CONTACT INFORMATION

Instructor: Prof. Lisa M. Leslie  
Office: Tisch Hall, Suite 717  
Phone: (212) 998-0455  
E-mail: lleslie@stern.nyu.edu  
Office hours: By appointment*

* Before or after class is a great time to touch base on quick questions. For longer conversations please do not hesitate to e-mail me to set up an appointment.

COURSE DESCRIPTION & GOALS

Why do some organizations flounder while others flourish, even when operating in the same industry and with the same resources? Why do some individuals take the fast-track to the top while others stagnate, even among those with top-rate technical skills? The answer to these questions lies, in large part, in effective leadership.

This course is designed to help you develop critical leadership skills that will enable you to effectively analyze and navigate your future career. It is based on the premise that, regardless of your position within an organization, leadership opportunities and challenges present themselves every day and that it is to your advantage to recognize and make the most of these opportunities. It is also based on the premise that effective leadership requires in-depth understanding of how organizations work and how to work with and through other people.

The course is divided into two parts. We will first focus on “macro” topics—or critical competencies for leading organizations—including how to create alignment, structure work effectively, implement and sustain a productive culture, lead teams to high performance, and manage change. We will then cover “micro” topics—or critical competencies for leading people—including how to motivate and influence others, support high-quality and ethical decision making, navigate office politics, and provide effective feedback. In covering these topics, we will grapple with the following questions:

1. How do we analyze what is happening in an organization or team, focusing on organizational structure, culture, change, 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, you will be more knowledgeable about how organizations work (or don’t work), more conscious of the leadership choices you make, and more aware of the consequences of those choices.
REQUIRED MATERIALS

- Course syllabus – you are responsible for all information included in this syllabus
- Online course packet available from Harvard Business School Publishing. You will need to create an account.
- Weekly emails sent via NYU Classes with information regarding how to prepare for the next class
- Other readings, videos, exercises, cases, etc. posted on NYU Classes or distributed by email

ASSIGNMENTS & GRADING

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<th>Assignment</th>
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<td>Logging &amp; Takeaways Project</td>
<td>30%</td>
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<tr>
<td>Contribution to the Learning Environment</td>
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Case Analyses (30%). Most weeks we will be using a pre-assigned case as the basis for our discussions and learning, along with other in-class exercises, discussions, and activities. To prepare for class and ensure you get as much out of each session as possible: (1) read the weekly “how to prepare” email, (2) read the non-case assigned readings/videos, (3) read the case preparation questions included in this syllabus and consider them as you read the case. This syllabus also includes a “guide to case analysis” that provides helpful tips regarding how to prepare cases.

You will turn in a written analysis (3-4 pages) for two cases. For your first analysis, you may choose either Big Spaceship OR Duane Morris. For your second analysis, you may choose either NYPD New OR Harrah’s. Answer all of the case preparation questions in your write-up. You will be evaluated on how well you use course concepts and frameworks to analyze the situation (drawing from the current week and prior weeks) and provide a recommendation that follows logically from your analysis. Written case analyses are due by 6 pm on the date for which the case is assigned (upload to NYU Classes). The first case analysis is worth 10% of your grade and the second is worth 20%.

***Before starting this assignment, carefully read the full set of instructions and grading rubric, which are posted on NYU Classes (see the Assignments & Rubrics folder in the Resources section).

Team Project (25%). This project will help you sharpen your analytical skills by applying course material to analyzing and understanding a real world organization. You will select an organization to focus on, conduct interviews, and write a report that summarizes your analysis. You will complete this project in your study groups. If you are not taking this course with your core group, I will be in touch regarding your team assignment. The team project will be evaluated in terms of the quality of your analysis and insight, understanding of course concepts, interview guide, and writing. The team project is due by the start of our last class (upload to NYU Classes). I strongly encourage you work on this assignment throughout the semester and not leave it until the last minute. A good goal is to select an organization and at least some of your interviewees by Week 5.

***Before starting this assignment, carefully read the full set of instructions and grading rubric, which are posted on NYU Classes (see the Assignments & Rubrics folder in the Resources section).
Logging and Takeaways Project (30%). This project will help you see the world through a Leadership in Organizations lens by connecting principles of effective leadership to your experiences.

Weekly logging (20%). For five class sessions, you will write 250-350 words (~1 page) on how the course material relates to your experiences/thinking and how you will use it in the future. You may write a log for any 5 of the 12 class sessions (upload to NYU Classes). Log entries are due before the start of the next week’s class (e.g., if you write a log for Week 1, it is due before the Week 2 class).

Course takeaways (10%). The course takeaways project will provide you with a deliverable that you can refer back to in years to come. Your course takeaways should be approximately 750-1250 words (3-5 pages). There is both a default option and a flexible option, which are described in the assignment posted on NYU Classes. I encourage you to create this document in a way that it will be meaningful to you and that you can refer to it when needed (e.g., after a rough day at work).

A final document including your log entries and course takeaways is due on May 9 by 6 pm (upload to NYU Classes). Your logs and takeaways will be evaluated as a single final product.

***Before starting this assignment, carefully read the full set of instructions and grading rubric, which are posted on NYU Classes (see the Assignments & Rubrics folder in the Resources section).

Contribution to the Learning Environment (15%). Learning in this course is a collaborative, active endeavor. My goal is to facilitate a learning environment, characterized by the following principles:

- You will get as much out of this course as you put in
- You will learn as much from each other as you will from the course materials and me
- I am committed to facilitating your learning

I encourage you to engage in the following behaviors, which are likely to deepen your individual learning as well as that of your classmates.

Come to class. It goes without saying that you cannot contribute to the learning environment if you are not here. We all lead busy, complicated lives and things will come up, so missing one (or perhaps even two) classes during the semester is not a problem; however, missing a larger number of classes will significantly limit your ability to benefit from this course. If extenuating circumstance arise that will cause you to miss a large number of classes, please let me know so that we can work out a solution. The class sessions are recorded and the recordings are posted on NYU Classes (a link to all of the videos will be posted in the announcements section shortly after the first class). Also, the slides and handout for each week will be posted on NYU Classes after class. If you miss class, I recommend that you watch the class video and look through the class materials. However, this is not a substitute for attending class. Your ability to learn and apply the course material is contingent on active engagement with the material and discussions in class.

Contribute to in-class discussions. Your engagement in and contributions to in-class discussions are incredibly valuable for your own learning and the learning of others. That being said, quality matters more than quantity. High quality comments are comments that add something new to the discussion, and your ability to listen to others is therefore just as important as your willingness to speak up. Some examples of high-quality comments include raising a new point or question, building on a previous comment, and offering a counter-point. I want to emphasize that high-quality contributions do not have to be “right” or reflect the majority opinion in the class. “Wrong” answers and comments that generate debate can be highly valuable. Ask yourself if your comment or question is motivated by a desire to push the conversation forward. If the answer is “yes,” it’s a valuable comment. My goal is to facilitate a culture of trust in class, in which everyone feels comfortable speaking up and is willing to take risks, but I understand that people vary in their comfort with speaking in groups. Developing this skill is
critical to your future as a manager and a leader, and the stakes in this class are much lower than they will be in your career. I encourage you to use this as an opportunity to gain confidence and comfort speaking up. Also, please note that I do cold call students to get as many voices as possible into the conversation and to hear from individuals who may have experience relevant to a particular case. If there are circumstances that prevent you from contributing to the class discussion please let me know.

Engage in small groups activities. During most classes we will break out into small groups for a part of the session to do an activity. When in small groups you will be responsible for managing the activity on your own and I will move from group to group to check in and answer questions. Small group activities are most effective when everyone is engaged. You will do small group activities with those sitting close to you, but the seating chart will change each week so that you have the opportunity to network with different classmates. If sitting in a particular seat is important for your comfort or ability to learn, please let our class support person know and we will be happy to accommodate your needs.

Complete the end-of-class memo. In the last 5 minutes of class you will complete a memo, in which you will note your key takeaway from the class and relate class material to your experiences. You may want to use your phone to take a picture of your memo before you turn it in. Doing so may help you with the weekly logging assignment. I read every memo, every week to keep on top of what you are taking away from the class. The memos are not graded, but failing to complete the memos will detract from your grade. I have assigned an article on the value of “memo-ing” for the first class.

Be professional. Contributing to the learning environment also entails treating one another with respect, and refraining from behaviors that distract others and take away from their ability to learn. Examples of unprofessional, disruptive behaviors include using technology for non-class purposes during class, arriving late or leaving early, being rude to others, and having side conversations.

***For more information on how contributions to the learning environment will be evaluated, please see the rubric posted on NYU Classes (see the Assignments & Rubrics folder in the Resources section).

Guidelines for Written Work. When completing all written work, keep the following in mind:
1. Use 12-point Times New Roman font, double spaced with 1” margins on all four sides.
2. Follow the assignment page limits. You do not need to provide citations for class material.
3. Your assignments will be checked for plagiarism using Turnitin.
4. Late assignments will not be accepted. There are no make-up or extra credit opportunities.

A Comment on Grades. I know it is easy to focus on grades and there are many good reasons to care about your grades. That being said, please recognize the opportunity you have to learn about organizations and about yourself as a (future) leader. Several years from now I promise you will not remember the grade you received in this course, but you will hopefully be using takeaways from the course to be a more effective leader in your everyday life. I therefore strongly encourage you to approach the course with a focus on learning more than a focus on outcomes (i.e., grades).

In terms of the grading process, the course teaching fellow and I take our responsibility to provide grades that are fair, unbiased, and accurate *very* seriously. If you ever have a question about a grade, please come and talk to one or both of us. We are always more than happy to provide feedback that will help you improve your learning and performance in the course. The Stern grading policy stipulates that only 25%-35% of you can receive an A or an A-. Regardless of the benefits and drawbacks of this policy, it is our reality and we have to live with it. Please let me worry about the grading while you focus on learning. Your time is valuable and this course is important to your future success–please do not let grades get in the way of learning!
CLASSROOM POLICIES

Technology. I encourage you to use strategies, including the use of technology, that will maximize your personal learning and development. That being said, use of laptops during class is more likely to hinder your learning than to enhance it. This is a discussion-based, experiential course that does not require extensive note-taking. Moreover, research provides strong evidence that use of laptops during class is a distraction both to the user and to other students that prevents deep learning. For these reasons, I ask that you do not use laptops in class. If you wish to reference articles/cases exclusively on a tablet instead of printing them, it is fine to reference your tablet during class, as long as you do not use your tablet for any other purpose during class. I of course understand that you may occasionally need to be “on call” for work or personal reasons and have to check small screen devices (e.g., smartphones) during class. Occasional use of small screen devices during a class or two is therefore acceptable. If you need to use a small screen device during class on a regular basis, let me know.

Please note that there is absolutely no use of technology during visits from guest speakers. These individuals have dedicated their time to speak to us and we need to put our best foot forward.

Honor Code. I take the Stern Honor Code seriously and any honor code violations will be dealt with seriously. Please come and talk to me if you ever have a question about what may constitute an honor code violation. Here are a few examples of how the Stern Honor Code applies to this course. Please note that this list is not exhaustive and you are expected to abide by the full Honor Code.

- Individual assignments (case analyses, logging and takeaways) must reflect your personal ideas. You may discuss the cases and other material with your current classmates prior to completing these assignments, but you should not use any outside resources, including students who have previously taken the course or covered the same material in another course.

- If you are familiar with a case or exercise used in class, please do not be a spoiler for the rest of the class in any way. If you let me know about this ahead of time I can find a way to make the case/exercise more useful for you.

- All exercises and their “solutions” are confidential and are not to be circulated to other potential students in any format.

Disability. If you have a qualified disability and require accommodation during this course please come and talk to me so that we can figure out what will be best for you. Also please contact the Moses Center for Students with Disabilities (CSD, 998-4980) and provide me with a letter from them outlining the necessary accommodations.

Open Door. My course policies and assignments are based on scholarly research on teaching and learning, as well as my experience and the experiences of other professors with regard to what facilitates learning among graduate students. That being said, everyone has different learning styles and preferences. I embrace an open door policy and encourage you to come talk to me about any aspect of the course that could be changed to enhance your learning and development. If you are not finding the course useful for any reason, let’s work out a solution sooner rather than later!
A GUIDE TO CASE ANALYSIS (adapted from an unknown, but duly credited, source)

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 you should follow when analyzing a case, whether for class discussion or in preparation for a written analysis.

First, read the assigned reading material (e.g., readings, videos). The material in the reading will play a role in your analysis of the case. Remember that the material 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 discussed several weeks ago.

Second, read the case and the case preparation questions (pp. 10-11 of this syllabus). Take notes about the important issues that the case raises and the text relevant to that issue. The questions provided are 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 the specific cases are assigned because they present good opportunities to practice using frameworks and concepts we will be developing in the course. Therefore, you know in every instance that a framework or concept in the assigned reading, and possibly frameworks and concepts from earlier readings, are applicable to the case. You will likely find the frameworks and concepts 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. Use course terminology in your analysis, but do not throw in terminology merely as “buzzwords.” If it does not advance your analysis, don’t use the idea.

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 exists. 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 stated 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. For the written case analyses, do not describe events in your written analysis. This is 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 analyze and explain, not describe or report.

At the conclusion of each written case analysis, you will need to offer recommendations for an action plan, or recommendations 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. Analysis is meaningless if it cannot be translated into a plan of action. This view has two implications. First, you should devote 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 be linked to 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 an impact. You should develop recommendations that have 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 “theoretical” 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, for the written case analyses, make sure that your paper is well-written, clearly organized, and has a logical flow. It usually helps to provide a brief summary statement—or “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 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.
## Course Schedule

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Cases/Exercises</th>
<th>Readings/Assignments</th>
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| 1    | Introduction        | United 173 Case (no prep)                   | • What Leaders Really Do  
|      |                     | Lululemon Case (no prep)                    | • What Makes a Leader?  
|      |                     |                                             | • Valuing of “Memo-ing” Article†  
|      |                     |                                             | • Pre-Semester Survey‡  |
| 2    | Alignment           | Big Spaceship Case                          | • Big Spaceship Case*  
|      |                     |                                             | • Congruence Model Note  |
| 3    | Structure           | Mercy Corps Case                            | • Mercy Corps Case  
|      |                     | Words in Sentences                          | • A Note on Organizational Structure  
|      |                     |                                             | • Words in Sentences Instructions†  |
| 4    | Culture             | Duane Morris Case                           | • Duane Morris Case*  
|      |                     | Artifact Exercise                           | • What is an Organization’s Culture?  
|      |                     |                                             | • Artifact Assignment†  |
| 5    | Teams               | Taran Swan Case                             | • Taran Swan Case  
|      |                     | Team Exercise (no prep)                     | • Leading Teams  |
| 6    | Change              | NYPD New Case                               | • NYPD New Case*  
|      |                     | Change Exercise (no prep)                   | • Leading Change  
|      |                     |                                             | • Midpoint feedback survey†  
|      |                     |                                             | • Bring $1 to class  |
| 7    | Motivation          | Harrah’s Case                               | • Harrah’s Case*  
|      |                     |                                             | • Do Financial Incentives Drive Performance?  
|      |                     |                                             | • The Puzzle of Motivation Video†  |
| 8    | Power & Politics    | Thomas Green Case                           | • Thomas Green Case  
|      |                     | Best Stuff on Earth                        | • Don’t Forget Your Boss  
|      |                     |                                             | • What It Really Means to Manage  
|      |                     |                                             | • Best Stuff on Earth Instructions†  |
| 9    | Persuasion          | 12 Angry Men (no prep)                      | • The Necessary Art of Persuasion  |
| 10   | Ethical Decision Making | Martha McCaskey Case Carter Racing (no prep) | • Martha McCaskey Case  
|      |                     |                                             | • How (Un)Ethical Are You?  
|      |                     |                                             | • Implicit Association Test†  
|      |                     |                                             | • Our Buggy Moral Code Video†  |
| 11   | Evaluation & Feedback | Rob Parsons Case Feedback Exercise          | • Rob Parsons Case  
|      |                     |                                             | • Set Up to Fail Syndrome  
|      |                     |                                             | • Feedback Worksheet†  |
| 12   | Integration         | Erik Peterson Case                         | • Erik Peterson Case – Parts A & B  
|      |                     |                                             | • How Will You Measure Your Life  
|      |                     |                                             | • How Resilience Works  
|      |                     |                                             | • Team Project due by 6 pm  |

* This case is an option for the two written case analyses. For your first case analysis, you may choose either Big Spaceship OR Duane Morris. For your second case analysis, you may choose either NYPD New OR Harrah’s. Case analyses are due at the start of the class (6 pm) on the day we discuss the case.

† Reading/assignment will be distributed via NYU Classes and/or email. All other readings are included in the online course packet.
CASE PREPARATION QUESTIONS

Week 1 – Introduction. No case to prepare.

Week 2 – Alignment. Big Spaceship: Ready to Go Big?
1. What is the value proposition of Big Spaceship, and how does that value proposition enable the firm to strategically differentiate itself within its industry?
2. How do the formal organization, culture, critical tasks, and people facilitate or constrain the firm’s ability to pursue strategic differentiation within the industry? What are the alignments and misalignments that you observe?
3. Should Big Spaceship “go big”? If yes, why should Big Spaceship pursue a growth strategy and what changes should Michael Lebowitz make to ensure that the growth is a success? If no, why should Big Spaceship maintain its current size and what changes should Michael Lebowitz make to ensure continued success?

Week 3 – Structure. Mercy Corps: Positioning the Organization to Reach New Heights
1. How much of a challenge is it for Mercy Corps to achieve consistent quality across all of its sites? What are they doing well in this pursuit and what concerns you?
2. Does Mercy Corps’ headquarters provide the needed support for each of its operating units? What are the variables they need to consider in designing and implementing this support?
3. How should Mercy Corps decide which functions should be performed by the operating units and which functions should be the responsibility of headquarters? What should drive these decisions?

Week 4 – Culture. Collaborating for Growth: Duane Morris in a Turbulent Legal Sector
1. What role has the culture at Duane Morris played in its success? To what extent does the culture support the firm’s strategic objectives?
2. Which aspects of Duane Morris’s culture and organizational processes are most easily scalable? Which are least? Why?
3. Is continuing to promote collaboration more trouble than it is worth for Duane Morris? Should Duane Morris maintain its collaborative culture as it continues to grow? If so, how? If not, why not?

Week 5 – Teams. Taran Swan at Nickelodeon Latin America
1. How did Taran Swan design her team at Nickelodeon Latin America? Is the design likely to enable the team to deliver strong performance?
2. How would you characterize Swan’s leadership style? How has her style impacted team processes and outputs?
3. What is the dilemma Swan faces at the end of the case? What action should she take? Why?

Week 6 – Change. NYPD New
1. What were the most critical challenges Bratton faced when he took the job at the NYPD?
2. What were the most important decisions Bratton made and actions he took to address those challenges? Why were these so important?
3. At the end of the case, what challenges does Bratton face in sustaining the NYPD’s efforts and the results it has achieved in the past two years? What advice would you give to Bratton (or his successor) for sustaining the NYPD’s efforts and results?
Week 7 – Motivation. Harrah’s Entertainment, Inc.: Rewarding Our People
1. Analyze how changes that Winn made to Harrah’s HR practices relate to the transformation of the company’s strategy and culture.
2. What are the strengths and weaknesses of Harrah’s gain sharing program?
3. Do you think the company should keep the gain sharing program in its current form, change it in some way, or eliminate it? Explain.

Week 8 – Power & Politics. Thomas Green: Power, Office Politics, and a Career in Crisis
1. What are the work styles, personalities, and expectations of Thomas Green and Frank Davis? To what extent are they aligned or misaligned?
2. What is your analysis of Thomas Green’s actions and job performance in his first five months? What mistakes has he made?
3. Imagine you are Thomas Green. What would you do next?

Week 9 – Persuasion. No case to prepare.

Week 10 – Ethical Decision Making. Martha McCaskey
1. What is troubling Martha McCaskey? Do you agree with her assessment of the situation?
2. How did McCaskey end up in this situation? Was it avoidable?
3. As Martha McCaskey, what is your plan of action with regard to the Silicon 6 project? Please map out a detailed plan.

Week 11 – Evaluation & Feedback. Rob Parsons at Morgan Stanley
1. Analyze the performance appraisal system at Morgan Stanley. Consider why they may have implemented this system, and what challenges it may pose.
2. What is your assessment of Rob Parsons and his promotion potential? What are the reasons why he should and should not be promoted?
3. What should Nasr say to Rob in the performance appraisal meeting? Should he promote Rob and what feedback should he give him?

Week 12 – Integration & Wrap-Up. Erik Peterson at Biometra
1. What are the problems facing Erik Peterson?
2. What are the underlying causes of these problems? How effective has Peterson been in terms of managing the new operation and providing leadership?
3. What actions, if any, should Peterson take to turn the situation around and prepare for his meeting with the executives from Los Angeles?