



Management & Organizations

MGMT-UB 9001 F01

Instruction Mode:

In-Person

Brightspace course site

<https://brightspace.nyu.edu/d2l/home/164384>

Spring 2022

If you are enrolled in this course 100% remotely and are not a Study Away student for NYU Florence, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact florence.academicssupport@nyu.edu if you have trouble accessing the Brightspace site.

Syllabus last updated on: January 27, 2022

Lecturer Contact Information

TBA

Prerequisites

No official NYU prerequisites.

Units earned

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Course Details

- Meeting Days and Times: We 3:30PM-6:15PM
- All times are Central European Time (CET) Please note that there is a gap in when Daylight Savings Time (DST) begins in Europe and the U.S. In the U.S., DST begins on Sunday, 13 March 2022 when clocks will be set 1 hour forward. In Europe, DST begins Sunday, 27 March 2022.
- Location: Rooms will be posted in Albert before your first class.
- Remote Participants: Your instructor will provide you with the Zoom link via NYU Brightspace.
- COVID-related details: In the interest of protecting the NYU Florence community, we are closely following CDC guidance around COVID-19 and adjusting our



recommendations and policies accordingly. Your health and well-being is our top priority.

Course Description

Why do some organizations succeed while others flounder? Why do some employees rise in the ranks and others stagnate (or fall)? Why do some people love their jobs while for others work is sheer misery? As students of business, it is critically important for you to have an understanding of the key factors that contribute to both organizational success and the role that managers play in helping their organizations succeed and employees thrive.

The primary objective of the course is to help students understand the elements that contribute to organizational and employee 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, 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. 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 not-for-profit organization, or a large financial 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 lecture, readings, in-class discussions, exercises, case analyses, and a team project. 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 Objectives

On completion of this course, students should:

- Have improved their mastery of economic and business related concepts;
- Have performed graphical and quantitative treatment of the theories
- Have made relevant connections between theory and real world examples, through references to media material, readings or case studies
- Find an increased interest to read economic and business related materials in the media.

Assessment Components

- **Two Exams (Cumulatively 36% of final grade; Exam I and II are 18% each)**

Exam I will be held in class on and Exam II will be held in class on **Wednesday, March 9, 2022** and **May 11, 2022**. Exam I will cover the content from lessons 1--5. Exam II will cover the content from lessons 6--15. Make-ups for the exams will not be arranged.



Every effort will be made to return graded exams to students within 10 days of the exam date (i.e., unless I or the Teaching Fellows experience a family or medical emergency you can count on receiving your exams 10 days after the exam date). Graded exams cannot leave the classroom and will be collected at the end of the class period.

- **Individual Case Analysis Paper (14% of final grade)**

Due: Sunday Apr 3, 2022 by 5:00pm

How to turn it in:

- Upload the paper to NYU Brightspace > Assignments > Individual Case Analysis by the date and time specified above.
- The paper needs to be saved as LastName_FirstName_ICA.
- The paper needs to be uploaded to this folder in order for it to be considered “turned-in.” Please give yourself “buffer” time in case you encounter difficulties uploading the assignment.

Overview of assignment.

Your task is to apply concepts from class in order to help understand the causes of one of the following major organizational disasters.

Mount Everest: In May 1996 Rob Hall and Scott Fischer, two of the world’s most accomplished mountaineers, each led an expedition attempting to reach the top of Mount Everest. Five individuals, including the two leaders, died during the descent from the summit on May 11. It proved to be the deadliest day in the mountain’s history. Since then, many survivors and other observers have tried to explain why this tragedy occurred.

Analysis question: Why did this tragedy occur? What is the root cause of this disaster?

Location of case: Online Course Packet

NUMMI (New United Motor Manufacturing): General Motors and Toyota opened the New United Motor Manufacturing (NUMMI) as a joint venture. Toyota showed GM the secrets of its production system: How it made cars of much higher quality and much lower cost than GM achieved. But today, GM cars still don't have the quality of Japanese imports, GM is bankrupt and on March 31, NUMMI will be closed, sending thousands of car workers looking for jobs.

Analysis question: Why did GM fail to capitalize on the successful changes it implemented at NUMMI?

Location of case: This case is an hour-long radio program produced by This American Life. A link to the radio program and its full transcript are provided in NYU Brightspace.



People often cite the “idiocy” of the decision-makers who “should have known better” in explaining these organizational tragedies and failure. They berate the character of mountaineering guides who get stranded in snowstorms and the stubbornness of middle managers who fail to implement important innovations.

These “target-centered” explanations tend to provide nothing more than an over-simplified and inaccurate analysis of the events. It is rarely, if ever, the case that a single cause fully explains a major organizational disaster. Thus, your task is not to identify the single, most important explanation for the events. Rather, your job is to view these events through lens of a management and organizations scholar. You will critically apply concepts learned in class in order to make sense of the tragic expedition to Everest or a car company’s failed attempt to revolutionize auto manufacturing in America.

Your specific task for the individual case analysis is as follows:

You will select **one** of the two cases described above and address its corresponding question. Identify concepts from at least two different course topics that help to answer the question about the case (e.g., you could choose concepts from group decision making and networking and influence). Explain why your chosen concepts help to address the question. The best analyses will be the ones that also attend to how the chosen concepts interacted or affected each other. You will then propose remedies that could have been in place (or could be in place in the future) to address the issues that you identified (e.g., if you identified a problem with a team’s culture, you would need to offer a suggestion for how this problem could have been – or could be – fixed). It is important that you draw support for you analysis directly from the case.

Grading:

To receive the highest grade, papers will...

- Be written and organized in a clear and concise manner
- Have a clear, perspective/thesis
- Demonstrate an understanding of course concepts through the appropriate application of these concepts to the case
- Integrate the chosen concepts in addition to discussing the concepts individually
- Ground the analysis in the content of the case (i.e., use the content of the case to support the claims in the analysis).
- Propose remedies that could have been (or could be) implemented to address the problems identified in the analysis and explain clearly why these remedies would be effective.
- Follow the guidelines of the assignments

Length and format of the analysis:

A compelling, thorough analysis does not equate to a long-winded one. I have found through experience that clarity of thought results in conciseness, and, thus, agree with Shakespeare’s observation that “brevity is the soul of wit.” Thus, this analysis is



limited to 850---1000 words (excluding the reference list). Papers should be formatted as follows: Double---spaced, 1 ---inch margins, Times New Roman font

References: You will need to cite any material you include from the case and class readings. I'm not particular about which style guide you use (e.g., MLA, APA) as long as it is clear whom and what you are citing.

If you would like to cite material from class lectures, you may do so by including the following information ([Class Number][Date of Lecture]).

A final note about the assignment.

The assignment requires that you view the events from the perspective of a management and organizational scholar. This is not to say that there are no other lenses through which these organizational disasters could be viewed. Indeed, a mountaineer or an automotive specialist might offer different insights about the case. These perspectives – while informative – are outside the scope of the analysis. Therefore, the knowledge you have gained from this class provides you the expertise to analyze either case. In other words, don't feel like you must know about manufacturing to analyze the NUMMI case.

- **Class Participation (20% of final grade: [10% Contribution to class discussion; 8% Short assignments, class preparation, and engagement; 2% professionalism])**

Participation is an essential part of the course and is important for your own learning experience and the learning experience of your classmates. Class participation will be evaluated based on demonstrated preparation through involvement in class discussion and group exercises, and completion of any short assignments or memos (if assigned). You are expected to be prepared for and actively participate in class.

- **Contribution to class discussion**

With regard to participation itself (i.e., talking in class), quality (the thoughtfulness of your comments) counts more than quantity (how frequently you talk), although simply waiting to offer a couple well---prepared comments throughout the course and staying silent otherwise will not earn you a very good participation grade. Your goal should be to contribute in a meaningful and (reasonably) consistent way to the class discussions. Quality in---cl ass 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, and/or 3) extend, build upon, or constructively critique others' contributions. Those who will receive the highest participation grades not only speak up with reasonable frequency but *are willing to take risks* with their comments.

- **Short assignments, class preparation, and engagement**

You are expected to be fully engaged with in--class exercises and case discussions throughout the semester. You also are expected to complete a few short assignments during the semester including a survey.



A note on readings.

You will be a valuable contributor to class only if you come prepared. You are fully expected to complete all of the readings and come to class prepared with insights and questions for the in-- class discussion. We will engage in several case analyses as a class, and it is important to everyone's learning experience that you read the case thoroughly and think about the events critically before we discuss the case in class. This does not mean you have to bring complete answers or a memory for all the details of the case. It does mean you need to bring questions and opinions (which you are prepared to defend).

Dates are provided for each case in the course schedule. This is the date on which we will discuss the case so you will need to read the case before that date.

- **Professionalism:**

I care a great deal about fostering honest in--class discussion and aim to make the class atmosphere as relaxed and psychologically "safe" as possible. This is by design. I firmly believe that students are most likely to truly learn and engage in the course material in this type of environment. And, it's the most fun too! Even in this environment, we cannot forget our obligations to treat each other with respect and courtesy. These obligations include, but are not limited to the following:

- Refraining from using electronic devices of any kind. They distract not just you, but everyone around you. The personal use of computers, phones, tablets, etc. degrade everyone's learning experience.
- Not being disruptive by coming late to class (even a minute late) or engaging in personal conversations with classmates during class.
- Never using racial, ethnic, religious, or any other prejudicial slur.
- Following instructions by, for instance, not emailing assignments that are supposed to be uploaded and not emailing someone with a question that is answered in this syllabus.
- Informing me and/or your group members well in advance of any issues.

I include professionalism as part of your grade simply to ensure that we remember these obligations. If you were to engage in unprofessional behavior (which I do not anticipate any of you will do), your professional grade will suffer accordingly.

- **TEAM PROJECTS**

Working in teams is an important part of this course. Although some class time may be devoted to working in teams, 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.

Five to six member teams will be determined by self--selection. The number of enrolled students in the course will determine the size of the teams. For this assignment, it is advisable that you form a team with people who share an interest in



studying a particular organization and who have a schedule that is similar to your schedule.

A document that lists each team member's first and last name needs to be uploaded to NYU Brightspace > Assignments > Final Project Teams by **Feb 10, 2022**.

If you have not found a team to work with by this date, you will be assigned a team.

You may change teams up until **Feb 15 at 5:00pm**, but changing teams requires the permission of the team you are joining and the team you are leaving, and me.

- **Final Project (Cumulatively 30% of final grade: 18% paper; 8% presentation; 4% teammate evaluation)**

Your team is required to complete a final team research project. This project entails analyzing various aspects of an organization of your team's choice. The goal is to apply course concepts, frameworks, and models to understand the organization in depth. The deliverables include:

- **Executive summary:** An executive summary (1--1.5 pages) of your report indicating 1) which organization your team has selected; 2) which question about this organization you intend to analyze; and (3) why you believe this an important organization to study in light of the course topics
 - This needs to be uploaded to NYU Brightspace > Assignments > Final Team Project: Executive Summary by **March 13, 2022 at 5:00pm** The draft executive summary needs to include each team member's first and last name.
- **Presentation:** A 20 minute presentation (due **May 4, 2022**). The number of teams will determine the exact time each team has to present.
- **Final paper.** A final paper due by **May 6 2022 by 5:00pm**. Upload one copy of the paper with each team member's name on it to NYU Brightspace > Assignments > Final Team Project: Paper. Save assignment as [Organization's Name]_FinalPaper

Presentation and paper.

Each team will make a 15--20 minute presentation during the last class of the course (the exact time will be adjusted to accommodate the number of teams). Teams will also co-author a \approx 10--12 page paper due by **May 6, 2022 by 5:00pm** (details below). The final paper will account for 20% of your final grade for the course, and the group presentation will account 8% of your final grade for the course. All members of the team will receive the same grade for the paper and presentation. Late paper submissions, no matter how close to the deadline, will automatically receive a 25% grade reduction for the assignment. Each 24 hours that passes after the assignment is due will result in an additional 25% reduction (i.e., papers not received May 8, 2022 at 5:00pm will receive a zero).



- **Teammate evaluation (4% of final grade).**

Each student will be required to evaluate the contributions of their fellow teammates on the final presentation and paper. A survey will be distributed via email by 6:00pm on **May 8, 2022**. The evaluation must be completed by **May 12, 2022**. (Lateness of up to 24 hours results in a 50% reduction in your own score. Lateness by more than 24 hours will result in you receiving a zero for participation.) The feedback will be both numerical and free--response. How you are evaluated by your teammates will count toward *4% of your final grade for the course*. Responses will be anonymous in the sense that you will not find out how any of your individual teammates evaluated you and they will not find out how you evaluated them. This is designed to encourage the most honest evaluations.

Site/nature of study.

Your team is to use course concepts to analyze a real organization. You need to focus on at least two of the three broad course topics (i.e., Organizations, Groups, People), and within each of these broad topics select two or more specific topics (e.g., If you choose "Organizations" and "Groups" then you could potentially be integrating the topics of "Strategy," "Structure," "Decision--Making" and "Influence and Networks" together) that interests your group and is relevant to the organization you are analyzing. In total, you need a minimum of four specific topic areas (note: the total number of topics integrated is less important than the quality of the analysis). These topics must be integrated together throughout your analysis to demonstrate mastery of the interrelatedness of the organization.

It is critical that the question that focuses your analysis should be highly relevant to your specific organization today. A well--selected question will lead to a fitting, critical analysis that provides novel insights about the organization. A poorly selected question will lead to the opposite. A strong analysis starts with a strong question to analyze. Strong questions generally pose more than one possibility and are constrained in their scope. A strong analysis then points to which possibility is the best or most likely.

For instance:

Example 1

- A weak question: Why is Company X underperforming?
- A stronger question: Is Company X's underperformance due more to its compensation system or to its CEO's leadership style

Example 2:

- A weak question: Why has Company X been successful?
- A stronger question: Should Company X continue selling only product A, or should it expand to selling products B and C?

Your paper 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/or weaknesses, and ultimately to propose actions



that solve problems, improve performance, allow for continued top performance, etc (note: these will vary depending on the focus of your analysis).

Work--plan for project. The team project is a major portion of the course. You should therefore *begin thinking about possible organizations to study as soon as possible* and begin working on your project as soon as your group has formed. Specifically, you should do the following:

- Select an organization to study: It can be a private or public, for--profit or not ---for - --profit, and of any size. An important criterion to consider in choosing your organization is *some degree of accessibility*—you need to have some way to collect information about the organization. For instance, you might be better served by choosing an organization that one of your group members has interned at, a family member or close friend works at, etc. rather a more well---known organization but one where you have limited or no access. *NOTE: a well--selected organization can make the project fun and interesting; a poorly selected organization can make the project far more painful than it should be.*
- Select a particular issue, problem, challenge, opportunity, threat, etc. to focus your analysis: Choose specific topics from the course that you believe will help your group situate its analysis. If you think you might be interested in a topic covered later in the semester, read ahead to check it out.
- Gather relevant information: Truly 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 (*Note.* If you choose to do this, please see me before doing so for a quick “course” in survey methodology). Use what you have learned from the course to guide what information is “relevant” and what questions to ask given your focal question.
- Analyze your problem or issue: Given the information you have gathered about the organization and/or 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 in addition to the data/research you have gathered.
- Generate suggested solutions: Given your analysis of the problem, issue, opportunity, etc. generate key steps the organization can take to improve any problems and/or 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 the ideal ones. Your suggestions should be based whenever possible on general and guiding principles learned in this course.

Below are the main sections that should be covered in the paper. The number of pages suggested is to give you a general idea of the proportion of space that should be allocated to each section.

Example final team paper outline:

Note: Your team's paper need *not* take the exact form provided below; however it should be organized similarly and in such a way that it is logical in the context of the analysis and recommendations.

All papers must include section headings.

Papers should be formatted as follows: Double---spaced, 1 ---inch margins, Times New Roman font.

Title page

- Title of paper, class, professor, date, authors Introduction (p. 1)
- Describe the organization you studied: its purpose, location, age, size, industry, etc. Issue/Problem (pp. 2---3)
- Describe the issue, problem, challenge, opportunity, threat, etc. that is the focus of your analysis.
- Describe why providing an answer to this issue, problem, challenge, opportunity, threat, etc. is critical to the organization today and/or in the future

Analysis of the issue/problem/challenge/opportunity/threat (pp. 4---6)

- Provide an integrated analysis of the issue, problem, challenge, opportunity, threat, etc. in the context of the specific course topics you selected for your analysis

Recommendations (pp. 7---10)

- Provide concrete recommendations for how the organization should proceed in light of your analysis and research on the organization
- Describe, in a way that integrates the topical areas your team selected from class, how and why your recommendations will be effective

Potential risks and limitations (p. 11---12)

- Briefly describe the potential risks and/or limitations of the recommendations that you have proposed Brief concluding remarks (p. 12)

References, appendices, etc. *should be included at the end of the document in the order listed below:*

- References (mandatory): List of books, chapters, articles, class slides, etc. cited in the text
- When drawing on research, either a) cite it in the text by listing the authors' last names and the date of publication (e.g., Smith 2011) with a reference section at the end that includes the full citation, or b) insert a footnote with the reference listed at the bottom of the page where the citation is made. (If you need assistance with formatting citations, I have found this website to be a useful resource: <https://owl.english.purdue.edu/owl/resource/560/01/>). Please note, I care much more



about whether you cite work than how you cite work so don't let frustration about figuring out the best way to cite a reference lead you not to cite the reference.

- Appendices, Data tables, Graphs, Charts, Figures, Interview questions and answer excerpts (if applicable)

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

Assessment Expectations:

- **Grade A:** The student makes excellent use of empirical and theoretical material and offers structured arguments in his/her work. The student writes comprehensive essays/exam questions and his/her work shows strong evidence of critical thought and extensive reading.
- **Grade B:** The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy
- **Grade C:** The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement
- **Grade D:** The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research
- **Grade F:** The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible

*Please note, Stern Business courses will adhere to the Stern Grading

Grading Guidelines

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.

Attendance Policy

In order to keep each other safe, if you are not feeling well, we encourage you to remain in your residence and, if possible, attend class remotely.

Please make sure to inform your professor in advance so that they can turn on Zoom. Remote attendance is counted as regular attendance. You will not be marked absent.

For a detailed explanation of the global attendance policy, see the NYU Florence [Present vs. Absent Flowchart](#).

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation.

The Global Attendance Policy is posted in the Academic Policies tab in [Brightspace](#), on the [NYU Florence Student Portal](#) website, and is posted around campus.

After you have read and reviewed the policies, if there is anything that still needs further clarification or raises a question, please reach out to florence.academicssupport@nyu.edu.

Final exams



Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work

Please refer to Academic Policies in [Brightspace](#).

Required Text(s)

Required readings can be found in:

- The online course packet --- OCP (to purchase)
- On the NYU Brightspace website for the course (NYUB).

The course schedule indicates where each reading is located and the date by which it should be read.

Class Assignments and Topics:

The course is divided in 3 main course topics:

- Part 1 – **Organizations:**
It includes the following course concepts: a) Framework for understanding organizations; b) Strategy; c) Structure; d) Culture; e) Leadership.
- Part 2 – **Groups:**
it includes the following course concepts: a) I vs we dilemma; b) decision---making; c) conflict; e) creativity and innovation; d) influence and network
- Part 3 – **People:**
it includes the following course concepts: a) Motivation and incentives; b) managing employee performance; c) toxic employees

Session 1 - [Jan 28] - FRIDAY - Make-up class

Topic: Course Introduction + Framework for understanding organizations

Case: None

Readings: The congruence model (NYUB)

Session 2 - [Feb 2]

Topic: Strategy

Case: Ikea (NYUB) and Netflix Inc (OCP)

Readings: The five competitive forces that shape strategy (OCP)

Session 3 - [Feb 9]

Topic: Organizational structure



Case: Big Spaceship (OCP)

Readings: Do you have a well-designed organization (OCP)

Session 4 - [Feb 16]

Topic: Organizational culture

Case: Inside Amazon (NYUB)

Readings: Cultural chapters 1-2 (NYUB) and A note on organizational culture (OCP)

Session 5 - [Feb 23]

Topic: Leadership

Case: MBA Hackers (NYUB)

Readings: It's all about me (NYUB) and Inspiring others: The language of leadership (NYUC)

Session 6 - [Mar 2]

Topic: What is the purpose of a corporation?

Session 7 - [Mar 9]

Topic: EXAM 1 – IN CLASS

Topic for the second part of the class: “I” vs “we” dilemma

Case: None

Readings: The great conundrum: You vs. the Team (NYUB)

Session 8 - [Mar 16]

SPRING BREAK - NO CLASS

Session 8 - [Mar 23]

Topic: Decision making

Case: Group exercise (in class)

Readings: Agreement and thinking alike (NYUB) and Cognitive repairs (NYUB)



Session 9 - [Mar 30]

Topic: Conflict

Case: The Gold Watch (in class)

Readings: How management teams can have a good fight (OCP)

Session 10 - [Apr 6]

Topic: Creativity and Innovation

Case: The Bakeoff (NYUB)

Readings: Building an innovation factory (OCP) and How to kill a teams creativity (OCP)

Session 11 - [Apr 13]

Topic: Influence and networks

Case: Heidi Rozen (OCP)

Readings: Harnessing the science of persuasion (OCP) and In the company of givers and takers (OCP)

Session 12 - [Apr 20]

Topic: Motivation and Incentives

Case: Lincoln Electric (in class)

Readings: Why you hate work (NYUB) and On the folly of rewarding A, while hoping for B (NYUB)

Session 13 - [Apr 27]

Topic: Managing employees performance

Case: Wolfgang Keller (OCP)

Readings: Actionable feedback (NYUB)

Session 14 - [May 4] - Last class meeting

Group presentations

Session 15 - [May 11]

FINAL EXAM



Your Lecturer

Sara De Masi is Professor of Management at University of Florence. She has a Bachelor in Business and a Master Degree in Management and Business Administration at the University of Florence. In 2011 she got her Ph.D. in Economics, Markets and Institutions at IMT – Institute for Advanced Studies, one of the top post-graduated schools in Italy. Between 2010 and 2014 she joined New York University, Leonard Stern School of Business where she studied as a visiting Ph.D. student and a post-doc researcher. She is the author of numerous papers on strategic management and corporate governance. Her research interests include managerial incentives, board diversity, corporate governance, innovation and academic spin-off. Some of her papers are:

De Masi, Sara, Golebiowska, Agnieszka Slomka, Becagli, Claudio and Paci, Andrea and (2021). Towards sustainable corporate behavior: the effect of the critical mass of female directors on environmental, social and governance disclosure. *Business Strategy & Environment*, forthcoming.

De Masi, Sara, Golebiowska, Agnieszka Slomka and Paci, Andrea (2021). Women on boards and monitoring tasks: An empirical application of Kanter's theory. *Management Decision*, forthcoming.

Bellandi, Marco, Caloffi, Annalisa, and De Masi Sara, (2020). Bottom-level organizational changes within entrepreneurial and engaged models of university: Insights from Italy. *The Journal of Technology Transfer*, vol. print online, pp. 1-26.

De Masi, Sara, Paci, Andrea and Golebiowska, Agnieszka Slomka (2019), Women on boards, quota and board tasks: the sanctions matter. *European Academy of Management Proceedings Vol. 2019, No. 1.*

De Masi, Sara, Paci, Andrea and Golebiowska, Agnieszka Slomka (2018), Women Do the Job: The Reasons to Make Women Sit on Boards, *Academy of Management Proceedings Vol. 2018, No. 1.*

Cambini, Carlo; De Masi, Sara; Rondi, Laura (2018). CEO compensation in EU telecom companies: Does the state design the right incentives?, *Telecommunication Policy*, Vol. 42, pp. 474-488.

Mayo, Michal A.; De Masi, Sara; Paci Andrea (2018). Managing organization agility when there is no time to manage: the impact of temporal scarcity on managerial decision-making. *International Journal of Strategic Management*, Vol. 18, pp. 41-50.

Mayo, Michael A.; Howell, William; De Masi, Sara, (2018). Developing student global mindset: A comparative analysis using KWIC search tool. *Journal of Teaching in International Business*, VOL. 29, NO. 2, 113–133.

John, Kose; De Masi, Sara; Paci, Andrea (2016). Corporate Governance in Banks. *Corporate Governance: An International Review*, vol. 24, pp. 303–321.

Cambini, Carlo; De Masi, Sara; Rondi, Laura (2016). CEO pay for performance sensitivity: Evidence from regulated versus unregulated firms. *Economia e Politica Industriale*, vol. 43, pp. 127–155.

Cambini, Carlo; Rondi, Laura; De Masi, Sara (2015). Incentive Compensation in Energy Firms: Does Regulation Matter?. *CORPORATE GOVERNANCE: An International Review*, vol. 23, pp. 378–395,

Academic Honesty & Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic



Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

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. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer and Office of Academic Support in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).



Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 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. Accommodations for this course are managed through NYU Florence.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- Local Telephone: 055 5007277