The key goals of this course are:

1. How do we analyze what is happening in an organization, focusing on organizational structure, culture, and the importance of alignment?

2. What is leadership and how do effective leaders influence, motivate, and build?

3. In what ways are you a leader, and what will leadership look like for you in your life and career?

By the end of the course, I expect that you will be more knowledgeable about how organizations work (or don’t work), and will be more conscious of the leadership choices you make, as well as their consequences.

COURSE MATERIALS

1) *Leadership in Organizations Course Syllabus.* You are responsible for the information contained in this syllabus.
2) *Leadership in Organizations: Course Packet.* Available in digital form through the NYU Professional Bookstore website.
3) *Course handout fee:* covers materials that will be distributed in class. Pay on-line through the NYU Professional Bookstore.
4) *Additional readings, cases and exercises.* Available online through Blackboard or distributed in class.
Attendance and punctuality at each class session is expected. Class will start on time. We will take a break during each class session, probably before 3 pm. However, like the SuperBowl, this is a “live program”, so we will sometimes run early or late with our breaks, based on how things are going. Please email me in advance if you will be unable to attend a class. 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, affects your classmates, and thus, will also have a negative effect on your in-class contribution grade. Laptops, cell phones, blackberries, & other electronic devices may not be used in class.

I take Stern’s honor code very seriously, and expect that you will too. Here are some important ways in which the honor code applies to this course (but not the only ways!):

- 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).
- Do not view anyone else’s analysis for the cases prior to writing your own, or discuss cases with students who have already analyzed the case in class (e.g. another section).
- 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.

Please see me if you are uncertain about what represents an honor code violation.

If you have a qualified disability and will require academic accommodation during this course, please contact the Moses Center for Students with Disabilities (CSD, 998-4980) and provide me with a letter from them verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the CSD, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation. I am happy to work with you to make sure your goals are met.

I want to inform you of the potential research use of classroom data. The results of the surveys, cases, simulations, and exercises used in this course provide rich learning material for class discussion, as you will see. This data sometimes may also support valuable research. Analysis of such data has contributed to the on-going evolution of organizational and leadership theory. Only aggregate, statistical information would ever be published. Complete confidentiality would be guaranteed. No personal information is ever involved. I very much hope that you are comfortable with this kind of use. However, your decision will have absolutely no effect, positive or negative, on the work you will be asked to do in this course, your grade in this course, or my view of you. To ensure this, I will wait until after the course is completed, and after I have submitted your grades, to request your consent to analyze your de-identified data. You will receive an email from me after the course is complete requesting your consent.
ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Case Analysis (written)</td>
<td>15%</td>
</tr>
<tr>
<td>Team Case Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Individual Assignments (three case preps plus memoir)</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>In Class Contribution</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

Submitting Written Work – follow these instructions carefully!
1. IMPORTANT: Submit your work using the templates provided on Blackboard.
2. Follow all file naming protocol about how to name files – information will be available on Blackboard.
3. Use Times New Roman, 12-point font, double-spaced with standard margins for all written assignments you submit.
4. If an assignment has a word limit, please include the word count in the document’s header.
5. Bring a hard copy to class and submit your assignments electronically on Blackboard, in Assignments. Name your electronic file with the following naming convention: “[section].[submitter].[case]”. For example, if Jason Bourne from section B01.1302.23 submitted the Xerox case, he would name his file “23.Bourne.Xerox”. Or, if it is a group assignment, it would be 23.Group2.Xerox.
6. Since we will be discussing the cases in class, late papers cannot be accepted.

SPECIFICS ON COURSE ASSIGNMENTS (see course map for due dates)

Team case analysis, written
Each team will be assigned ONE of three cases to analyze in the form of a written case analysis. Use the case preparation questions as a guide. 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. Making linkages between cases in this course and with learnings from your other courses is also encouraged. The page limit for the team case write-up is 8 pages (use the template on Blackboard). Appendices, tables and/or figures do not count toward the limit. Hard copies are due in class and ALSO on Blackboard. No late assignments will be accepted.

Team case analysis, presentation
Again, each team will be assigned one of three cases to analyze in the form of a case analysis presentation. Use the case preparation questions as a guide. Making linkages between cases and with your other courses is also encouraged. The presentations will be approximately 12-15 minutes long with an additional 5 minutes of Q&A from the audience (we will set more specific parameters closer to the actual presentation dates). We will have three different team presentation dates, and your group will be assigned to ONE of those three dates.

Preliminary Draft Only
Team presentation, Q&A / Feedback

On presentation days, the assigned Q&A groups will ask questions of the presenters. As the question-askers, you are welcome to prepare the case in your teams or individually. The preparation required is the usual case prep, and followed by active listening during the presentations; the Q&A is part of your overall class contribution grade. Your objective is to enrich the dialogue (not to stump the presenter). If the Q&A was the World Cup, you are responsible for moving the ball down the field, not for trying to outwit the goalie. You will also be responsible for delivering constructive feedback outside of class (either verbal or written) to the presenters about their presentation style. This will be an opportunity for you to practice your skills of formulating and delivering feedback.

A comment on working in teams

Teams will be assigned randomly and the team assignments will be posted on Blackboard.

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 teamwork 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. If I am convinced that someone has not carried a fair share of work, I will reduce that person’s team grade as far as I assess is warranted, down to 0.

In-Class Contribution

The class will be conducted largely through the case method. To prepare for each class, read the assigned materials and analyze the case on your own before coming to class. The case preparation questions will help you guide your reading by directing your attention to the important aspects of the case. The readings and case are matched in subject matter for each week. Therefore, you should use the week’s readings to help you analyze the same week’s case. See the Guide to Case Analysis at the end of this syllabus to see how to analyze a case. I will typically do some lecture in class, but the lecture will build on the readings, not repeat them. Therefore, it is critical that you attend class and come prepared to discuss the assigned material, especially the cases.

In-class contribution is an important part of our shared pedagogical experience. Your active participation helps me to evaluate your overall grasp of the material. More importantly, the quality of the class itself is largely dependent on the quality of your collective discussion. In class, you must pay attention to what others say. A good case discussion is a guided conversation, and responding to a classmate’s comment enhances the conversation. Repeating
what others say, or weighing in on a topic we have already left, is not productive and shows that you are not following the discussion.

The quality of your participation is more important than the quantity. Given our limited amount of time together, talking without positively contributing to the discussion will result in a lower grade for in-class contributions. However, I want to stress that positive contributions are not necessarily “right” answers. I encourage you to experiment and take risks. “Wrong” answers can also be instructive, and debate is often a good way to learn. Positive contributions are those that advance the discussion by presenting new ideas or insights, or by building on others’ comments, or by presenting a counterpoint to others’ comments in a respectful way.

Some people are uncomfortable with presenting viewpoints in a large group setting. However, contributing to discussions is an important part of your development as a manager, and as an MBA student. I do cold call frequently, so if you are unprepared for class one day, please let me know in advance, and I will not call on you. If there is anything that may interfere with your ability to contribute on an ongoing basis, let’s discuss it.

The least useful contributor in a case discussion is not the person who does not speak, but the person who speaks without listening.

**Individual Case Preps**
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, everyone does Gianna Angelopoulos-Daskalaki. For the second, you can do either Apple or Goldman. For the third, you can do either Anne Mulcahy or Rob Parson.

Please submit your individual case preps using the Qualtrics links (on-line survey software) on Blackboard. You may want to draft your response in word processing software and then paste them into the on-line survey. 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. **CASE PREPS ARE DUE BY 8 am ON THE DUE DATES.**

**Memoir Exercise**
Imagine it is the year 2021. Your block is putting together a book of memoirs for your Tenth Reunion. Write a 1-2 page memoir (250 words or less) that describes what you are doing and how you got here. Remember, you are writing this essay looking back from the year 2021. We will look at some examples in class, but this is YOUR memoir, so write it YOUR way.
I will grade the memoir with either a check or a check minus. The only way to get a check minus on this assignment is to blow it off (either by not doing it or putting minimal effort into it). I will not be grading the content of your memoir, rather, my interest is to see evidence that you investing genuine introspection into the exercise and demonstrating growth in your thinking about how leadership relates to you. Said another way, I will not be focused on what you lay out as your aspirations or model of success, but on why you set those aspirations or adopt that model of success. Self-awareness is essential in this exercise.

We will work on the memoirs both in and out of class throughout the semester. It probably should go without saying that while you are encouraged to discuss the exercise with anyone you like, the written piece should be your own. Your final memoir is due on the last day of class.

Final Exam
The final exam will consist primarily of a written case analysis. More detail on the exam will follow later in the semester.

Other Assignments
In addition to the graded assignments you submit, there will occasionally be online surveys that you will need to complete before coming to class. I will develop these “real-time” as our course progresses. Completing the surveys will count towards your class contribution grade.

A COMMENT ON THE PURPOSE OF GRADES

While there are many perfectly good and admirable reasons for you to care about your grades, I want to encourage you to recognize the opportunity you have this semester to dig into the messiness of organizational life and leadership within the safety of a classroom. These opportunities do not come often in a career. I promise you, truly promise you, that ten years from now, your grade in this course will pale in importance relative to your takeaways from this course.

My goal and my commitment as your professor is to guide you through an experience that, with your engaged participation, will add value to you and your career. I strongly encourage you to adopt a similar goal for yourself and the role you will play relative to your classmates in this course.

My view is that grades are just an artifact of bringing structure to the learning process but not the goal in and of themselves. Please do remember that Stern policy requires faculty to grade on a forced distribution curve. It does require that no more than 35% of students can receive the grades of A or A-. We can debate the merits of the curve, but it is our reality. I encourage you to consider your grades in the context of your goals in this course. Let grades be my headache, and let learning be yours. In other words, do not let grades get in the way of your learning.

Let’s make this course truly worthwhile for you.
CASE PREP QUESTIONS (for due dates, see one page course map on last page of syllabus)

Erik Peterson
1. What are the problems facing Erik Peterson?
2. What are the underlying causes of these problems?
3. How effective has Peterson been in taking charge of the Hanover start-up?
4. What, if anything, should Peterson have done differently?
5. What actions should he take now? Be specific.

Donna Dubinsky at Apple Computer
1. What are the problems facing Donna Dubinsky at the end of the case?
2. How did they evolve?
3. What actions would you take at the end of the case? Why?
4. What are the underlying causes of these problems?

Class of 1976 cases
1. How successful have these protagonists been in their careers and in their lives? Why?
2. What are the criteria these alumni use to evaluate their lives?
3. What are the criteria you use to evaluate their lives?
4. What are the criteria you use to evaluate your own life?

Gianna Angelopoulos-Daskalaki and the 2004 Athens Olympic Games
1. What type of situation is Angelopoulos inherit in her takeover of the Athens Olympics preparation committee?
2. What does she need to consider in deciding whether she can successfully handle this turnaround?
3. What issues are special about this particular case?

Apple Computer
1. How did Apple's external environment, strategy and size evolve over time? How did these relate to the changes in Apple's structure?
2. What were the strengths and weaknesses of each of the structural changes that were made?
3. Would you classify your own previous organization as primarily functional, divisional, geographic or horizontal? Explain. (Note: most organizations are hybrids, but you should try to identify the structure that most typifies the structure of your organization)
4. Identify at least one positive effect, and at least one negative effect, that you believe stems directly from the use of this structure in your organization.

Goldman Sachs
1. How would you describe the culture of Goldman Sachs? How has this culture been created and maintained over time?
2. Analyze the fit between Goldman's culture and its changing strategy and industry context. What have been the implications of Goldman's culture for its effectiveness, particularly as the firm has grown and the industry had changed?
3. How easy do you think it will be for Goldman to maintain its culture in the future? What challenges does it face given the current economic and political environment?
SMA Micro Electronics
1. Analyze MEPD’s environment and strategy, and how these are affecting the division. How are MEPD’s environment and strategy different from those of other divisions of SMA, and how are these differences affecting MEPD’s performance?
2. Assess MEPD’s approach to differentiation and integration. What linking mechanisms do they use and how effective are these? Analyze other structural dimensions, and how they might be contributing to the problems being experienced.
3. What should MEPD do (especially structurally) to address the problems you have identified?

Managing Xerox’s Multinational Development Center
1. What political tactics did Clendenin use to accomplish his objectives and to develop power? What is your evaluation of these tactics?
2. How did Clendenin influence others? How effective were his attempts at influence, and why?
3. Was Clendenin an effective leader? Why or why not?
4. What are the key differences between how Donna Dubinsky dealt with her situation and how Clendenin dealt with his? What do you think Dubinsky should have done differently?

Greg James
1. What are the underlying reasons for the problems that this team is experiencing?
2. What advice would you give Greg James for leading his team more effectively?

Taran Swan
1. Describe the culture at Nickelodeon. Be specific.
2. How did Swan go about building that culture? (Consider the interrelationships among Nickelodeon’s context, design factors, culture and outcomes.)
3. Describe Swan’s leadership style. What impact has it had on the culture?
4. What are the challenges that Swan faces at the end of the case? What actions should she take?
5. Compare and contrast the leadership styles and talents of Swan and James?

NYPD New
1. What type of change was Bratton trying to bring about? What were the most critical challenges (internal and external) that he faced when he took the job at the NYPD?
2. What were the most important decisions that Bratton made to address those challenges? Why were these so important?
3. At the end of the case, what advice would you give to Bratton (or his successor) for sustaining the NYPD’s efforts and results?

Anne Mulcahy
1. As a board member of Xerox, would you accept Chairman Paul Allaire’s proposal to a) terminate Richard Thoman, b) return temporarily as CEO, and c) promote Anne Mulcahy to COO and eventually CEO? What strengths and weaknesses does Mulcahy bring to this position?
2. How effective has Mulcahy been in her first five months as chief operating officer?

Preliminary Draft Only
3. As a member of Xerox’ executive team considering the strategic options presented on October 23, 2000, which course of action would you recommend to Mulcahy? What are the implications of each of these three options?

Hauser Food Products
1. Using appropriate theories of motivation, explain why the salespeople are not motivated to maximize sales or to share information about their new market.
2. What are the key mis-alignments at Hauser (between external environment, critical tasks, formal organization/structure, informal organization/culture, and people) and how are these contributing to the problems that the company is experiencing?
3. What specific changes would you recommend to Hauser management for changing their reward system, and why?

Rob Parson at Morgan Stanley
1. What is your assessment of Parson's performance? Should he be promoted?
2. If you were Nasr, how would you plan to conduct the performance appraisal conversation? What would your goals be? What issues would you raise and how would you raise them?
3. If you were Parson, how would you conduct yourself in the performance evaluation meeting? What would your goals be?

Harrah’s Entertainment
1. Analyze the changes that Winn made to Harrah’s HR practices and how they relate to the transformation of the company’s strategy and culture.
2. Analyze Harrah’s environment, strategy/competitive positioning, formal organizational arrangements, and informal organization/culture, and the level of congruence between these.
3. What are the strengths and weaknesses of Harrah’s gainsharing incentive program? (be sure to make explicit and appropriate use of motivation theories)
4. Do you think the company should retain this program in its current form, change it in some way, or eliminate it? Explain. Be sure to consider both the pros and cons of whatever you recommend.
OVERVIEW OF CASE ANALYSIS

Many students find case analysis to be difficult due to the relative lack of structure of most management problems. No correctly answered list of questions or mechanical process will lead to the “right” answer. In fact, there is no “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, decision-making, and leadership 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 material and review the relevant documents if any have been posted. The material in the reading and accompanying documents will likely play some role in your analysis of the case. Remember that case analysis in this course is cumulative. Thus material from earlier classes may be relevant and should be applied even if it means using concepts that were not discussed for several weeks.

Second, read the case and the assignment questions on the syllabus. Take notes about the important issues that the case raises and the text material that seems to apply. The questions provided should be considered a guide to issues that you must consider but you will need to go beyond merely answering the questions.

Third, analyze the case. 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. There may be numerous problems and issues. 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 causal 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, the disease of tuberculosis. Good analysis cleverly weaves symptoms into a causal map that gets to the underlying root of the situation. What I look for in the case analysis 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 frameworks we will be developing in the course. Therefore, you know in every instance that some theory in the assigned chapter and possibly other theories from earlier chapters must be applicable to the case. You will likely find the frameworks and ideas we examine in the course to be helpful in supporting your analysis. 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. Avoid the tendency to throw in course terminology merely as “buzzwords.” If it does not advance your analysis, don’t use the ideas.
Recognize that some cases do not have problems as such. The organization may be doing quite well. Cases are situations, not necessarily examples of bad or even good 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 and explicitly state as such, they must be necessary and they must be realistic.

Assume that I have read the case and that I am aware of all the facts. If the assignment is a written analysis (as with the group analysis or final exam), do not describe events in your written analysis. This is merely a waste of space. Rather, you should use material in 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 case analysis, you will need to offer recommendations or an action plan, or a recommendation for how the situation could have been better handled. The action plan part of the analysis is often where students falter the most. My sense, over the years, is that students spend most of their time analyzing the situation, but then give limited space to their plan of action. Remember that analysis is meaningless if it cannot be translated into a plan of action. This view has two implications. First, you should give as much time to developing an action plan as you do to developing your analysis. Second, the action plan should flow directly from the analysis. In other words, every issue you discuss in terms of implementing an action plan should flow directly from your analysis of the problems the organization is facing. This last point is very important: it makes no sense to analyze and diagnose a problem and then make a set of recommendations that do not relate directly to that analysis. Also 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.

Finally, if you are working on a written analysis, make sure that your paper is well-written, clearly organized, and has a logical flow. 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.
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.
<table>
<thead>
<tr>
<th>Class: Date</th>
<th>Topic (Turn in Today)</th>
<th>Case to Prepare (Background Readings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: INTRO</td>
<td>Whose mess is this? (Background survey due by start of class)</td>
<td>Erik Peterson [CP]</td>
</tr>
</tbody>
</table>
| 2: CHALLENGES | Nobody said this would be easy | Donna Dubinsky [CP] & Profiles of Class of 76 [BB]  
(What Makes a Leader – BB; What Leaders Really Do - BB) |
| 3: ACTION | “It’s not as bad as it seems … it’s worse.” (Case Prep #1 – due for everyone at 8 am) | Gianna Angelopoulos-Daskalaki and the 2004 Olympics [“A” Case in CP, “B” Case on BB]  
(A Model for Diagnosing Org. Beh.– BB; Team Decision Making – CP) |
| 4: STRUCTURE | How should we organize ourselves? (Case Prep #2 – choose Apple or Goldman – due @ 8 am) | Apple Computer [CP]  
(Ch. 3, 4 from Org Theory and Design- pp 88- 118 on BB, rest in CP) |
| 5: CULTURE | Whose culture is it anyway? (Case Prep #2 – choose either Apple or Goldman – due @ 8 am) | Goldman Sachs [CP]  
(Corporations, Culture, and Commitment - CP) |
| 6: INTEGRATION | Integration (Team Pres.: groups 1/2/3/6; Team Writeups: groups 4/5/8/7; Q&A: groups 4/7/8/9) | SMA Micro Electronics [CP]  
(review readings to date) |
| 7: INFLUENCE | “You’re a pretty smart fella, aren’t you?” 12 Angry Men – no case prep needed (The Necessary Art of Persuasion – CP) |
| 8: Mar 29 POLITICS | “On the precipice” | Man. Xerox’s Multinat Dev. Ctr [CP]  
(Power Politics Infl. – BB; How to Build Network – CP) |
| 9: CHANGE | “Reengineering an underperforming organization” | NYPD New (Leading Change: Why Transformation Efforts Fail - BB) |
| 10: PERFORMANCE | “What did I do wrong?” | Rob Parson at Morgan Stanley [CP]  
(The Talent Myth – BB; Actionable Feedback - BB)  
OPTIONAL GUEST SPEAKER IN EVENING CLASS: Bill Bratton (approx 6 – 7 pm)- email me if interested in attending |
| 11: MOTIVATION | “I'm taking what they givin’ ’cause I'm working for a livin'!” | (Team Pres.for groups 4/5/8; Team Writeups for groups 1/2/3/6/9; Q&A from group 1/2/3)  
Hauser Food Products [BB]  
(Motivation: A Diag. Approach; Theories of Motiv.; How to kill creat.– ALL IN CP) |
| 12: TEAMS | “The crab walk”. (Case Prep #3 – due at 8 am) | Taran Swan at Nickelodeon [CP]  
(Managing Your Team – CP; Why Dream Teams Fail – BB)  
GUEST SPEAKER: Taran Swan |
| 13: WRAPUP | Integration and Review (Memoir due) | (Team Pres. for groups 7/9; Q&A from groups 5/6)  
Harrah's Entertainment [CP]  
(review readings to date) |

**LEGEND:** CP = digital coursepack, BB = Blackboard, Team Pres. = Team Presentations

*Preliminary Draft Only*