Course Description and Objectives

This course is about leadership in organizations. It is based on the premise that, regardless of your position within an organization, you can exhibit leadership. Leadership opportunities present themselves every day, and not just to those at the top of the organizational hierarchy. The course is also based on the premise that effective leadership requires an in-depth understanding of how organizations work, and an in-depth understanding of how to work with and through other people.

In the first part of the course, we will focus on organizational structure and culture, and the importance of consistency between an organization’s structure, culture, strategy and external environment. Leaders need to accurately analyze the context within which they operate, and this analysis needs to inform the actions that they take. Our goal will be to hone your analytic skills in this regard.

In the second half of the course, we will focus on how to manage the challenges that leaders face in working with and through other people. We will learn about political dynamics within organizations and how to effectively use power and influence, how to build and manage high-performing teams, and how to motivate and reward those who work for you (and how organizations as a whole can effectively use teams, motivate and reward people, etc.).

My goal is for you to gain knowledge, skills and insights that will help you not only in your current job, but in the future as you assume positions of increasing leadership. At the end of the course, you should have a deeper and more complex understanding of what it means to effectively lead organizations, teams, and people.

Reading Materials

1. Coursepack. Available for purchase at the NYU Professional Bookstore. Purchase of the print packet will also allow you digital access to the packet materials.

2. Materials on Blackboard (BB). Some of the assigned cases and readings are available via Blackboard (any materials that can be made available electronically without charge). These are indicated on the course outline with the notation, (BB). I realize that it is an inconvenience to have course materials in two different places, but I have done this in order to reduce the cost of the coursepack.

Grading

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<th>Category</th>
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<tbody>
<tr>
<td>Team Case Analysis 1</td>
<td>15%</td>
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<tr>
<td>Team Case Analysis 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
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<td>3 Individual Case Preparations</td>
<td>15%</td>
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<td>In-Class Contributions</td>
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Team Case Analyses

Working in teams is a critical part of most managerial work. To sharpen your skill in this area, you will prepare two written team case-analyses in this course. Please be sure to carefully read the Guide to Case Analysis, and the assigned Preparation Questions, to help you complete these assignments. Your analyses will be evaluated based on how well these questions have been addressed and on how well you have used course material to support your arguments. If you have questions about how to approach the case analysis, feel free to contact me or the teaching assistant.

A problem that is sometimes associated with group projects is a team member who does not do his/her share of the job. Everyone is expected to carry an equal share of the team work load. I will not supervise the process any more closely than would most managers in similar circumstances. Rather, you are expected to manage each other and the team. Keep in mind that groups often ignore problems wishing that they will go away. Most often they don’t; rather they get worse. Try to set up clear procedures regarding how the team cases will get done and address problems head-on before they escalate. You should try to resolve problems within the group, but if you can’t, let me know and I will do my best to help.

At the end of the semester, you may be asked to anonymously evaluate the overall contribution of each member of your team. Anyone who receives significantly lower evaluations than the other members of his/her team runs the risk of a reduced grade on the two team assignments.

Please make sure that your case write-ups do not exceed 6 pages (excluding any exhibits you wish to include). Use Times New Roman 12-point font, double-spaced, with 1-inch margins on all sides. You are to submit a hard copy of your paper at the beginning of the class session, as well as an electronic copy via Blackboard. Since we will be discussing the cases in class, late papers cannot be accepted. Because these are learning exercises, most of your grade (70%) will be based on the quality of your analysis, and the remainder (30%) will be based on your recommendations. In preparing your case analyses, you are prohibited from using any outside materials and from discussing the case with anyone outside of your team.

Final Exam

There will be a final exam for this course on. The exam will consist of short essay questions that will test your mastery of, and ability to apply, course concepts. A review sheet, and sample questions, will be distributed prior to the exam. All students must take the exam at the scheduled time.

Three Individual Case Preparations

For each class session, there is material to read and material to prepare. “Prepare” means that you should read the case carefully and think through the Preparation Questions so that you are adequately prepared for the in-class case discussion.

For three class sessions, you need to write-up and hand-in short answers to the preparation questions. For the first, you can do either Apple or Goldman Sachs. For the second, you can do either NYPD/GE or Xerox/Donna Dubinsky. For the third, you can do either Hausser Food Products or Rob Parson.

The maximum length of these write-ups is 2 pages. You can single space, but please do not use a font smaller than 12 point, or margins less than 1-inch on all sides. The main objective is for me to get a sense of your mastery of the course material, and for you to get individual feedback prior to the final exam. That in mind, I will not grade these assignments with letter grades, but on a check (meets expectations), check-plus (significantly exceeds expectations), check-minus (falls short of expectations) basis. Late assignments will not be accepted.
In-Class Contributions

Preparation and participation in the case discussions are essential parts of the course and essential to your own individual learning experience. One of the things I strive for are class sessions that are engaging and interactive, and where students learn not just from me, but from one another. In my experience, core groups with thoughtful and lively discussions tend to have a better understanding of the course material and a better experience in the course. A high quality discussion, however, requires hard work on your part. I cannot make it happen alone.

I expect each and every student to attend each class, to arrive prepared, and to participate in the class discussions each week. So that you can participate in a meaningful way, you will need to carefully read and reflect upon the assigned material. To assist you in preparing the cases for class discussion, you should consult the Preparation Questions weekly.

Although I expect students to contribute to each class session, please note that I am far more interested in quality than quantity. Your goal should be to contribute in a meaningful way to the class discussions, not simply to talk for the sake of talking. To do so, you should listen to, and build upon, the comments of your classmates. I also want to stress that positive contributions are not necessarily “right” answers. “Wrong” answers can be instructive, and debate is a good way to learn.

In evaluating your in-class contributions over the course of the semester, I will consider not just whether you regularly contribute to the class discussions, but more importantly, whether your in-class comments are insightful (beyond the obvious), relevant, and help to move the discussion forward. Students who repeatedly re-state what others have said, take more than their fair share of “air time,” or repeatedly offer comments that detract from rather than add to the class discussion, will not receive a satisfactory class contribution grade.

I try very hard to foster a supportive and respectful classroom environment, one in which people are comfortable expressing their views and challenging both me and one another. I recognize that expressing viewpoints in a large group setting is difficult for some people, but it is an important skill for you to develop as an MBA student and as a leader. I will do what I can to make this as anxiety-free as possible. If there is anything that may pose a unique challenge in terms of your ability to participate in class, please let me know. Also, since you may be called on at any time, please let me know if there is an evening when you are not prepared so that I can avoid embarrassing you inadvertently.

Attendance and Lateness Policy

Attendance at each class session is expected. If you miss more than one class, regardless of the reason, you can expect this to have a negative effect on your in-class contribution grade. If you are not present, you are obviously not able to contribute. Although I understand that you have complicated lives, please know that excessive lateness, or leaving early, will also have a negative effect on your in-class contribution grade.

Laptops, Cell Phones, and other Electronics

Laptops, cell phones, blackberries, & other electronic devices may not be used in class (that includes surreptitious checking your smart phone or texting). Out of respect for your classmates and instructor, please be sure to silence your phone before class begins.
Honor Code

I take Stern’s honor code very seriously, and expect that you will too. Group case write-ups must reflect the use of only the assigned course materials (no outside resources) and only the inputs of the group members (i.e., you cannot obtain input from anyone who is not a member of your group).

The final exam must reflect only your own work. Any attempt to represent the work of others as your own will be considered an honor code violation and will be dealt with accordingly. Please see me if you are uncertain about what represents an honor code violation.

Individual Consultation

I encourage you to contact me if you have questions about the course material, assignments, or your performance in the course. You can contact me by e-mail to arrange a time to meet or to talk by phone. I am also happy to answer quick questions via e-mail.
COURSE SCHEDULE

1. Introduction to the Course
   Read: A Model for Diagnosing Organizational Behavior
         Evolution and Revolution as Organizations Grow (BB)
   Prepare: Eric Peterson

2. Organizational Structure and Design
   Read: Excerpts from Organizational Theory and Design, chapter 3
         “Fundamentals of Organizational Structure,” and chapter 4, “The
         External Environment”
   Prepare: Apple Computer, Inc.

3. Organizational Culture
   Read: Corporations, Culture and Commitment
   Prepare: Goldman Sachs

4. Leading Organizational Transformations
   Read: Leading Change: Why Transformation Efforts Fail (BB)
   Prepare: NYPD New
            GE’s Two-Decade Transformation: Jack Welch’s Leadership

5. Integration
   Due: Team Case 1: Big Spaceship: Ready to Go Big?

6. Power, Politics and Influence
   Read: Power, Politics & Influence: Savvy & Substance in Organizations
         How Top Talent Uses Networks & Where Rising Stars Get Trapped
         (BB)
   Prepare: Managing Xerox’s Multinational Development Center
            Donna Dubinsky at Apple Computer, Inc.
7. **Building and Managing Effective Teams**
   
   Read: Managing Your Team  
   Why Dream Teams Fail  
   
   Prepare: Managing a Global Team: Greg James at Sun Microsystems, Inc.

8. **Influence and Decision Making within Teams: The Art of Persuasion**
   
   Read: Team Decision Making  
   The Necessary Art of Persuasion *(BB)*  
   
   We will be watching and discussing the movie “12 Angry Men”

9. **Motivating and Rewarding Employee Performance**
   
   Read: Motivation: A Diagnostic Approach  
   Theories of Motivation  
   Goals Gone Wild *(BB)*  
   
   Prepare: Hausser Food Products *(BB)*

10. **Assessing and Improving Employee Performance**
    
    Read: Actionable Feedback *(BB)*
    
    Prepare: Rob Parson at Morgan Stanley

11. **Integration and Course Wrap-Up**
    
    **Due:** Team Case 2: Harrah’s Entertainment, Inc.

12. **Final Exam**