I used this syllabus in the Spring. It will be similar in the Fall

Course Outline

Management and Organizational Analysis (C50.0100.04)
Stern Undergraduate Program
Spring 2010

Professor Roger L. M. Dunbar
Department of Management and Organizations

Office: 7-19 Tisch Hall
Phone: 212-998-0246
Email: rdunbar@stern.nyu.edu
Meeting room and time: Tisch UC24, TR, 8:00-9:15 am
Office Hours: Wednesday 2 – 5 pm
Teaching Assistant: Nameeta Kamath: Email: nameeta.kamath@stern.nyu.edu

Course Overview

Organizations face many management and leadership issues. This course introduces you to the processes used to manage them. In particular, we’ll discuss how management involves formulating strategies to provide firms with sustainable competitive advantage within an industry, implementing organizational structures that execute these strategies effectively, and selecting and rewarding employees so they are productive, motivated, and satisfied within these work environments. The assumption is that as firms accomplish these tasks consistently well over time, they generate profits, contribute to society, and beat the competitive odds stacked against them. Over the semester, we will examine examples of the best and worst management practices. Our goal is to understand how successful organizations are built, how they are managed, and how they can rebound after facing adversity.

Why is studying management important? Scholars, executives, and consultants have studied and written about organizing and managing for centuries and so a well-rounded business education should include exposure to these accumulated ideas. Over the years, we have learned that there seem to be better and worse ways to organize. A choice of a better way can have untold benefits in terms of output and quality of life measures. We need an idea, therefore, of the practices that work and the practices that often fail. Such an understanding is complicated as there are many different managerial beliefs and not all are supported by empirical evidence. Evolving technology has recently further opened up new possibilities. Yet as most people agree that “human elements” impact organizational success and failure, we need ways to distinguish the desirable and undesirable. There are usually several ways of organizing that will work well in a particular situation and there are also other ways that will almost certainly generate predictable issues and problems. Managers want to be able to distinguish approaches that are likely to be effective and the contexts where different options are more likely to work.
Conceptually, the course has three components. The first emphasizes “strategy” focusing on the managerial problem of how to define a business and identify a set of strategies that will position a firm for marketplace success. The second concerns the managerial issue of organizational design, what structures should be adopted, and how managerial design decisions affect overall organizational performance. An important consideration is how organizational designs and a firm’s competitive strategy should be aligned. The third part of the course is more directly people focused and considers how to design employee jobs that are motivating and satisfying, how to evaluate employees, and how to attract and retain the employee talent a firm needs to be successful.

The course will introduce you to analytical frameworks that will help you understand and manage each of these organizational challenges. These frameworks provide a basis for evaluating organizations and their dynamics. A second objective is for you to learn to use theories and frameworks to analyze problems and develop solutions.

Problem solving skills are best developed via practice. The course will rely heavily on case studies to provide opportunities to work on actual managerial problems. You are expected to carefully analyze all of the course cases, prepare your thoughts on them, and participate in the discussions we will have about them in class. My hope is that by the end of the semester, you will be able to see many organizational and managerial issues and solutions you had not seen before and that you will have many more ideas about how it would make managerial sense to move forward in a particular situation.

GENERAL STRUCTURE: The course meets in Tisch UC24, MW, from 8:00 – 9:15 am. Most classes will consist of a short introductory statement about the material and ideas to be discussed that day, followed by a detailed analysis of an assigned case or cases that illustrate concepts and models presented in the readings. The primary vehicle for learning is the case analysis. You are expected to read each case and the assigned reading material and to be prepared to discuss them during the appropriate class session. This means having in mind things you found interesting about the case, questions it raised for you, ideas about how the concepts in the readings relate to the case or questions about how they relate. Learning from cases is an ongoing process that I hope we will all get involved with and help each other to deal with the issues raised.

CASES: We will use cases extensively to illustrate how to apply conceptual frameworks and arguments to actual business situations. We will delve into most cases together in an open class discussion. Most of the cases must be purchased electronically through Xanedu and the Stern Bookstore. The Xanedu website is www.xanedu.com. You will need to register as a student and then purchase a key to unlock the course pack for our course: C50.0001.01. The “Smile Factory” case by John Van Maanen is also included in the electronic course pack from Xanedu. Three cases (Southwest Airlines, Aquarius Advertising, and Acetate Department) are available in the course documents section of our Blackboard site.

READINGS: There is no course text. Instead, readings in strategy, administrative
science and organizational behavior have been selected to supplement what you will learn via our case discussions. Articles from the Harvard Business Review and other journals and periodicals are provided in the course documents section of our Blackboard site. We will use case materials as the primary learning vehicle and I will then introduce and discuss concepts via the case discussions and sometimes in short lectures and via slides. Use the readings to further elaborate and review the concepts. A complete list of the course readings is included below.

**LECTURES AND SLIDES:** Mini-lectures before and/or after class discussions will set the stage or summarize course concepts. The slides I use will be posted on our course Blackboard site. I intend to try to post these slides before the class where I use them so that you can have an idea in advance concerning how I see what we will be discussing.

**ASSIGNMENTS AND GRADING:** Grades in this class will be assigned on the basis of total points awarded to each student for completing work during the semester. Each student can earn up to 100 points for the class. Grades will be assigned based upon the class distribution of point totals at the end of the semester. Each student’s point total will have five components:

- Team Case 1: 20 points
- Team Case 2: 20 points
- Exam 1: 20 points
- Exam 2: 20 points
- Class Contribution: 20 points

The first team case and the first exam will relate to strategy. You will choose teams around Feb 2 and a firm to study by Feb 4. Teams will present their analysis of firm strategy in class on Feb 25. I have several possibilities in mind as far as the team case is concerned and so we will discuss these in class and together come to an agreement about the assignment. The second team case will relate to organizational design and will be due March 25 when we will again discuss the content in class.

Students should select a case study team of 3-4 members. Each team will be responsible for the two written team case analyses. Paper length is not what determines the value of the analysis. In fact, in case analyses we prefer conciseness rather than length, and we prefer a clear line of argument with ideas that follow one another clearly in a related way. Case write-ups should be no longer than five double-spaced typed pages with 12-point font and one inch margins. Diagrams can supplement the text pages and there is no limit on the number of diagrams and appendices.

The in class exams will occur on March 2 and April 27.

In terms of grading, the table on the next page gives you an idea of the sort of criteria we will use to identify quality and grade your papers.
<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Thesis = Aim of Analysis</th>
<th>Use of Course Frameworks for Analysis</th>
<th>Conclusions</th>
<th>Quality of Writing and Organization</th>
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</thead>
<tbody>
<tr>
<td>An exceptionally innovative and insightful thesis that is relevant to class concepts and drives the entire paper</td>
<td>Exceptional creativity in finding relevant data to support key points</td>
<td>Exceptional integration of most relevant concepts as bridge between thesis and conclusions displaying strong critical thinking</td>
<td>Draws clear, feasible and discerning conclusions that stem directly from data and analysis</td>
<td>Paper is clearly organized, easy to follow, has a unified tone, and is well-written</td>
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<tr>
<td>Clear thesis that is relevant to class concepts and drives the entire paper</td>
<td>Substantial effort to collect information given availability of data on subject</td>
<td>Covers most relevant frameworks and class concepts given thesis, subject and data, and presents logical analysis of data used</td>
<td>Presents clear conclusions that include specific actionable items</td>
<td>Paper is relatively clearly organized, and demonstrates solid writing and communication style appropriate for the material</td>
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<td>Relatively clear thesis that unevenly drives paper, or thesis doesn’t really provide answer to company’s issue(s)</td>
<td>Significant holes in data collection that leave paper unable to address key issues</td>
<td>Omits one or more important concepts, or uses them superficially</td>
<td>Link between conclusions and analysis/data is tenuous and/or conclusions are largely infeasible</td>
<td>Organization and writing is uneven</td>
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<td>Unacceptable</td>
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<td>A poorly-defined thesis, multiple unrelated theses, or not using the thesis to drive the paper</td>
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<td>Heavy reliance on 1-2 sources, overly-biased sources, inadequate citation of sources, or significant lack of research creativity</td>
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<td>Incorrect usage of course materials, or practically no actual usage of materials</td>
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<td>Overly simplistic conclusions that don’t derive from analysis, and no thought is given to implementation issues</td>
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<td>Organization is difficult to understand or lacking, or writing quality is unacceptable</td>
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**CLASS CONTRIBUTION:** Case analysis requires class discussion and student participation to be effective. Each case discussion will usually start with a few “cold calls” about case facts and/or issues. Various classroom exercises and small group discussion sessions will also be used to elicit student involvement. The course Blackboard site also has a discussion forum. Participation in both forums is highly encouraged and discussion board participation will count toward class contribution points. We will depend on everyone’s active involvement to make the class successful.

In order to participate intelligently, you must come to class well prepared. You must read the assigned cases prior to the class for which they are assigned, and you should be prepared to participate in class discussion. Comments, questions, and case insights are all valuable and desired. If you need to miss class, please email me ahead of time to tell me you will be away and why. Attendance is monitored and absences will result in a reduced class contribution grade. Remember, everyone’s learning experience in this class depends on everyone’s active participation.

Up to 20 points will be awarded to students for their class participation and contributions. Two out of the 20 points will be allocated based on participation in the Organizational Research Assignment. Details of this research participation requirement are provided at the end of the syllabus.

Polite and collegial behavior is important for maintaining a productive class environment. Cell phones should be turned off during the class period. Please don’t monopolize class discussion. Keep your points focused, succinct, and informative.

**FINAL GRADES:** Grades in a case-based class should reflect how well students develop as organizational analysts and problem-solvers. Your development in the course will depend on many factors, not the least of which is your diligence in preparing for and participating in class discussions, as well as the effort you devote to the various assignments. In UG core courses, the Stern School has the following guidelines for letter grades:

- 25-35% of students can expect to receive A’s
- 50-70% of students can expect to receive B’s
- 5-15% of students can expect to receive C’s

While the School uses these ranges as a guide, I will make sure the actual course grade distribution and your own grade depends upon how well you develop your organizational problem identifying and problem-solving skills over the semester.

**STAYING IN TOUCH:** I’m available to students throughout the semester. Email is the best way of getting in touch with me and also the Nameeta. Any email question will usually be responded to within 24 hours. Students can arrange to meet outside of class. Formal office hours will be maintained on Wednesdays from 2-5 pm in RM 7-19 Tisch. Office hour visitation is welcomed.
ASSIGNED READINGS:

Articles from Journals and Periodicals (all available on Blackboard):


Harvard Cases: (in electronic course pack):

People Express (A) #9-483-103
People Express March, 1984 #9-487-043
People Express May, 1985 #9-487-044
People Express Update 1/89 #9-489-022
Bittersweet Competition #9-794-079
Intel Corporation 1968-2003 #9-703-427
Intel Corp, 2005 #9-706-437
Wal-Mart Stores in 2003 #9-704-430
Steinway & Sons Buying a Legend #9-500-028
Progressive Corporation #9-797-109
Cola Wars Continue: Coke and Pepsi in 2006 #9-706-447
The Johnsonville Sausage Co (A), #9-387-103
The Johnsonville Sausage Co (B), #9-393-063
Mrs. Fields, Inc 1977-1987, #9-194-064
Lincoln Electric: Venturing Abroad, #9-398-095
SAS Institute (Stanford Case, rev Jan 1998), #HR6
Rob Parson at Morgan Stanley (A) #9-498-054
Rob Parson at Morgan Stanley (B) #9-498-055
Rob Parson at Morgan Stanley (C) #9-498-056
Massachusetts Financial Services #9-902-132
The Walt Disney Company: The Entertainment King #9-701-035

Non-Harvard Cases: (downloadable from our course Blackboard site)
Southwest Airlines
Aquarius Advertising
Acetate Department

Class Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>January 19</td>
<td>Course Overview</td>
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<td>No Assignment</td>
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<td>2</td>
<td>Th</td>
<td>January 21</td>
<td>Identifying Strategy: How can firms that pursue similar</td>
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<td>strategies have different fates?</td>
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<td>Assignment: Porter: What is strategy?</td>
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<td>Case: Southwest airlines</td>
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<td>3</td>
<td>T</td>
<td>January 26</td>
<td>Strategy</td>
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<td>Case: People Express</td>
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<tr>
<td>4</td>
<td>Th</td>
<td>January 28</td>
<td>Strategy as competitive gaming</td>
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<td>Assignment: Brandenburger and Stuart: Value-base strategy</td>
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<tr>
<td>5</td>
<td>T</td>
<td>February 2</td>
<td>Strategy as gaming case</td>
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<td>Case: Bittersweet competition</td>
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</table>
Start choosing your group members.

6  Th  February 4  Assignment: Problems with project groups
We will do this exercise in your case write-up groups.
Let Nameeta know your group members

7  T  February 9  Strategic value creation and capture
Assignments: Porter: How competitive forces shape strategy
Brandenburger and Nalebuff, The right game: Use game theory to shape strategy

8  Th  February 11  Strategic value capture case
Assignment: Intel 1968-2003 and Intel 2005

9  T  February 16  Competitive positioning
Assignment: Progressive Insurance Corporation

10 Th  February 18  Generic Strategies: Low price and high volume
Assignment: Barney: Looking inside for competitive advantage: Walmart Case

11 T  February 23  Generic Strategies: High price and low volume
Assignment Steinway & Sons: Buying a legend

12  Th  February 25  Team presentations of strategy cases

13 T  March 2  Individual strategy in class case analysis exam

14  Th  March 4  Analyze the strategy case used in the in class exam

15  T  March 9  Organization Structure and design
Exercise in class

16  Th  March 11  Managerial alignment
Assignment: Johnsonville Sausage
Second group case write-up assigned

March 15-19  Mid-semester break

17  T  March 23  Designs for growth and diversification
Assignment: Greiner, Evolution and revolution as organizations grow
Case: Mrs. Fields Cookies
<table>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>March 25</td>
<td>Th</td>
<td>Second group case write-ups due. We’ll review the cases in class</td>
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</table>
| March 30 | T   | Motivating people through pay  
*Assignment: Lincoln Electric*  
The MOA 1-hour behavioral lab experience will take place between April 6-12. Sign-up sheets will be posted around now. |
| April 1  | Th  | Motivating people through quality-of-life incentives  
*Assignment: SAS*  
April 6-12  MOA behavioral lab experience |
| April 6  | T   | Motivating people through job design  
*Assignment: Hackman et al., A new strategy for job enrichment* |
| April 8  | Th  | Motivating people through evaluation processes  
*Assignment: Rob Parson at Morgan Stanley (A), (B), (C)* |
| April 13 | T   | How motivating systems interact to generate issues  
*Assignment: Massachusetts Financial Services* |
| April 15 | Th  | Lecture: Making sense and seeking truth |
| April 20 | T   | Influence processes, reasoning and analysis  
*Assignment: Cialdini: Harnessing the science of persuasion* |
| April 22 | Th  | How organizations can go wrong  
*Assignment: The talent myth by Gladwell; The war for talent (McKinsey)*  
*Discussion in class: Enron* |
| April 27 | T   | Second individual in-class case analysis exam |
| April 29 | Th  | Discuss case used in second in-class case analysis exam |
Details on the Organizational Research Assignment

The Organizational Research Requirement is worth 2% of your grade (see Class Contribution). Sound management practice is informed by academic research, where studies are conducted to examine basic psychological processes that play out in the workplace. You can obtain credit for the Organizational Research Assignment through either of following two options (you choose Option 1 or Option 2 – you will not get credit for doing both), and it is designed to enrich your understanding of the value of research to the formulation of sound management practice.

Option 1: Subject Pool Lab Participation. The first option is participation in the Management Department Subject Pool. This gives you an opportunity to be part of management research in action and later evaluate it with the advantage of firsthand experience. With this option, you will be a participant in a 1-hour session of research experiment(s) currently being conducted by Management Department faculty. (Note that while the people running the studies are usually Ph.D. students or other research assistants, they are conducting the research for or with members of the Management Department faculty, who supervise them closely.) When you show up for a study, someone at the lab will seat you and record your attendance in the sign-up system so that you receive credit for this assignment, but note that your responses in the experiment cannot be connected to your identity in any way. Once these studies are finished, you will receive written debriefings.

Participation in the Subject Pool is easy and should be enjoyable. It only requires signing up for a session, showing up at the Stern Behavioral Lab, and following instructions. However, while the experiments are usually fun, you should take them seriously and provide honest and careful responses to all questions you are comfortable answering. Sign-ups will occur on-line once during the term and you will select a 1-hour slot that works for you during those days. Please note that the web-based sign up sheets do not reveal the identity of yourself or anyone else who will be participating in the experiment. I will announce when sign-ups become available for the experiment.

At the beginning the experimental session, you will be informed of what the study is about, what your rights are as a participant in the study, and any risks or benefits of participation in the experiment. You will be asked to read and sign a consent form, stating that you agree to participate in the experiment. You will be given one copy of the consent form to keep. If you prefer not to participate in the experiment or if you withdraw from the study once you begin, you may complete the research proposal assignment described below (“Option 2”) and will receive the same credit as if you had completed the experiment.

Please see me if you are under 18 and would like to participate in the lab research (“Option 1”) for your class requirement. It is a Federal law and University requirement that you provide a signed consent form from your parent or legal guardian before you can be a research participant. I will provide you with a copy of the parental consent form for each experiment, which must be read and signed by your parent or legal guardian. The form must then be returned to me prior to your participating in the experiment. (Note that you do not need parental consent if you this Research Proposal “Option 2” assignment described below.)

Option 2: Research Proposal Report. The other option is to write a research proposal. The assignment involves writing a report on a research proposal and will give you additional experience with organizational research and its application to management practice. The assignment will be available on the course BB site and is due on the last day of class.
BIOGRAPHICAL SKETCH

Roger l. M. Dunbar

I was born in New Zealand and did undergraduate and graduate degrees at the University of Otago. I did my doctoral work at Cornell University and then taught at Southern Methodist University before spending five years at the International Institute of Management in Berlin, Germany. I joined the Stern School of Business faculty at NYU in 1979. Since then, I've held visiting appointments at the Victoria University of Wellington and the University of Auckland in New Zealand, at the Free University of Berlin in Germany and at the University of Wollongong in Australia.

I'm interested in sense making processes in organizations and in particular, how framing processes and the way we use language determine meaning. I'm interested in how understandings develop in organizations to support different perspectives, and how this stability then creates difficulties when change is necessary. I co-edited a special issue focusing on organizations and organization design in *Organization Science* (March-April 2006). I’m currently a senior editor of *Organization Studies* and on the editorial boards of *Academy of Management Learning and Education* and the *Strategic Management Journal*. I’m also a member of the Humanities Council Initiative at NYU.

In terms of current research, I co-authored a paper, "Distributed knowledge processes and indeterminate meaning: The case of the Columbia shuttle flight" that was published recently in *Organization Studies* (April 2009). The paper describes why it was so difficult to work out what had occurred during the tragic Columbia shuttle flight, and why this difficulty may in fact be a general issue that many organizations face. Another co-authored paper, "Dealing with unusual experiences: A narrative perspective on organizational learning" will appear shortly in *Organization Science*. Most of my current research focuses on how we use narratives in discourse to make sense of organizational contexts. My doctoral studies and earlier research focused on using numerical evidence to establish evidence to support theories but increasingly, I find that rhetorical methods are what we use to understand and learn.