Leadership in Organizations (LiO)

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Course Web Page          via Blackboard

Teaching Fellows

Introductory Remarks

Leadership in Organizations is about the interactions and relationships between individuals and groups, the organization structure within which they function, and their collective impact on the organization. Thus, as your organization continues to prepare for and respond to rapid major change (e.g., new economy, mergers, acquisitions, divestitures, re-organization, technology, global economy/competition), you need an enhanced understanding of such influencing factors as leadership, communication, motivation and work design. Therefore, the notion of your studying and learning about key concepts, theories, competencies and practices of leadership in organizations has relevance and utility for you as you move forward as an organizational leader, follower, or entrepreneur. It is in this context and spirit, then, that this course has been designed.

Course Description

This is a foundation course about the nature of contemporary organizations and the behavior of individuals and groups within them. In this course we will explore the major theoretical and applied perspectives about the management of organizations with special emphasis on: work motivation, job design, individual and group decision making, group
and intergroup dynamics, leadership and power, conflict management, organizational culture, and organizational change. The overall emphasis of this course will be on developing a conceptual understanding and exploring the applicability of theory in practice.

**There are three major dimensions to this course including:**

- **Individual Processes:** The individual is the center of concern in the field of management of organizations. Thus, it is important for us to examine significant facets of individual behavior including personality, perception, attitude formation and motivation.

- **Group Processes:** In this dimension we address groups and teams, which necessitates that we widen our analysis to include such issues as the characteristics and dynamics of them, as well as the nature of group conflict and how to deal with it.

- **Organization and Management Processes:** In this part of the model, we study the structure and process of organizations. We focus on the structural elements of an organization and study how leaders attempt to achieve their objectives through the use of specialized knowledge about leadership, power and politics, communication, corporate culture and conflict resolution.

**Learning Objectives**

The overarching objective of this course is to provide you with an overview of major concepts, theories, competencies and practices of the management of organizations. This, in turn, will provide you with an enhanced ability to distinguish between effective organizations, ways by which improved organization management can be accomplished, and the longer-term ramifications of such practices.

**Specific Learning Objectives**

- To understand major management of organizations theories and concepts and to apply them to people in organizations.

- To gain an understanding of the common organization management themes which have evolved over time through discussions about their history and development.

- To understand the current organization management challenges and trends (e.g., new economy, globalization, mergers, acquisitions, and divestitures, work design) in the future as they might impact your organization and you.

- **To develop skills and abilities necessary** to distinguish between the ineffective and effective management of organizations which can, in turn, have a positive effect on your ability to function effectively in a work setting.
Course Materials

1. Course Pack: Additional Readings, Exercises, and Cases
2. Course notes: To be posted before class on Blackboard for download/printing; I will bring copies of course notes to class.

Note that in order to keep costs down, I have split the readings between a physical reading packet and links to articles through the NYU Library. Those are articles in the packet are designed with a (P) next to them, while those that can be linked to have an (L) next to them.

Class Management

Our collective efforts—yours and mine—should focus on making this class interesting, challenging, thought provoking, interactive and fun! To that end, it is my intent to facilitate the delivery of this course by the use of a variety of learning methods including lectures, discussions, in-class exercises, cases, videos and other interactive processes. Your responsibility is to attend each class, to have completed the assignment(s) according to the published schedule, and to be willing to ask questions and become involved in the class discussions and activities. These aforementioned elements, and your successful accomplishment of them, will be key determinants of your grade in this class. More specifically:

Attendance and Participation

It is important for you to be prepared, to attend, and to participate in the planned class activities. As you likely already realize, a full working knowledge of "the management of organizations" cannot be acquired simply by reading the assigned text. Thus, your regular attendance and participation will help you maximize the learnings to be realized while ensuring that you gain a sense of order, flow and logic of the course.

I realize that you are all working and that business trips may, from time to time, affect your ability to attend. If you are not going to be able to attend, it would be helpful if you could let me and Dave know by email ahead of time. Videotapes of the session you missed can be watched after class (we can email you the link).

In this spirit, the following can be useful to you:
Participation

Participation in this class is an integral part of this course because class discussion is an important way in which learning is enhanced. By hearing the diverse opinions of your peers, you will gain deeper insight into the complexity of the issues being discussed and be exposed to a variety of effective management approaches. By voicing your own opinions in class you further develop your communication skills and obtain feedback from others on your ideas.

Gaining participation “marks” is not intended to be a "numbers game;" that is, it is not a matter of speaking as many times as you can. Nor should it be viewed as competition. My intent in class is to facilitate discussion to create a quality learning experience for you. Your participation mark is based on your demonstration of your own learning and your contribution to the learning of others in the class. Furthermore, if the overall quality of the class discussion is high, everyone will gain additional participation marks. In other words, there are both individual and group rewards for participation.

During the course, to assess your own participation, reflect on the following statements. A “yes” answer to each suggests that you are participating effectively:

- My comments reflect an understanding of the reading and lecture material.
- They reflect an attempt to connect ideas.
- I ask questions when I don't understand or don't agree with something I have read or heard.
- I encourage and allow others to participate.
- I actively listen to others and try to build on their ideas or engage in healthy discussion.
- I share my own work experiences when they are relevant to the topic of discussion.

Class Norms

In organizations people in leadership and followership roles concern themselves with the notion of equity. “Equity” operationally defined is ensuring everyone is treated in a fair and equal manner based on norms established in the organization. In this context, then, in order to be fair to everyone in the class the following norms are to be adhered to by all class members including me:

- Classes start on time and end on time; you are expected to be in class at the start time and remain until the class ends.
• Please turn off your cell phone and laptops in class.

• No talking in class when someone else is talking; this does not apply when you are in a small group activity

 Academic Integrity

My personal philosophy regarding this matter is very simple: In an academic setting there is absolutely no tolerance for cheating or plagiarizing by a student. To violate this sacred trust strikes at the very core of why you are attending Stern which is, presumably, to learn, to challenge, to dialogue with others, and to receive feedback from the work you have done. Those who violate this fundamental rule should expect to fail the class. Case assignments will be handed in via Turnitin, which checks for plagiarism across the class and across all other Internet sources.

 Your Overall Evaluation

In this class, you will be evaluated based on the following criteria:

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<thead>
<tr>
<th>Activity</th>
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<tr>
<td>1. Team Case Analysis (#1)</td>
<td>25%</td>
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<tr>
<td>2. Team Case Analysis (#2)</td>
<td>25%</td>
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<tr>
<td>3. Individual Exercises (3)</td>
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<td>4. Attendance &amp; Participation</td>
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<td><strong>Total:</strong></td>
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Team Case Analyses

The two (2) team case analyses will function as mid-term and final for the class and will cumulative over each part of the class. You will be doing these analyses in your study groups and will be peer evaluating each other as part of your grade (roughly 10% of your grade on each case).

Individual Exercises

Three Individual Exercises will be required over the course of the semester. Each will require a short (roughly 3-page) write-up and will help you understand your particular situation with regard to key leadership skills.

Grading Criteria
• Written deliverables for this class should contain arguments and assertions that are precise, organized, logical, and appropriately supported by the relevant data and theories.

• Your work should demonstrate a clear, in-depth, and sophisticated understanding of key concepts. The idea is not to touch on as many concepts as possible, but rather to articulate a focused, coherent, consistent argument. How well are course concepts explicitly integrated into your analysis?

In general:

• Be well-organized and thesis-driven, with a clear thrust and argument flow.

• Make arguments that are specific and justified using relevant theories and frameworks.

• Explore implications of the insights you derive. For example, what potential limitations or blind-spots exist in your analysis and may pose problems for your recommendations? How do you overcome them?

• Work done in teams should project a single editorial voice.

• Pay attention to presentation style. Errors of spelling and grammar are as inexcusable in LiO as they are in real organizations.

Case Analyses

• VERY briefly describe the situation and identify relevant issues and objectives.

• Clearly articulate and justify both the conceptual framework and the arguments and conclusions that underlie your analysis with facts from the case.

• Discuss specific, plausible recommendations that follow from your analysis of the underlying issues and problems.

• Discuss the implications, limitations, and potential problems of the recommendations (i.e., How will your proposed course of action meet the criteria for success you have articulated, and what are the likely side effects?)

• Additional grading criteria and suggestions for high-quality case write ups will be discussed and posted as assignments are due.
Session 1 — Introduction/Congruence Model/Case Analysis Tools (9/25)

Readings:

- Pfeffer, "Producing Sustainable Advantage Through the Effective Mgt. of People” (L)
- The Congruence Model: A Roadmap for Understanding Organizational Performance (Oliver Wyman) (L)
- Appendix A: How to Read a Case

Optional:

- Pfeffer and Sutton, "Why Every Company Needs Evidence-Based Management" (L)
- Jay, "How To Run A Meeting" (L)

Case:

- Lincoln Electric, Venturing Abroad, HBS 9-398-095 (Only read until p. 10)

Questions:

- How do many of the people oriented systems, jobs, and processes reflect those issues that Pfeffer presents in his article?
- Using the Congruence Model article, where did Lincoln Electric have congruence across the various elements while operating in the U.S?
- Where did some of these congruences break down when they first went to Europe?
- What role do trust and relationships have in Lincoln's success in the U.S. and failures in Europe?

- “Growing Pains” Case (P)

Questions:

Using the Notes on Case Analysis, please determine:

1) What are the main symptoms in the case?

2) What are the root problems? In determining whether something is a root problem, ask yourself, “if this problem were solved, would many of the symptoms be eliminated?”

3) Please frame the main problem in the case in terms of a single sentence or two.

- In doing so, please think about the problematic issues at various levels, including the individuals, the groups, and the organizational level.
Session 2—Organizational Structure and Design (10/2)

Readings:

- “Organization Structure and Design,” Ch. 9, Bowditch, Buono, and Stewart, A Primer on Organizational Behavior (P)
- Gould and Campbell, “Do You Have a Well-Designed Organization?” (L)
- Ghoshal and Gratton, “Integrating the Organization” (L)

Cases:

1) SMA: Micro-Electronics Product Division (A) Case, HBS-9-400-084 (P)

Assignment Questions:

1. What are the “performance gaps” that MEPD is experiencing? Why are they occurring? In particular, why is it experiencing problems related to new product development?

2. What is the main problem in the case?

3. Using the Congruence Model from last class, what congruence problems are generating the problems and symptoms that SMA is encountering?

4. How are MEPD’s environment and structure different from those of other divisions of SMA, and how are these differences affecting the division’s performance?

5. Assess MEPD’s approach to differentiation and integration. What linking mechanisms do they use, and how effective are they? Analyze other structural dimensions and how they might be contributing to the problems being experienced?

6. What recommendations would you offer Guido Spichy for addressing the division’s problems? If you propose a new organizational structure, draw an organizational chart of the new structure.

Exercise: Words in Sentences
Session 3 – Power, Politics, and Influence (10/9)

Readings:

- "Power Dynamics in Organizations," HBS 9-494-083 (P)
- “Exercising Influence,” HBS-9-494-080 (P)
- Pfeffer, Jeff, "Even the Mighty Fall: How Power is Lost", Ch. 16, from Managing With Power (P)

Optional:

- “Power is the Great Motivator” (L)

Cases/Articles:

1) SMA Case (from previous Session) Revisited

   o This case is also a good illustration of politics, power, and influence. Please rethink the case in terms of this Session’s readings.

   Questions:

   o What political dynamics contributed to SMA’s troubles? Where did these political tensions come from at SMA?

   o Considering the various departments as individuals, what were the various sources of power that the various divisions had?

   o What sources of influence did they have?

   o What would you suggest to reduce the political tensions, balance the power, and allow the SMA MEPD to be more productive?

2) Lehman Brothers Set:

   - Power, Greed, and Glory on Wall Street: The Fall of Lehman Brothers (Part 1) (L)
   - The Fall of Lehman Brothers: The Men, the Money, the Merger (Part 2) (L)

   In the fall of 1983, Lewis Glucksman ousted Peter Peterson as co-chief executive officer of Lehman Brothers. The firm had just completed the most successful nine-month period in its history and Peterson had only recently promoted Glucksman to a position of shared leadership.

A) Auletta, “The Fall of Lehman Brothers” (Part 1) (L)

   - What factors contributed to organizational conflict at Lehman Brothers?

   - Why did Glucksman succeed in his power play? What sources of power did he rely on?
• What could Peterson have done to prevent his own ouster or minimize the damage to the firm? What were his sources of power?

• Imagine that you are Jim Boshart. What sources of power do you have? What actions could you have taken to improve the relationship between Glucksman and Peterson? Would this have been in your self-interest?


• How effective was Glucksman in his new position? What, if anything, should he have done differently?

• Why did the firm not survive? Was the sale inevitable?

Exercises:

• The Political Skill Inventory
• Machiavellianism Exercise
Session 4—Organizational Culture (10/16)

Readings:
- Schein, “What is Corporate Culture Anyway?” (P)
- Chatman, “Leading by Leveraging Culture” (L)
- O’ Reilly, “Corporations, Culture, and Commitment: Motivation and Social Control in Organizations” (L)

Optional:
- Schein, “Why Does Corporate Culture Matter?” (L)
- Schein, “What is Corporate Culture Built On?” (L)

Cases/Articles:
1) “Microsoft: Software’s David and Goliath in One” (P)

Questions:
- What are three major values that unify Microsoft’s culture?
- What is one symbol of the FrontPage culture mentioned in the article? What does it represent and why does it have that meaning? What is one symbol of Microsoft itself? What is that symbol’s significance or role?
- What is the socialization/personnel selection process at Microsoft? How does it contribute to Microsoft’s culture?
- How is culture transmitted among Microsoft employees?
- What are two things, besides values, that make or keep Microsoft’s culture so strong?

2) Microsoft’s Creative Destruction (L)

3) “The Smile Factory: Work at Disneyland”

Questions:
1. Describe and analyze the control systems used by Disneyland. Why does Disneyland use the control systems that it uses? How effective are these control systems?
2. Describe the Disneyland culture. How is this culture maintained? What are the advantages of this culture? How is Disneyland’s culture related to the control systems that the organization uses?
3. Are Disneyland employees committed to their organization? If so, what is the basis of this commitment?
Exercises:

- Understanding the Culture of Your Organization (P)
- Assessing the Culture of Your Organization (P)
- How Effectively Have You Been Socialized? (P)
- What Do You Value at Work? (P)

Assignment Due: Framing/Politics, and Influence Exercise (to be handed out in class the Session before) (*)
Readings:

- First please do the “Network Assessment Exercise” before you do any of the other readings

Exercise:

- Network Assessment Exercise

  Please fill out the Network Assessment Exercise in the packet first. After doing so, please think about the following:
  
  - What did you find most interesting or surprising in filling in your network?
  - What patterns, if any, characterize your network?
  - What are the primary advantages and disadvantages of your network?
  - How well aligned is it with your career objectives?
  - In what ways can your network be improved?
  - How consciously do you work to develop and maintain a useful network?

Readings

A) Personal Networks

- Ibarra, “Managerial Networks” (P)

B) Social Networks

- Krackhardt,” Informal Networks: The Company Behind the Charts” (L)
- Baker, “Building Social Capital as an Organisational Competence” (P)

Power and Influence:

- Conger, "The Necessary Art of Persuasion" (L)

Optional (more for enjoyment, given the long reading list this Session)

- Casciaro and Lobo, "Competent Jerks, Lovable Fools, and the Formation of Social Networks" (L)
- Gladwell, "Designs for Working" (L)
- “Influence Style Questionnaire/Situational Influence Model” (L)
- Uzzi and Dunlap, “How to Build Your Network” (L)
- (skim) Cross and Prusak, “The People Who Make Organizations Go—Or Stop” (L)
Case/Articles

• “Managing Xerox’s Multinational Development Center” Case (P)

Questions:

• What have Clendenin’s objectives been at Xerox? What obstacles did he confront in accomplishing those objectives?

• What kinds of power does Clendenin have?

• How does he influence others within or outside the MDC? How effective are his attempts at influence, and why?

• Is Clendenin an effective leader? Is he too manipulative? Not manipulative enough? What are the potential costs and benefits of Clendenin’s leadership style?
Session 6—/Individual Processes (10/23)

Readings

- Dutton, “Creating Energy Through High-Quality Connections,” Ch. 1, Energizing Your Workplace (L)
- Dutton, "Trustign," Ch. 4, Energizing Your Workplace (P)
- Goleman, "What Makes a Leader?" (L)

Optional:
- The Sandra Bullock Trade (L)

B) Individual Processes

- Wolfgang Keller at Konigbrau —TAK Case (P)

  Questions:

  1) How can Dutton’s simple model about relationships and trust be used to analyze the situation and make recommendations?

  2) What role does Emotional Intelligence play in this situation?

  3) What are your options with Brodsky and what would you recommend?

  4) What are the implications for Keller’s development as a leader?

Exercises:

- MBTI Type Indicator:
  - http://www.humanmetrics.com/cgi-win/JTypes1.htm
- Emotional Intelligence Test (P)
- Various personality tests (P)
  - Big 5
  - Locus of control
  - Type A
  - Self-esteem
- Perception Exercises (P)
Session 7 — Midterm Due/Organizational Change (10/30)

Readings

• Kotter, “Leading Change: Why Transformation Efforts Fail” (L)
• Jick, “The Challenge of Change” (P)

Optional

Pfeffer and Sutton, "The Smart-Talk Trap" (L)

Cases:

A) Organizational Change

• Muoio, “Mint Condition” (L)

http://www.fastcompany.com/magazine/30/usmint.html

  o Questions:
    ▪ How did Diehl at the Mint effectively use the guidelines suggested in the Kotter article?
    ▪ How did Diehl avoid each of the eight errors mentioned in the Kotter article?

• Peter Browning and Continental White Cap (A) Case (P)

Questions

  o In planning Browning’s change, consider how Continental White Cap looks from the structure, power, and culture perspectives.

  o Considering those and a strategic (as usual) perspective, what was Browning’s predicament at Whitecap?

  o What should his change objectives/goals be?

  o What should his change plan be for Continental Whitecap? How can he get things started?

  o What specifically should he do, specifically, in dealing with White and Lawson, Start, and Green?

• Will your recommended changes take care of the structure, power, and culture issues that you started with, or merely try to change behavior?
Exercise:

- Behavioral Leadership Style Questionnaires (P)

Assignment: Group Mid-Term Case Due: Donna Dubinsky (A) Case (P)
Session 8 — Motivation and Incentive Systems (11/6)

Readings
- Kerr, "The Folly of Hoping for A, While Rewarding B" (L)
- Pfeffer, "Six Dangerous Myths About Pay" (L)

Reference
- Bowditch, Buono, and Stewart, Chapter 3, "Motivation" (L)

Case:
- “The Best-Laid Incentive Plans” (P)

Questions
1) Should Rainbarrel revisit its approach to performance management? Yes or no?
2) Come to class with a plan of action and be prepared to defend it.
3) How can goal setting be used to analyze and improve the situation?
4) How does the article “The Folly of Rewarding A, While Hoping for B” explain what is going on in this situation?

- SAS Institute Case (may become optional)

Questions:
1. What is Goodnight’s view of the use of pecuniary and non-pecuniary incentives?
2. How has this view shaped the culture, HR policies and practices, performance management, and incentives of SAS?
3. Could the principles and methods of hiring, motivating employees and managing performance employed by SAS be used in other organizations, other industries, other types of tasks, and other types of employees? Why or why not?
4. Could SAS continue to succeed with the same management practices that had brought it to its present position? What are your recommendations to SAS management as the company grows and moves forward?

- Optional: “At a Software Powerhouse, the Good Life Is Under Siege”

Exercises
- Theory X/Theory Y
- Job Design
- Goal Setting
Individual Assignment 2 Due: Rewards System Exercise

(see exercise instructions at the end of syllabus and on Blackboard)

Individual Assignment 3: Reflected Best Self Exercise Materials
(due last Session of course, but to be started now)

You should start doing your research for the Reflected Best Self exercise that will be due the last Session in class. The materials and the assignment are posted after this Session’s materials as this exercise will require a few Sessions for you to collect, analyze, and reflect on the responses that you get.

- Roberts, et al., "How To Play Your Strengths" (L)
- Best Reflected Self Instructions (P)
- Best Reflected Self Email/Example (Syllabus)
Session 9 — Groups and Teams (11/13)

Readings:

- “A Note on Team Process” (P)
- Hackman, “Why Teams Don’t Work” (L)
- Colvin, “Why Dream Teams Fail” (L)

Reference

- "Groups Dynamics" from Bowditch, Buono, and Stewart, Chapter 5 (L)

Optional

- “How Teams Can Have a Good Fight” (L)
- Gratton, “Bridging Faultlines in Diverse Teams” (L)

Case:

- Henry Tam and the MGI Team (HBS 404-079) (P)

Questions:

1) What is your evaluation of the MGI team’s process? What were the root causes of the team’s process problems?

2) What were the strengths of the MGI team? How would you have evaluated the MGI team “on paper,” that is, before their first meeting?

3) Were the differences among the team members a liability or an asset?

4) What could Henry have done earlier to avoid the team’s problems?

5) At the end of the case, what actions could Henry have taken to increase the team’s effectiveness?

Exercise:

- Team Assessment Inventory
Session 10 -- Managerial Decision Making (11/20)

Readings

- Vedder, "How Much Can We Learn From Success?" (L)
- (please read AFTER class) “Common Biases,” in Bazerman and Moore, Judgment in Decision Making, Ch. 2 (P)
- Harvey, “The Abilene Paradox” (L)
- Blink, “The Statue That Didn’t Look Right” (P)
- “China’s Censors Thrive in Obscurity” (L)
- “How Do Different Cultures Weigh the Same Decision?” (L)

Exercises:

- Various Short Answer Exercises (to be emailed or handed out the previous session in class)

- Carter Racing (Northwestern DRRC)

  Assignment for Carter Racing:

  - Read through the materials provided in your course packet and decide whether the Carters should race or not and note your confidence in your decision. Come to class prepared to discuss and support your position.

  - Come to class prepared to role-play a meeting with Fred Carter, John Carter, Tom Burns and Paul Edwards (one of them played by you) in which you will decide together whether to race or not.

Extra Credit

Blink Assignment
### Session 11 — Second Group Paper/Mental Models/Effective Communication (12/4)

**Readings**

- “Negotiation Analysis: An Introduction”
- “Negotiation Advice”
- “The Six Habits of Merely Effective Negotiators”

**Optional**

- “Building Effective One-on-One Work Relationships” (P)
- Senge, “Mental Models” from “The Fifth Discipline Fieldbook”
  - (pp. 264-269 are optional) (P)

### Group Assignment 2 Due: Hausser Foods Case (P)

**Exercises in Class:**

- Eazy’s Garage
Session 12— Managing Yourself, Your Boss, Your Career (12/11)

Readings:

- Gabarro and Kotter, "Managing Your Boss" (L)
- Hill, “Managing Your Career” (P)

Case:

- Lisa Benton (A) Case

Questions:

1) How did Benton get into this mess?
2) What were the sources of Lisa’s power, and did she use them effectively?
3) Could she have done anything differently?
4) What should she do now? Please be specific

Individual Assignment 3 Due: Best Reflected Self Exercise
Exercises/Individual Assignments
**Exercise 1: Rewards Systems**

**To be done:** Individually  
**Length:** 1-2 pages

This exercise is designed to help you both recognize and solve a problem in your organization by using both the Kerr article, “On the Folly of Rewarding A, While Hoping for B” and the other material have covered so far in the course.

1) Using the Kerr article “On the Folly of Rewarding A, While Hoping for B” **please find an example** in your organization where the organization is “rewarding A, while hoping for B.” **Describe the situation** and why it is a good example of the problem the Kerr article deals with.

2) What are the **unintended effects** of the misplaced reward?

3) **Why do you think those rewards were put in place to begin with**? Please support your assertion with references to relevant organizational issues including those related to the individual (personality, values, motivation, job design, etc.), group/group dynamics, or organization’s culture, structure, leadership, politics (or any other topics from the course that might be relevant).

4) **What would be a better reward system and how could your organization get there?**

5) **What obstacles would prevent a smooth transition** to this new reward system, and **how could your organization remove those obstacles?**

6) **What would benefits** would your organization gain compared to the current system?

In describing your problem, we are hoping that you will be able to both apply the issues in the Kerr article, but also expand upon the article by putting the situation in a broader organizational context. The **criteria for grading the paper** will include:

1) Clear and interesting application of the Kerr article

2) Good supporting explanations with clear and appropriate references to other course topics.

3) A reasonable and realistic/practical analysis and solution

4) Coherent and cogent writing
Appendices — Managing Processes
Appendix 1: GUIDE TO CASE ANALYSIS

Many students find case analysis to be difficult due to the relative lack of structure of management problems. No correctly answered list of questions or mechanical process will lead to the "right" answer. In fact, there is no single "right" solution to most managerial problems. When analyzing a case, remember that there are many possible approaches and solutions. The goal is not to figure out "the answer" but to sharpen your analytic, problem-solving, and decision-making skills. The following steps outline the basic approach that you should follow when analyzing a case, whether for class discussion or in preparation for a written analysis.

First, read the assigned reading. The reading material should play an important role in your analysis of the case. Remember that case analysis in this course is cumulative. Thus material from earlier chapters or readings may be relevant and should be applied where relevant.

Second, read the case and the questions in the Case Preparation Questions. Take notes about the important issues that the case raises and the material from the reading that seems to apply. The guide questions indicate issues that you will want to consider, but you may need to go beyond merely answering the questions to effectively analyze the case. A written case analysis should be an integrated product, not a sequential set of answers to the questions.

Third, analyze what is occurring in the case and why. You should be able to identify outcomes in the case and/or issues that the organization faces. These outcomes may be bad (e.g., shrinking market share, hostile employees, conflict among departments, inability to control operations), or they may be good. The goal of analysis is to explain the underlying mechanisms that are producing the outcomes or problems that you see in the situation. This process will require you to distinguish between symptoms and casual mechanisms. Consider the following example: You go to the doctor with the "problem" of a cough or a fever. It may be easy for the physician to treat the cough or fever with a number of medicines much like we could treat worker dissatisfaction by paying higher wages. However, it is important for the physician to determine the causes of the problem. If the cause of the cough is tuberculosis then only treating the cough is apt to lead to serious long-run consequences because the underlying disease process will still be at work. Clearly the cough is just a symptom of a deeper underlying problem. Good analysis cleverly weaves symptoms into a causal map that gets to the underlying root of the situation. What I will look for in your case analyses is the cogency of your explanation of the process leading to the symptoms. At the outset you are likely to struggle with this. It is a difficult and time-consuming process to develop clinical skills.

Remember that specific cases are assigned because they present good opportunities to practice using different theories and frameworks. Therefore, you know in every instance that some material from the assigned reading, and often other material from earlier readings, must be applicable to the case. You will find theories and course frameworks
essential for supporting your analyses. You should view the theories as a way to explain the underlying causal mechanisms contributing to the outcomes in the case, and as a way to organize and justify your arguments. Be explicit in your use of course concepts and theories, but avoid the tendency to throw in course terminology merely as “buzzwords.”

Recognize that some cases do not have problems as such. The organization may be doing quite well. Cases are real-world situations, not necessarily examples of bad management. Don’t make up problems when none exist. Take the situation for what it is rather than approaching it with a point of view. Be alert for the danger that some information in some cases is coming from biased participants and therefore must be taken with a grain of salt.

A characteristic of cases is that you never have all the information that you want and there is often considerable information that is irrelevant, trivial or even obfuscating. The absence of essential information may force you to make one or more assumptions. Assumptions should always be clearly labeled as such, they must be necessary and they must be realistic. In general, you should try to avoid assumptions.

There is no need to describe events in your written analyses. This is merely a waste of space, as I have read the case and am aware of all the facts. Rather, you should use material from the case to support your analysis or to provide examples to back up your arguments. Remember, your objective is to explain, not describe or report.

At the conclusion of each written case analysis, you will need to offer recommendations for change, or recommendations for how the situation could have been better handled. Keep in mind that recommendations typically have both positive and negative consequences. For example, a solution may eventually work but be very costly, difficult to implement and take a long time to have a significant impact. You should develop the recommendation that has maximum positive impact and minimum negative consequences.

Recommendations should logically follow from the analysis and they should be feasible. For example, firing the boss and replacing her/him with a better manager may be a good "theoretic" solution but it may not be feasible in a given set of circumstances. Recommendations must be effective and efficient. Killing a fly with a bomb is effective but not efficient. Keep in mind that only 30% of your grade will be based on your recommendations. The remaining 70% will be based on your analysis. Space allocation should reflect this distribution.

Finally, make sure that your case analyses are well written, clearly organized, and have a logical flow. Poor writing will affect your grade. It usually helps to provide a brief summary statement and “roadmap” at the beginning of the analysis to orient and guide the reader. Also make sure that any recommendations you provide follow directly from your analysis of the problem, and that your overall conclusions are consistent with your analysis.
Appendix 2: Case Analysis Guidelines/Questions

The following questions apply generally to case analysis and may be helpful as you approach your case assignments.

**Problem identification**

1) Identify the situation and symptoms facing the key individuals i.e. protagonists in the case. You may want to list, draw, or somehow represent the information about what is going on in this case.

2) What are the key problems in this case? You can safely assume that many of the surface “problems” are really symptoms of underlying problems. Try to identify the key problems underlying the variety of symptoms present in the case.

**Problem Analysis**

3) What seems to be causing the key problems? Do some problems share a cause, or are they somehow otherwise related?

4) Regarding causes, what group and/or individual needs might be served by the current situation in the case?

5) Regarding causes, what rewards – formal or informal, financial or non-financial – support the existing situation?

6) Regarding causes, what environmental, organizational, or contextual factors underlie, contribute to, or perpetuate the existing situation?

7) Can you develop a framework or representation of the problem (using concepts from the course) that might aid your analysis and inform your action plan?

8) What are the beneficial aspects of the situation that you may not want to disrupt or which you might use to your advantage in designing and/or implementing a plan of action to address the situation?
Developing and implementing an action plan

9) What are your objectives for the action plan? Specifically, what problem(s) do you plan to address? What is your time horizon?

10) What options or alternatives are available?

11) What are the strengths and weaknesses of each alternative? Which alternative do you recommend?

12) Describe your action plan. Be specific and concrete about your actions, rather than relying on broad descriptions, such as “stronger leadership”, “better communication”, or “do more research”.

13) What factors in the situation would be supportive or facilitate the success of your action plan, and what obstacles might there be? (Consider opportunities and constraints associated with individuals, the existing reward system, etc.)

14) Could your solution touch off other problems? What are the risks facing your solution? What contingency plans do you recommend?

15) Assess the realism of your proposed action plan. For example, is there adequate time, money, or other resources for your solution? Also, does your solution place too much reliance on other people being “reasonable” i.e. on what you think is reasonable?

Writing

1) Are your sections presented in a logical order and well integrated?
2) Is your writing clear and lucid?
3) Is your analysis creative, thoughtful, innovative?
4) Does your paper stay within the legal restrictions?

These questions are general in nature and may not be relevant to all cases; questions not mentioned here might also be relevant to the cases on hand.
Appendix 3: Tips for Working Successfully in a Group

- Please read “How To Run a Meeting” from Session 1 in your course pack

Meet people properly. It all starts with the introduction. Then, exchange contact information, and make sure you know how to pronounce everyone’s names. Exchange phone #s, and find out what hours are acceptable to call during.

Find things you have in common. You can almost always find something in common with another person, and starting from that baseline, it’s much easier to then address issues where you have differences. This is why cities like professional sports teams, which are socially galvanizing forces that cut across boundaries of race and wealth. If nothing else, you probably have in common things like the weather.

Make meeting conditions good. Have a large surface to write on, make sure the room is quiet and warm enough, and that there aren’t lots of distractions. Make sure no one is hungry, cold, or tired. Meet over a meal if you can; food softens a meeting. That’s why they “do lunch” in Hollywood.

Let everyone talk. Even if you think what they’re saying is stupid. Cutting someone off is rude, and not worth whatever small time gain you might make. Don’t finish someone’s sentences for him or her; they can do it for themselves. And remember: talking louder or faster doesn’t make your idea any better. Check your egos at the door. When you discuss ideas, immediately label them and write them down. The labels should be descriptive of the idea, not the originator: “the troll bridge story,” not “Jane’s story.”

Praise each other. Find something nice to say, even if it’s a stretch. Even the worst of ideas has a silver lining inside it, if you just look hard enough. Focus on the good, praise it, and then raise any objections or concerns you have about the rest of it.

Put it in writing. Always write down who is responsible for what, by when. Be concrete. Arrange meetings by email, and establish accountability. Never assume that someone’s roommate will deliver a phone message. Also, remember that “politics is when you have more than 2 people” – with that in mind, always CC (carbon copy) any piece of email within the group, or to me, to all members of the group. This rule should never be violated; don’t try to guess what your group mates might or might not want to hear about.

Be open and honest. Talk with your group members if there’s a problem, and talk with me if you think you need help. The whole point of this course is that it’s tough to work across cultures. If we all go into it knowing that’s an issue, we should be comfortable discussing problems when they arise -- after all, that’s what this course is really about. Be forgiving when people make mistakes, but don’t be afraid to raise the issues when they come up.
**Avoid conflict at all costs.** When stress occurs and tempers flare, take a short break. Clear your heads, apologize, and take another stab at it. Apologize for upsetting your peers, even if you think someone else was primarily at fault; the goal is to work together, not start a legal battle over whose transgressions were worse. It takes two to have an argument, so be the peacemaker.

**Phrase alternatives as questions.** Instead of “I think we should do A, not B,” try “What if we did A, instead of B?” That allows people to offer comments, rather than defend one choice.
Appendix 4 – Participating in Case Discussions

1. Keep in mind that there is usually more than one right answer. A case is a problem-solving situation, and managerial effectiveness often depends upon seeing different solutions.

2. Offer your ideas, substantiating them with facts from the case and course material.

3. Adopt an open-minded stance, entertain new ideas from others and consider how your recommendations might change in light of these new insights.

4. Listen to your classmates and build on what they have to say. Resist the impulse to focus so strongly on what you want to say next that you lose track of where the discussion has moved.

5. Be fearless, but professional and most important, respectful in questioning or disagreeing with a colleague. Case discussions are also an opportunity to refine interpersonal skills. "I see some drawbacks to your proposal" or "I'm wondering if you considered the effects of x on y" creates a much different climate than "You're wrong" or "That's not a good idea."

6. Write down new ideas that occur to you and make note of any theories or course concepts brought to bear that you did not apply in your analysis.

7. Evaluate the discussion and your participation in it. What could you do to improve in the next case discussion?