

Stern School of Business, New York University
Management and Organizations MGMT-UB.0001.01 / MGMT-UB.0001.02
Fall 2016

Professor Information

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Course meeting times

- Session 01: Monday & Wednesday,
8:00-9:15AM
 - Session 02: Monday & Wednesday,
9:30-10:45AM
- Location: Tisch UC-24

Office hours

Monday & Wednesday,
11:00AM-12:00 (email
beforehand if attending) or
by appointment

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COURSE DESCRIPTION AND OBJECTIVES

Why do some organizations succeed while others flounder? Why do some employees rise in the ranks and others stagnate (or fall)? Why do some people love their jobs while for others work is sheer misery? As students of business, it is critically important for you to have an understanding of the key factors that contribute to both organizational success and the role that managers play in helping their organizations succeed and employees thrive.

The primary objective of the course is to help students understand the elements that contribute to organizational and employee success, as well as some of the common impediments to high performance. We will focus on how organizations position themselves for success within their external environment, and how they organize and motivate their people. More specifically, the course will explore how organizational leaders develop winning strategies, and then design their organization in a way that aligns structures, social relationships, tasks, and people to achieve those strategies. In exploring these issues, we will identify the challenges that organizational leaders and managers face as they try to make good decisions in the face of a constantly evolving industry environment, competing goals and agendas, and an increasingly diverse and global workforce.

A second objective of the course is to strengthen students' managerial and leadership potential. Regardless of your major or your future career plans, such an understanding will enable you to work more effectively within an organizational context, whether that context is a small start-up company, a family business, a not-for-profit organization, or a large financial institution. In other words, the course will provide you with tools and skills that you can use to increase your own personal career success.

The structure of the course encourages learning in multiple ways: through lecture, readings, in-class discussions, exercises, case analyses, and a team project. These approaches provide opportunities for students to enhance their analytic and interpersonal skills, both of which are essential to effective management and to success in the workplace.

EXPECTATIONS

TEACHING PHILOSOPHY

In today's knowledge economy, the value of a good teacher does not lie in providing raw facts, information, or basic definitions of concepts. Rather, effective teachers facilitate learning by helping students make sense, organize, and critically think about available knowledge to promote deeper understanding and implementation skills. My course is designed to facilitate deeper learning. I am dedicated to helping you learn about management, organizations, and supporting your own self-development. **I have high expectations of you and of myself; those most important are detailed below.**

Expectations of students	Expectations of instructor
<ol style="list-style-type: none">1. Complete all reading assignments prior to each class unless otherwise specified and review course material at the end of each week2. Actively and respectfully contribute to class discussions and ask questions during lectures when things are unclear.3. Come to exams well-prepared—they are designed to challenge your ability to apply class content—not memorize it.4. Contribute to a climate of mutual respect and intellectual curiosity.5. Act like the next generation of leaders that you will be.	<ol style="list-style-type: none">1. Prepare course content that is relevant and interesting.2. Provide developmental feedback to help students make progress in the course and monitor their success.3. Fairly evaluate students' performance, participation, and professionalism.4. Present new ideas and challenge students to broaden how they think about organizations, management, and their own talents.5. Foster a climate of mutual respect and intellectual curiosity.

INSTRUCTOR PERFORMANCE:

- Formal evaluation of the course occurs at the end of the term using teacher and course evaluations from the University. However, taking evaluations at the end of the class **does not benefit you**, so I will prompt you at midpoint of the course for feedback. I am open to all feedback on how the course might be improved to better facilitate meaningful learning.
- Please also feel free to approach me **throughout the course term** to discuss questions, ideas, suggestions, or concerns. If there is something that I can do to enable your success, please do not hesitate to approach me or message me.

ACADEMIC INTEGRITY

Integrity is critical to the learning process and to all that we do here at NYU Stern. As members of our community, all students agree to abide by the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Clearly acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.
- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to adversely affect the NYU Stern community.
- The entire Stern Student Code of Conduct applies to all students enrolled in Stern courses and can be found here: www.stern.nyu.edu/uc/codeofconduct
- To help ensure the integrity of our learning community, prose assignments you submit will be submitted to *Turnitin*. Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database.

STERN COURSE POLICIES

- Laptops, cell phones, smartphones, recorders, and other electronic devices **may not be used in this class**.
- Absences will be excused **only** in the case of documented serious illness, family emergency, religious observance, or civic obligation. If you will miss class for religious observance or civic obligation, you must inform me no later than the first week of class. Recruiting activities are not acceptable reasons for absence (see also, "Class Participation," p. 8).
- Students are expected to arrive to class on time and stay to the end of the class period. Students may enter class late or leave class early only if given permission by me and if it can be done without disrupting the class. (Note that professors are not obliged to admit late students or readmit students who leave class or may choose to admit them only at specific times.)
- Late assignments will either not be accepted or will incur a grade penalty (as specified) unless due to documented serious illness or family emergency. I will make exceptions to this policy for reasons of religious observance or civic obligation **only** when the assignment cannot reasonably be completed prior to the due date and the student makes arrangements for late submission with me in advance.

GENERAL CONDUCT & BEHAVIOR

Students are also expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with Stern's Policy in Regard to In-Class Behavior & Expectations

(<http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/academic-policies/index.htm>) and the NYU Disruptive Behavior Policy (<http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/bullying--threatening--and-other-disruptive-behavior-guidelines.html>).

STUDENTS WITH DISABILITIES

If you have a qualified disability and will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Students with Disabilities (CSD, 998-4980, www.nyu.edu/csd) 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.

REQUIRMENTS AND GRADING

STERN GRADING POLICY

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an “A” or “A-” grade. In core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards. Our faculty have adopted a standard of rigor for teaching where:

- 25-35% of students can expect to receive an A for excellent work
- 50-70% of students can expect to receive a B for good or very good work
- 5-15% of students can expect to receive a C or less for adequate or below work

Note that while we use these ranges as a guide, the actual distribution for this course (as well as each individual grade) will depend upon how well each student actually performs in this course.

REGRADES

In line with Grading Guidelines for the NYU Stern Undergraduate College, the process of assigning of grades is intended to be one of unbiased evaluation. This means that students are encouraged to respect the integrity and authority of the professor’s grading system and discouraged from pursuing arbitrary challenges to it.

Grading is based upon detailed, consistent and fair criteria, and great efforts are made to ensure that grades are accurate, unbiased, and error-free. I will be personally involved in the evaluation process of all assignments. Typically, therefore, regrades are not provided. If you strongly believe that an error was made during grading, you may appeal the grading decision. In order to appeal a grade, you must write me a memo describing the perceived error and submit it within **one week** of receiving the grade.

Note: I am personally involved in grading process because it allows me to give students the “benefit of the doubt” on answers—meaning, if an answer lacks a particular key-word or phrase, that might otherwise result in a loss of point(s), I use some discretion and consider if it seems like the student understands the concept being tested, partially understands it, or does not understand it. This almost always results in the student receiving more points than they would otherwise be given were grading done with a strict rubric. Given this, I ask that you extend the same courtesy to me. The process is however, not without mistakes. If you believe that a mistake has been made, please ask for a regrade. However, regrades involve a reevaluation of your entire exam, paper, project, etc. **Your grade may increase or decrease.**

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ASSIGNMENTS, DELIVERABLES, AND OTHER REQUIREMENTS

Individual Requirements (70%)	Team Requirements (30%)
1. Exam I (20%)	1. Final Project Paper (20%)
2. Exam II (20%)	2. Final Project Presentation (6%)
3. Case Analysis (15%)	3. Contribution (teammate evaluation) (4%)
4. Participation (instructor evaluation) (15%)	

Note: *All assignments are due by 5:00pm on specified due date, unless otherwise indicated.*
Please give yourself “buffer” time in case you encounter difficulties uploading the assignments.

Individual Requirements (75%)

Two Exams (Cumulatively 40% of final grade; Exam I and II are 20% each)

<u>Exam I</u>	<u>Exam II</u>
Coverage: Content from sessions 1-10 Date: 10/17/2016	Coverage: Content from sessions 11-21 Date: 11/30/2016

- Make-ups for the exams will not be arranged unless you have written documentation of an emergency that prevented you from being present.
- Every effort will be made to return graded exams to students within a 10 days of the exam date (i.e., unless I or the grader experience a family or medical emergency you can count on receiving your exams 10 days after the exam date).
- Graded exams *cannot leave the classroom* and will be collected at the end of the class period in which they are distributed. *Taking your graded exam from the classroom is an ethical violation and will be treated as such.*

Case Analysis (15% of final grade)

Applying concepts we covered in class, you will write a critical essay analyzing the following:

Episode 216 of the podcast “99% Invisible”, titled: “The Blazer Experiment.” The episode, in audio and textual formats can be found here:

<http://99percentinvisible.org/episode/the-blazer-experiment/>

Your task is to explain events described in the story using concepts or theories covered in class.
The case is due by Due: **Friday, November 18, 2016 by 5:00pm**

Details about the assignment can be found in Appendix A.

Class Participation (15% of final grade: 10% Contribution to class discussion and readings; 3% Professionalism; 2% Org. Research Assignment)

Participation is an essential part of the course and is important for your own learning experience and the learning experience of your classmates. Class participation will be evaluated based on demonstrated preparation through involvement in class discussion and group exercises, and completion of any short assignments or memos (if assigned).

Contribution to class discussion and readings (10%)

With regard to class participation itself, **quality** (the thoughtfulness of your comments) counts *more than* **quantity** (how frequently you talk), although simply waiting to offer a couple well-prepared comments throughout the course and staying silent otherwise will not earn you a very good participation grade. Your goal should be to contribute in a meaningful and (reasonably) consistent way to the class discussions. Those who will receive the highest participation grades not only speak up with reasonable frequency but *are willing to take risks* with their comments. Quality in-class comments:

1. Go beyond the facts of a particular reading or case and offer unique insights
2. Provide links between the topic under discussion and other cases, the reading, or outside situations,
3. Extend, build upon, or constructively critique others' contributions.

You will be a valuable contributor to class only if you complete all of the readings and come to class prepared with insights and questions for the in-class discussion. We will engage in several case analyses as a class, and it is important to everyone's learning experience that you read the case thoroughly and think about the events critically *before* we discuss the case in class. This does not mean you have to bring complete answers or a memory for all the details of the case. It does mean you need to bring questions and opinions (which you are prepared to defend). **Note that I will randomly cold-call students with questions about readings and/or cases.** I am doing this so that everybody will get an opportunity to practice their ability to communicate carefully and critically. This is a skill and the only way for you to improve it is by practicing.

Please view **Appendix B** with tips about how to think about and prepare for cases.

Required readings (all listed under the course schedule, p. 11) can be found on

1. The online course packet (OCP): <http://cb.hbsp.harvard.edu/cbmp/access/51532436>
2. The course NYC Classes site (NYUC).

Note: A number of smaller assignments and short pre-class surveys will be announced in class and on the website – please follow the announcements closely.

One of the most important skills in the modern workplace is the ability to learn individually. However, many techniques students commonly **default** to when trying to learn are **ineffective**. You will gain a competitive advantage by learning to learn better. There are multiple resources out there for you to find. Here are a few evidence based guides to get you started:

- <http://bps-research-digest.blogspot.com/2010/09/9-evidence-based-study-tips.html>
- <http://www.spring.org.uk/2014/05/how-to-take-notes-you-will-remember.php>

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- Brown, P. C., Roediger, H. L., & McDaniel, M. A. 2014. *Make it stick: The science of successful learning*. Cambridge, MA: Harvard University Press.

Attendance. You cannot participate if you don't come to class, so in this sense attendance is associated with your participation grade—i.e., *if you frequently miss classes and/or never speak it is extremely unlikely you will receive a final grade in the A range as 15% of your final grade will be a zero*. I will be regularly checking attendance in various ways.

In-class exercises and case discussions are valuable only if they are completed in class so you will not be able to make up these exercises if you are not in class to complete them.

It is hard to distinguish between what absences should and should not be excused. To deal with this, I use the following “leave” policy: You have one personal/sick day to use at your discretion. This means that your participation grade will be unaffected if you were to miss one in-class exercise or case discussion. Be careful in how you use this day. If you were to use this day to sleep in, you might regret it later when you have to miss class because of a raging headache or stomach bug. In the case of unexpected prolonged absences due to personal emergencies where it would not be reasonable for you to notify me beforehand of your absence, I may request some sort of documentation after the emergency in order for us to make arrangements for the missed time. Note that a slip from the student health center saying that you went to the student health center is not sufficient documentation.

If there are any other special circumstances that you believe warrant absence, please come and talk me in advance.

Professionalism (3%)

I care a great deal about fostering honest in-class discussion and aim to make the class atmosphere as relaxed and psychologically “safe” as possible. This is by design. I firmly believe that students are most likely to truly learn and engage in the course material in this type of environment. And, it's the most fun too! Even in this environment, we cannot forget our obligations to treat each other with respect and courtesy. These obligations include, but are not limited to the following:

- Refraining from using electronic devices of any kind. They distract not just you, but everyone around you. The personal use of computers, phones, tablets, etc. degrade everyone's learning experience.
- Not being disruptive by coming late to class (even a minute late) or engaging in personal conversations with classmates during class.
- Never using racial, ethnic, religious, or any other prejudicial slur.
- Following instructions by, for instance, not emailing assignments that are supposed to be uploaded and not emailing someone with a question that is answered in this syllabus.
- Informing me and/or your group members well in advance of any issues.

I include professionalism as part of your grade simply to ensure that we remember these obligations. If you were to engage in unprofessional behavior (which I do not anticipate any of you will do), your professional grade will suffer accordingly.

Do not undermine your own reputation by being disrespectful or inconsiderate to fellow students or the instructor, and do not undermine your own ability to be successful by adding distractions.

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Organizational Research Assignment (2%)

You can obtain credit by choosing one of two options designed to enrich your understanding of the value of research to the formulation of sound management practice (as well as to the reputation/status of Stern). **Information on the assignment is provided in Appendix C.**

Team Requirements (25%)

Working in teams is an important part of this course because it is an important part of modern organizational life. I will assign you to teams 5-6 person teams around the third week of class. Although some class time may be devoted to working in teams, much teamwork will be completed outside of class. **A full description of the team assignment can be found in Appendix D.** Students with serious time constraints are advised to register for this course in a semester when their schedule is more conducive to team meetings.

Final Project (Cumulatively 30% of final grade: 20% paper; 6% presentation; 4% teammate evaluation)

Student teams are required to complete a final team research project. This project entails analyzing various aspects of an organization of each team's choice. The goal is to apply course concepts, frameworks, and models to understand the organization in depth. The deliverables include:

Executive summary

An executive summary (1-1.5 pages) of your report indicating:

1. Which organization your team has selected
2. Which question about this organization you intend to analyze
3. Why you believe this an important organization/question to study in light of the course topics

This needs to be uploaded to NYU Classes > Assignments > Final Team Project: Executive Summary by **October 31, 2015**. The draft executive summary needs to include each team member's first and last name.

Presentation (6%)

A 10-15 minute presentation during the last two classes of the course (**December 13, 2016** [Note: this is a Tuesday!] and **December 14, 2016**). The presentation date for each team is TBD. The number of teams will determine the exact time each team has to present. See more information in Appendix D.

Teammate evaluation (4%)

Each student will be required to evaluate the contributions of their fellow teammates on the final presentation and paper. This is due by **December 16, 2016**. **See more information in Appendix D.**

Final paper (20%)

A final paper due by **December 16, 2016**. See more information in Appendix D.

Upload one copy of the paper with each team member's name on it to NYU Classes > Assignments > Final Team Project: Paper. Save assignment as [Organization's Name]_FinalPaper

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COURSE SCHEDULE

Area	Topic	Class	Date	Case	Readings
	Course Introduction	1	Wed 9/7	None	None
Organizations	Frameworks for understanding orgs	2	Mon 9/12	None	The congruence model (NYUC)
	Strategy	3	Wed 9/14	Mud Wars (NYUC) Ikea (NYUC)	The five competitive forces that shape strategy (OCP)
		4	Mon 9/19	Netflix Inc (OCP)	
	Structure	5	Wed 9/21	Zappos (NYUC) <i>Listen to podcast or read transcript</i>	Do you have a well-designed organization (OCP)
		6	Mon 9/26	Big Spaceship (OCP)	
	Culture	7	Wed 9/28	None	Cultural chapters 1-2 (NYUC)
		8	Mon 10/3	Inside Amazon (NYUC)	A note on organizational culture (OCP)
	Leadership	9	Wed 10/5	Leadership exercise (in class)	It's all about me (NYUC)
			Mon 10/10	NO CLASS: FALL RECESS	
		10	We 10/12	MBA Hackers (NYUC)	Inspiring others: The language of leadership (NYUC)
Groups	"I" vs "we" dilemmas	11	Mon 10/17	None	The great conundrum: You vs. the Team (NYUC)
			Wed 10/19	EXAM 1 – Covering “Organizations” Section, Classes 2-10: IN CLASS	
	Decision-making	12	Mon 10/24	Group exercise (in class)	Agreement and thinking alike (NYUC)
		13	Wed 10/26	None	Cognitive repairs (NYUC)
	Conflict	14	Mon 10/31	They saw a game (NYUC)	How management teams can have a good fight (OCP)
		15	Wed 11/2	The gold watch (NYUC)	
	Creativity and innovation	16	Mon 11/7	None	Building an innovation factory (OCP)
		17	Wed 11/9	The Bakeoff (NYUC)	How to kill a team's creativity (OCP)
	Influence and networks	18	Mon 11/14	None	Harnessing the science of persuasion (OCP)
		19	Wed 11/16	Heidi Roizen (OCP)	In the company of givers and takers (OCP)
People	Motivation and incentives	20	Mon 11/21	None	On the folly of rewarding A, while hoping for B (NYUC)
			Wed 11/23	NO CLASS: THANKSGIVING BREAK	
		21	Mon 11/28	Lincoln Electric (in class)	Why you hate work (NYUC)
			Wed 11/30	EXAM 2: IN CLASS	
	Negotiation	22	Mon 12/5	In class dyadic negotiation exercise	None
	Managing employee performance	23	Wed 12/7	Wolfgang Keller (OCP)	Actionable feedback (NYUC)
	Toxic employees, course wrap-up	24	Mon 12/12	None	None
	Final group presentations		Tuesday (!) 12/13	FINAL GROUP PRESENTATIONS	
	Final group presentations		Wed 12/14	FINAL GROUP PRESENTATIONS	

Note: Schedule is subject to change based on developments throughout semester. Please consult class website for updated/most current schedule.

IMPORTANT DATES

- EXAM 1 (in class): 10/19/2016
- Organizational research assignment, option 1: 10/24/2016-11/4/2016
- Executive summary for team report due: 10/31/2016
- Individual case analysis due: 11/18/2016
- EXAM 2 (in class): 11/30/2016
- Team presentation (in class): 12/13-14/2016
- Team final paper due: 12/16/2016
- Teammate evaluation due: 12/16/2016
- Organizational research assignment, option 2: 10/24/2016-11/4/2016

Note: A number of smaller assignments and short pre-class surveys will be announced in class and on the website – please follow the announcements closely

APPENDIX A: INDIVIDUAL CASE ANALYSIS ASSIGNMENT

GENERAL INSTRUCTIONS

Due date. Friday, November 18, 2016.

How to turn it in. Upload the paper to NYU Classes > Assignments > Individual Case Analysis. The paper needs to be saved as LastName_FirstName_ICA.

Late assignments. Late assignments – no matter how soon after the deadline they are uploaded – will be marked as late and will receive a 25% grade reduction for the assignment. Each subsequent 24 hours that passes after the assignment is due will result in an additional 25% reduction. Papers that are not received by November, 21, 2016 at 5:00pm will receive a zero. There will be NO extensions granted for this assignment for any reason (seriously, they won't—don't ask).

Academic integrity. I trust that each student will author her or his own work. Papers that closely resemble each other will be cause for suspicion. If a student has any concern about whether a certain action might violate the Stern Code of Conduct, ask me. It is better to ask than to assume. Papers will be run through *TurnItIn*. This software will compare each assignment to all other assignments from this class and previous classes as well as with any other online content.

Overview of assignment. Your task is to apply concepts from class to critically analyze the following:

Episode 216 of the podcast *99% Invisible*, titled: “The Blazer Experiment.” The episode, in audio and textual formats can be found here:
<http://99percentinvisible.org/episode/the-blazer-experiment/>

Critically analyze means using two-three concepts from class to:

1. Explain an event or events described in the story through the lens of theories or concepts we covered in class (for example, why a certain organizational practice developed, why did a certain decision or strategy work or fail to work).
2. Explain what lessons your explanation for #1 above provides for organizations. In other words, if you had to summarize your insights from the case and from the class to a CEO of an organization, what would be your recommendations and why.

Grading: To receive the highest grade, papers will...

- Be written and organized in a clear and concise manner
- Have a clear, perspective/thesis
- Demonstrate an understanding of course concepts through the appropriate application of these concepts to the case
- Integrate the chosen concepts in addition to discussing the concepts individually
- Ground the analysis in the content of the case (i.e., use the content of the case to support the claims in the analysis).
- Propose remedies that could have been (or could be) implemented to address the problems identified in the analysis and explain clearly why these remedies would be effective.
- Follow the guidelines of the assignments

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Length and format of the analysis: A compelling, thorough analysis does not equate to a long-winded one. I have found through experience that clarity of thought results in conciseness, and, thus, agree with Shakespeare's observation that "brevity is the soul of wit." Thus, this analysis is limited to 1000-1200 words (excluding the reference list). Papers should be formatted as follows: Double-spaced, 1-inch margins, Times New Roman font.

References: You will need to cite any material you include from the case and class readings. I'm not particular about which style guide you use (e.g., MLA, APA) as long as it is clear whom and what you are citing.

If you would like to cite material from class lectures, you may do so by including the following information ([Class Number][Date of Lecture]).

CASE WRITE-UP SCORING RUBRIC

"95-100" - Exemplary	"80-94" - Competent	"60-79" - Developing	"0-59" - Unacceptable
Student demonstrates that he or she has read the case thoroughly and has identified the key issues, the potential courses of action, and consequences of events or decisions described in the case. Student has clearly integrated into case write-up ideas and his/her own argumentation, concepts and theories from class, and uses information from the case to clearly support such arguments.	Student demonstrates that he or she has read the case and has identified some the key issues, potential courses of action, and consequences of events or decisions described in the case. Student uses ideas, concepts and theories from class in case write-up.	Student demonstrates that he or she has read the case. Student mentions ideas, concepts and theories from class in case write-up, but these are not implemented or integrated into the case discussion.	Student demonstrates that he or she has not read the case. There is no apparent use, integration, and implementation of ideas, concepts and theories from class in case write-up.

CORE CRITERIA USED FOR CASE STUDY GRADING:

Descriptive vs. Analytical	Described the events instead of analyzing them. Often arose when it was unclear to which topic or point the evidence from the case related
Concepts presentation	Need to describe the concept and lay out why it is important and relevant.
Clarity of arguments	Clarity regarding the basis on which the claim is being made. For instance, if the argument is made that there is a weak culture or ineffective leadership, it needs to be clear, respectively, how one assesses whether a culture is weak or strong or how one assesses whether a leader is effective or ineffective.
Clarity of Sentences	Unclear sentence/paragraph; hard to follow; not clear what is being said
Evidence- based writing	Need to provide specific evidence from the case/course to support a claim (e.g., If the analysis were to claim that the organization had a low level of formalization, it would need to provide specific evidence from the case showing its low level of formalization).
Language	Casual writing (e.g., slang)

APPENDIX B: TIPS FOR PREPARING FOR CASE DISCUSSIONS AND WRITING ASSIGNMENTS

1. Overall

- a. A case study is a detailed account of challenges or problems confronted by a company, industry, person, or project over a specific period of time. The content of a case study typically addresses a specific situation, and may include information about company objectives, strategies, challenges, results, recommendations, and more. Case studies are used to teach students how to assess situations in organizational settings and make decisions based upon those assessments.
- b. All of the information to be analyzed is provided in the case documents; it is not necessary to consult additional sources or seek additional information on the organizations, industry, or context of the cases.
- c. To prepare the case, start by skimming it, to orient yourself to the case content, layout and exhibits. Then, when you read more carefully, always make sure you focus on: (a) the issues relevant to the subject of the class the case will be discussed under (i.e., if it is a leadership class, focus on leadership issues) (b) the specific questions outlined by the instructor.
- d. People often cite the “idiocy” of the decision-makers who “should have known better” in explaining the events described in a case. They berate the character of people described in the case or the stubbornness of middle managers who fail to implement important innovations. These “target-centered” explanations tend to provide nothing more than an over simplified and inaccurate analysis of the events. It is rarely, if ever, the case that a single cause fully explains complex organizational changes, successes, and failure. Moreover, true explanations are usually more systemic rather than focus on individual actors. Thus, your task is not to identify the single, most important explanation for the events. Rather, your job is to view these events through lens of a management and organizations scholar.
- e. You are requested to view the story from the perspective of a management and organizational scholar. This is not to say that there are no other lenses through which these organizational cases could be viewed. Indeed, other professionals might offer different insights about the case (e.g., finance, marketing, etc.). These perspectives – while informative – **are outside the scope of this class**. Therefore, the knowledge you have gained from this class provides you the expertise to analyze either case.

2. Good questions to ask when thinking about a case:

- a. **What is occurring (i.e., what is the problem or challenge)?** There could be many problems, focus on the most relevant ones. Choose the ones corresponding to the subject under which the case is located in the syllabus. State them clearly and support them with evidence from the case. Don’t just describe the case; describe relevant facts that justify the problems you chose.
- b. **Why is it occurring (i.e., what is the cause)?** There could be multiple causes. Choose the ones you think are most important. Focus on a small number of causes and explain them well, using class concepts and supporting them with theory and evidence from the case, where relevant. I would rather you give a deep explanation of one theory or concept than “throw” every concept you can think of on paper.

- c. **What would you suggest/do?** This has to be connected to the problem you identified. There are many things you can do, but if you talked about a problem or a challenge, make it clear what actions relate to what problems! More importantly, **WHY** would what you suggest your solution will solve the problem. Here again, you need to use class concepts. So, say you are suggesting giving employees' opportunity to voice their concerns and provide input into a decision. This is not enough. What is this voice going to do? And **why** (because research or theories we covered in class suggest what...?)

3. Writing an introduction to an assignment

- a. There is no need in the introduction to describe the case or story. You can assume the reader (me!) knows it. By doing this you are "wasting" valuable writing space and "boring" the reader. You can have a sentence or two to set the tone, but no more. In previous classes I had students write a paragraph or half a page describing the case or story. It felt like they were doing this because they thought they should fill the space. I would rather you write a shorter assignment than you re/hash the story of the case. This does not show me you learned. It just shows you can describe what you read/listened to. I am looking for evidence of higher levels of cognitive engagement with the assignment.
- b. Use the introduction in a strategic way to describe what you are going to talk about. Explain to the reader (me!) what your main goals/points are and how you are going to develop them. Frame your argument and story.

4. Connecting class concepts to explain your observations

- a. There are three types of writing in assignments common in our class:
- i. Descriptive – where you describe what happened or the facts of the case.
 - ii. Normative – where you say what should occur and why.
 - iii. Critical – where you cast doubt or raise concerns about the facts/experiences/theory.
- A good assignment has much more normative and critical parts than descriptive. A great assignment **ONLY** has descriptive parts if they are there to ***explain or support*** normative or critical arguments.
- b. You ***must*** use class concepts in your assignments. I don't mean just "name dropping," but actually ***implementing*** them. If you don't use the concepts to guide your thinking and just continue to use your own observations or beliefs, then I can't see that you learned anything. It is better to use just one or two concepts, but to be precise and elaborate how it is relevant to the questions/situation. Think of "before class" / "after class" contrast - would your assignment be any different before taking the class? If it is the same, then you are probably not using the class concepts.
- c. What we learn in class should help us address the "why" question. Why did something happen? Why something did not happen? Why would a certain action produce improved results or can solve a problem? There are (sometimes many!) competing theories and explanations. You **do not** have to give all of them. You need to choose one or two you believe are the most important, and explain them deeply using the facts to support the argument you are advancing.
- d. The class concepts also help us explain what **SHOULD** be done. What should change? If you give a recommendation, again, use class concepts to explain why this recommendation

should work. What research supports this argument? What evidence we covered in class that suggests this recommendation is going to be helpful? How is it going to be helpful?

5. Review your work before submission

- a.** This is something I also encounter issues with (especially as English is not my native language and I have learning disabilities!). Proofread! Have somebody else proofread! Proofread again! When an assignment is clearly written without mistakes, grammatical gymnastics, or awkward sentences, it is much easier for me to identify your arguments and your learning.
- b.** Writing well is hard (!) and takes time & practice. Use this class to practice. Bad writing habits will follow you to your workplace.
- c.** Try to avoid long awkward sentences. Make sure that there is a clear link before one sentence and the next. Make sure every paragraph has one main idea. Rule of thumb: short sentences, long paragraphs, around **one** idea.
- d.** If you are using class concepts, please use appropriate citations (as per the syllabus). Most of my slides contain relevant sources.

APPENDIX C: ORGANIZATIONAL RESEARCH ASSIGNMENT

The Organizational Research Requirement is worth *2% of your final grade for the course* (see Participation section). Sound management practice is informed by academic research, where studies are conducted to examine basic psychological processes that play out in the workplace. In class we will discuss the research process in management and organizational science. You can obtain credit for the Organizational Research Assignment through either of the following two options (you choose either 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 **90 minute** 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 for most students. It only requires signing up for a session, showing up at the Stern Behavioral Lab (Tisch LC-26), 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 several days before the scheduled experiments – which will run **October 24 – November 4**. 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. Any questions about availability, scheduling, participation, or being credited for participation in the subject pool should be directed to: esherf@stern.nyu.edu.

At the beginning of 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 indicate consent to a consent form, stating that you agree to participate in the experiment. 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 receive the same credit.

For students who are under 18 years of age, you will need to complete Option 2.

OPTION 2: RESEARCH PROPOSAL REPORT

The other option is to write a 2 page research proposal. The assignment is due the last day of the semester, **December 16th** to me by email. No exceptions will be made, so plan ahead.

To complete this assignment, refer to the article “Theory and research: Tools for learning about behavior in organizations” posted on NYU Classes. Based on the material covered in class and that reading, this assignment involves developing a research question and designing a study (either an experiment or a survey) to test that research question. Your research question should draw on class material, current events, or personal experience, and any topic that is relevant to Management and Organizations is fine. Your question should also define the focus of the study you design and the report you write. Prepare a two-page report (double-spaced) that clearly describes your research question and the proposed study you would design in order to test your hypothesis, addressing the following questions:

1. What is your proposed question / hypothesis?
2. Why is it interesting and important for management practice?
3. How will you test your question (including the sample, research approach and design, data collection and measurement)?
4. What are the strengths/weaknesses of this method for answering your question/ testing your hypothesis?

Note that you do not need to actually collect any data – simply write up a description for a study that answers the four questions above.

APPENDIX D: TEAM PROJECT

Presentation and paper (26% of final grade: 20% paper; 6% presentation). Each team will make a 10-15 minute presentation during the last two classes of the course (the exact time will be adjusted to accommodate the number of teams). Teams will also co-author a \approx 10-12 page paper due by **December 16, 2015** (details below). The final paper will account for 20% of your final grade for the course, and the group presentation will account 8% of your final grade for the course. All members of the team will receive the same grade for the paper and presentation. Late paper submissions, no matter how close to the deadline, will automatically receive a 25% grade reduction for the assignment. Each 24 hours that passes after the assignment is due will result in an additional 25% reduction (i.e., papers not received by **December 20, 2015** will receive a zero).

Teammate evaluation (4% of final grade). Each student will be required to evaluate the contributions of their fellow teammates on the final presentation and paper. An online survey will be distributed via email by 6:00pm on **December 15, 2015**. The evaluation must be completed by **December 18, 2015**. (Lateness of up to 24 hours results in a 50% reduction in your own score. Lateness by more than 24 hours will result in you receiving a zero for participation.) The feedback will be both numerical and free-response. How you are evaluated by your teammates will count toward *4% of your final grade for the course*. Responses will be anonymous in the sense that you will not find out how any of your individual teammates evaluated you and they will not find out how you evaluated them (i.e., the identity of an individual feedback sender's evaluations of a target feedback receiver will not be known to the feedback receiver). This is designed to encourage the most honest evaluations.

Site/nature of study

Your team is to use course concepts to analyze a real organization. You need to focus on at least two of the three broad course topics (i.e., Organizations, Groups, People), and within each of these broad topics select two or more specific topics (e.g., If you choose "Organizations" and "Groups" then you could potentially be integrating the topics of "Strategy," "Structure," "Decision-Making" and "Influence and Networks" together) that interests your group and is relevant to the organization you are analyzing. In total, you need a minimum of four specific topic areas (note: the total number of topics integrated is less important than the quality of the analysis). These topics must be integrated together throughout your analysis to demonstrate mastery of the interrelatedness of the organization.

It is critical that the question that focuses your analysis should be *highly relevant* to your specific organization today. A well-selected question will lead to a fitting, critical analysis that provides novel insights about the organization. A poorly selected question will lead to the opposite. A strong analysis starts with a strong question to analyze. Strong questions generally pose more than one possibility and are constrained in their scope. A strong analysis then points to which possibility is the best or most likely.

Examples:

Example 1

- A weak question: Why is Company X underperforming?
- A stronger question: Is Company X's underperformance due more to its compensation system or to its CEO's leadership style?

Example 2:

- A weak question: Why has Company X been successful?
- A stronger question: Should Company X continue selling only product A, or should it expand to selling products B and C?

Your paper should be analytical and issue oriented, not merely descriptive. You should adopt the clinical pose of a management consultant, endeavoring to understand the organization, to identify its strengths and/or weaknesses, and ultimately to propose actions that solve problems, improve performance, allow for continued top performance, etc. (note: these will vary depending on the focus of your analysis).

Work-plan for project. The team project is a major portion of the course. You should therefore *begin thinking about possible organizations to study as soon as possible* and begin working on your project as soon as your group has formed. Specifically, you should do the following:

- **Select an organization to study.** It can be a private or public, for-profit or not-for-profit, and of any size. An important criterion to consider in choosing your organization is *some degree of accessibility*—you need to have some way to collect information about the organization. For instance, you might be better served by choosing an organization that one of your group members has interned at, a family member or close friend works at, etc. rather a more well-known organization but one where you have limited or no access. *NOTE: a well-selected organization can make the project fun and interesting; a poorly selected organization can make the project far more painful than it should be.*
- **Select a particular issue, problem, challenge, opportunity, threat, etc. to focus your analysis.** Choose specific topics from the course that you believe will help your group situate its analysis. If you think you might be interested in a topic covered later in the semester, read ahead to check it out.
- **Gather relevant information.** Truly familiarize yourself with the organization. If you know someone who works at the organization, you may want to ask him or her for relevant materials (e.g. organization charts, demographic information, annual reports, and statements of corporate goals). Web and library sources of information may also be useful. It might be important to interview or survey other members of the organization who are representative of the employees who are part of, or affected by, the organizational issue you are studying (*Note.* If you choose to do this, please see me before doing so for a quick “course” in survey methodology). Use what you have learned from the course to guide what information is “relevant” and what questions to ask given your focal question.
- **Analyze your problem or issue.** Given the information you have gathered about the organization and/or your interview and/or survey analysis, try to draw some conclusions about the issue you are studying. Draw on the management and organizational literature relevant to

your topic to help you analyze it. Your analysis should be clear, logical and based on what you've learned from the class in addition to the data/research you have gathered.

- **Generate suggested solutions.** Given your analysis of the problem, issue, opportunity, etc. generate key steps the organization can take to improve any problems and/or build on any strengths. Your suggestions should involve things the organization could actually do given its constraints. It might be helpful to first lay out all possible solutions, including the ideal ones in a world without constraints, and then select from those, attempting to approximate the ideal ones. Your suggestions should be based whenever possible on general and guiding principles learned in this course.

Below are the main sections that should be covered in the paper. The number of pages suggested is to give you *a general idea* of the proportion of space that should be allocated to each section.

Example final team paper outline:

Note: Your team's paper need *not* take the exact form provided below; however it should be organized similarly and in such a way that it is logical in the context of the analysis and recommendations.

Papers should be formatted as follows:

- Double-spaced, 1-inch margins, Times New Roman font.
- All papers must include section headings.

Title page

- Title of paper, class, professor, date, authors

Introduction (p. 1)

- Describe the organization you studied: its purpose, location, age, size, industry, etc.

Issue/Problem (pp. 2-3)

- Describe the issue, problem, challenge, opportunity, threat, etc. that is the focus of your analysis.
- Describe why providing an answer to this issue, problem, challenge, opportunity, threat, etc. is critical to the organization today and/or in the future

Analysis of the issue/problem/challenge/opportunity/threat (pp. 4-6)

- Provide an integrated analysis of the issue, problem, challenge, opportunity, threat, etc. in the context of the specific course topics you selected for your analysis

Recommendations (pp. 7-10)

- Provide concrete recommendations for how the organization should proceed in light of your analysis and research on the organization
- Describe, in a way that integrates the topical areas your team selected from class, how and why your recommendations will be effective

Potential risks and limitations (p. 11-12)

- Briefly describe the potential risks and/or limitations of the recommendations that you have proposed

Brief concluding remarks (p. 12)

- References, appendices, etc. *should be included at the end of the document in the order listed below:*
 - References (mandatory): List of books, chapters, articles, class slides, etc. cited in the text
When drawing on research, either a) cite it in the text by listing the authors' last names and the date of publication (e.g., Smith 2011) with a reference section at the end that includes the full citation, or b) insert a footnote with the reference listed at the bottom of the page where the citation is made. (If you need assistance with formatting citations, I have found this website to be a useful resource: <https://owl.english.purdue.edu/owl/resource/560/01/>). Please note, I care much more about whether you cite work than how you cite work so don't let frustration about figuring out the best way to cite a reference lead you not to cite the reference.
 - Appendices, Data tables, Graphs, Charts, Figures, Interview questions and answer excerpts (if applicable)

Stern School of Business, New York University
Management and Organizations MGMT-UB.0001.01 / MGMT-UB.0001.02
Fall 2016

APPENDIX E: PLEASE SIGN AND RETURN TO PROFESSOR

Management & Organizations (MGMT-UB.0001.01/02) Spring 2016

I have received a copy of Professor Elad Sherf's syllabus for the above course. I have read, understand, and agree to the format of this course and the policies described in the syllabus (in addition to those outlined in Stern's Code of Conduct). I acknowledge and understand that failure to comply with any of the terms of the syllabus will adversely affect my grade for this course.

Print name: _____

Email address: _____

Student ID#: _____

Signature: _____

Date: _____

Please detach this page from the syllabus and bring it to class by or before September 14, 2016