

SAMPLE SYLLABUS

NYU LONDON

Management and Organizations

MGMT-UB 9001 L01

NYU London: Spring 2022

Instruction Mode: In-person

If you are enrolled in this course 100% remotely and are not a Study Away student at NYU London, 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 nyul.academics@nyu.edu if you have trouble accessing the Brightspace site.

Instructor Information

Dr Dorota Joanna Bourne
4/5 Bedford Square
London WC1B 3RA

Course Details

Management and Organizations
MGMT-UB 9001 L01
Wednesday 1:00 PM - 3:45 PM
Room: 102

Course Description

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.

Course Objectives

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

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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.

Assessment Components

If you are an NYU London study-away student, you are expected to attend in person. If you are accessing the class remotely, you must attend synchronously.

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

Assignments/ Activities	Description of Assignment	% of Final Grade	Due
Individual report	A short report examining the strategy and structure of an organization	25%	session 4
Mid-term exam	Case study analysis	25%	session 8
Team project	Group presentation	25%	session 12
Final exam	Test (10 short answer questions)	25%	session 14

Assessment Expectations

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

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Letter Grade	Percent	Description
A	93-100: A 90-92: A minus	<p>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</p>
B	87-89: B plus 84-86: B 80-83: B minus	<p>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</p>
C	77-79: C plus 74-76: C 70-73: C minus	<p>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</p>
D	67-69: D plus 65-66: D	<p>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</p>
F	64% 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

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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:** [Brightspace](#)
- **NYU London and Living in London Info:** [LDN](#)
- **Databases, journal articles, and more:** [Bobst Library](#)
- **Assistance with strengthening your writing:** [NYU Writing Center](#) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](#)

Course Schedule

Topics & Assignments

Session/Date	Topic	Reading	Assignment Due
Session 1:	Course Introduction and Overview	Hammond, J (1976) "Learning By the Case Method"	
Session 2:	Organizational Strategy: Competitive Analysis, Industry Analysis & Internal Resources	Case study: Steinway & Sons Readings (from HBR): Porter, M. (2008) "Five Competitive Forces Shape Strategy" Collis, D. and Montgomery, C. (2008) "Competing on Resources"	
Session 3:	Aligning Organizational Structure and Strategy	Case study: Executive Decision Making at General Motors Readings: Goold, M. and Campbell, A. (2002) "Do You Have a Well Designed Organization?", HBR. Daft, R. (1981) "Designing Adaptive Organizations"(chapter 10) in Katz, L. <i>Organizational Behavior Readings and Cases</i> . Greiner, L. (1998) "Evolution and Revolution as Organizations Grow", HBR. In-Class Exercise: Big Pharma (distributed in class)	

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Session/Date	Topic	Reading	Assignment Due
Session 4:	Frameworks for Understanding Organizations	Case study: Mount Everest Readings: Nadler, D. and Tushman, M. (1980) "A Model for Diagnosing Organizational Behavior" in <i>Organizational Dynamics</i> , pages: 35-51.	Individual report
Session 5:	Using Organizational Culture to Achieve Competitive Advantage	Case study: Deloitte & Touche Readings: "Corporate Culture Survival Guide" Chapter 1 (Why Does Corporate Culture Matter) & Ch. 2 (What Is Corporate Culture Anyway?), pages: 3-26.	
Session 6:	Using Organizational Culture to Achieve Competitive Advantage	Case study: Disney (Smile Factory) Readings: Chatman, J. and Cha, S. (2003) "Leading by Leveraging Culture" in <i>California Management Review</i> .	
Session 7:	Leadership	Case study: NYPD Readings: Kotter, J. (2001) "What Leaders Really Do", HBR. Kotter, J. (2007) "Leading Change: Why Transformation Efforts Fail", HBR. Conger, J. (1991) "Inspiring Others: The Language of Leadership" in <i>The Executive</i> .	
Session 8:	Mid-term exam	No readings	Midterm exam (case study analysis)
Session 9:	Leadership and Decision Making	Case study: Charlotte Beers at Ogilvy and Mather Worldwide Readings: Goleman, D. (2004) "What Makes a Leader?", HBR. Heifetz, R. and Linsky, M. (2002) "A Survival Guide for Leaders", HBR.	
Session 10:	Motivation and Incentives	Case study: Lincoln Electric Readings: Herzberg, F. (2003) "One More Time: How Do You Motivate Employees", HBR. Pfeffer, J. and Sutton, R. "Do Financial Incentives Drive Company Performance" in <i>Hard Facts Dangerous Half-Truths, and Total Nonsense</i> . Kerr, B. (1995) "On the Folly of Rewarding A While Hoping for B" in <i>Academy of Management Executive</i> .	
Session 11:	Leveraging Groups	Case study: Henry Tam and the MGI	

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Session/Date	Topic	Reading	Assignment Due
	and Teams	Team Readings: Hackman, J. (2009) "Why Teams Don't Work", HBR. "Basic Attributes of Groups" (chapter 5), pages: 153-162. Brett, J. (2006) "Managing Multicultural Teams", HBR. In-class Exercise: After the Crash (distributed in class)	
Session 12:	Team project: group presentation	No readings	Team project (presentation)
Session 13:	Power and Influence	Course summary and final exam preparation Case study: Enron Readings in HBR: Hill, (1994) "Power Dynamics in Organizations" Pfeffer, J (2010) "Power Play" Lavallo, D. and Khaneman, D. (2003) "Delusions of Success" Conger, J. (1998) "Necessary Art of Persuasion"	
Session 14:	Final exam	No readings	Final exam (short answer 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.	

Course Policies

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.

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- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

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 London Academics team (nyul.academics@nyu.edu). Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Academic Honesty, Plagiarism and Late Work

Students at Global Academic Centers must follow the [University and school policies](#). 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>).

Attendance

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>)

To ensure the integrity of the academic experience, class attendance is required and expected promptly when class begins. These rules apply to class excursions and activities as well.

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations, but must follow NYU London's absence reporting procedure. 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](#)

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 mosescsd@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.

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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.

Pronouns and Name Pronunciation (Albert and Zoom)

You can edit your pronoun and name pronunciation information on your Albert account, making it visible for faculty and staff. Information on how to do this can be found on the [Pronouns and Name Pronunciation web page](#), and for more information on how to make these changes in Zoom, please see the [Personalizing Zoom Display Names website](#).

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. For more information, including how to report an incident, visit the [Bias Response Line website](#).

Your Lecturer

Dr Dorota Bourne works as the Associate Professor of Coaching and Change Management at Henley Business School, University of Reading. 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.