Case) |
• Read and prepare: Harrah’s: Rewarding Our Employees (HBS Case), Lincoln Electric (HBS Case)  
• Videos: Dan Pink on Motivation, Office Space (Motivation) |
• Read & Prepare: All Star Sports Catalog (HBS Case)  
• Pre-Class Exercise: Decision Biases  
• DUE: Executive Summary (1 pg.) for Final Project |
| Class 12 | 11/22 | Power & Influence | • Read: “Necessary Art of Persuasion” (HBR), “Power Dynamics in Organizations”  
• Read & prepare: Managing Xerox’s Multinational Development Center (HBS Case) |
| Class 13 | 11/29 | The Art & Practice of Networking  
- Read: “How to Build Your Network” (HBR), “How Top Talent Uses Networks and Where Rising Stars Get Trapped” (BB)  
- Networking Exercise |
| Class 14 | 12/06 | Team project presentations (all students required to attend) |
| Class 15 | 12/13 | Final Exam and Wrap Up |