Couse Syllabus
Leadership in Organizations – Spring 2016
COR1-GB.1302.23

***Draft Syllabus, subject to revision***

CONTACT INFORMATION

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COURSE DESCRIPTION & GOALS

Why do some talented MBAs succeed, while others, equally talented, flounder? Why do some leaders prove effective, while others do not? Why do some organizations thrive while others get in their own way? LiO tackles these questions.

This course will help you recognize the key factors that contribute to organizational success, and the role you can play in helping your organizations be successful. You will develop skills to effectively analyze and navigate your current and future organizational lives, using your past, current, and potential work experiences as key learning material. The course 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 an in-depth understanding of how organizations work, and an in-depth understanding of how to work with and through other people.

Given these goals and premises, the key issues we will tackle in this course include:

1. Acquire models of how effective leaders influence, motivate, and build teams.
2. Understand the roles of organizational structure and culture, and learn how to align these components with each other and with the rest of the organization.
3. Learn how to analyze social dynamics within organizations.
4. Practice diagnosing complex problems and working effectively in teams.
5. Highlight the choices available to you as a leader, and the potential impact of the choices you make.

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.

REQUIRED MATERIALS

- Course syllabus – you are responsible for all information included in this syllabus
Online course packet available from Harvard Business School Publishing: <insert coursepack link here>. You will need to create an account if you have not purchased any material at this website before.

Other readings, videos, exercises, cases, etc. posted on NYUClasses or distributed by email

ASSIGNMENTS & GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deliverable Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Case Memo #1</td>
<td>Feb 6 or Feb 13</td>
<td>10%</td>
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<tr>
<td>Case Memo #2</td>
<td>Mar 27</td>
<td>15%</td>
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<tr>
<td>Case Memo #3</td>
<td>Apr 10 or May 1</td>
<td>15%</td>
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<tr>
<td>Team Project Paper</td>
<td>Final Class</td>
<td>25%</td>
</tr>
<tr>
<td>Course Takeaways</td>
<td>May 15</td>
<td>20%</td>
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<tr>
<td>Contribution to Classroom Learning Community</td>
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Team Project. The goal of the project is for you to apply material from the course to help understand an organization. This may be an organization that is new to you, or one that you have some familiarity with. In either case, the project is intended to give you practice in using the new “lens” for analyzing and understanding organizations that you will develop in this class. That is, my hope is that the project will give you important practice in putting course concepts into action (i.e., taking the knowledge that you develop in the class and doing something actionable with it).

The gist of the assignment is for you and your team to go out and get a “read” of an organization, and then to analyze what you learn about the organization using course concepts. The focus of the project is purposely broad: what you choose to focus on will depend somewhat on what you find once you start learning more about the organization. That said, in the planning stages you should target a few key issues that are of interest to you and which seem like they might be promising, given any prior insights you might have about the organization.

Teams will be assigned, and the team assignments will be announced early in the course. Teams will consist of 3-4 students. If you have a compelling reason to work in a team of your own choosing (e.g., shared desire to work with a specific organization, very specific scheduling constraints), please let me know so that I have adequate time to take it under consideration. All such exceptions must be requested by email to me no later than noon on the Thursday before Class 3.

To complete this assignment, you need to conduct interviews with members of a given organization. Your goal is to probe about course-relevant topics in a manner that is accessible and understandable to non-MBAs and to use what you learn to analyze the organization.

There are several steps to doing this assignment.

1 – Decide on your organization and who within the organization you will use as a resource for gaining insight about the organization. You will interview at least 2 people, though 3 or 4 is better. Tap into your
network, or expand your network. Of course, they have to agree to participate; you are asking them for an
interview of 45-60 minutes in length in which the focal topic will be their experience in their organization.
Try to choose people who you believe will be candid and insightful. If you are having trouble coming up
with an organization, please come see me and we can figure it out. By the way, you are welcome to use
an alias for your organization and interviewees in the written work, though I may ask you to verbally
disclose their identity to me directly. I strongly recommend that you and your team start this step early,
with the goal of securing agreement from at least two individuals (who may offer you more leads) prior
to Class 7. You will be asked to submit a survey about your project status at that time.

2 - Develop an interview guide that is customized to the individuals you will be interviewing. Your goal
is to understand some key issues in this organization, issues that can be better understood via application
of concepts from our course. Integrate the full range of key concepts from this course and use all
possible sources of information about the organization to be well prepared in advance. When you ask
questions, you should not use the vocabulary of this course, but speak in plain English. So, in other
words, a bad interview question would be “Tell me about a time when you felt a lack of alignment in
your organization?”; a better question would be “Tell me about a time when you felt that the culture of
your organization was not supporting your strategy.” Some sample questions will be posted on
NYUClasses to help get you started. You will be including your interview guide in your paper as an
appendix (this does not count as part of the page limit). You will want to select topics of particular
relevance to the organization and context that you select.

3 - Conduct your interviews. Do not worry if you do not ask everything on your interview guide. In
fact, you should develop a guide that is “too long” as you will find that some questions lead to dead
ends. When you conduct your interview, strive to create psychological safety between you and the
interviewee so that they might speak freely about their organization. In an ideal world, your interviewee
would emerge from the interview with learnings from the reflective process as well. (You may want to
ask them to articulate these interview-based learnings at the end of your interview.) You are welcome to
set these up as one-on-one interviews, although having two team members present is probably ideal.
(Having the whole team present can be threatening to the individual being interviewed). Each
interviewee should be interviewed individually; do not interview more than one person at a time.

4 – Write up your analysis of your organization. What have you learned? What (in)consistencies do you
see between the people you interviewed? What might underlie any inconsistencies? What would you
recommend? Your goal is to explicitly tie your interviews to the concepts of this course and you should
use the vocabulary of this course. Simply summarizing what the interviewees told you in a “play-by-
play” format is not the goal. Rather, you want to answer questions like “why is problem X occurring in
this organization?”, “what recommendations can be made for this organization”, “what ramifications are
there from action Y that the organization took last year?”, and “what did we learn from our research on
this organization—and these individuals—that is good advice for me and my classmates?” Be sure to
explain things rather than merely describe them. Analysis is the goal. The team project rubric posted
on NYUClasses will be useful to consult.

A Comment on Working in Groups. A problem that is sometimes associated with group work is
a group member who does not do his/her share of the job. Everyone is expected to carry an equal
share of the workload. 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 group. 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 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. If I am convinced that someone has not carried a fair share of work, I will reduce that person’s Leadership Lab grade as far as I assess is warranted.

**CASES.** For most class sessions, you will be preparing a case or activity before coming to class, and we will then discuss the case(s) and do the activities together. These cases/activities, and the articles that accompany them, are the critical foundation for our discussion and for your learning. Your primary task is to be prepared for class. This does not mean skimming cases for highlights just prior to class, but rather reading them deeply and letting them percolate in your minds. I suggest that you approach this preparation by 1) reading my “How to Prepare” suggestions for that week, 2) reading the assigned articles, and 3) reading the cases. I hope that this will prompt a spirited conversation in class, in which we dissect, extend, and challenge the ideas raised in the cases and articles and engage deeply in the activities. Be sure to read the “Guide to Case Analysis” toward the end of this syllabus. The purpose of the two case memos is to facilitate the retention of course content by drawing on your experiences and the readings and applying them to new situations.

**Case Memos.** For two cases, you will write up a brief memo with analysis and recommendations for a protagonist in the case. For each memo, you have a choice between two cases; whichever you choose, please be sure to submit by the beginning of class on the day that particular case will be discussed (see Course Schedule at end of syllabus). This schedule has plenty of flexibility built in for your convenience, so late memos will not be accepted. Cases that are eligible for write up as a case memo are designated on the Course Schedule. The options are below:

- **Case Memo #1:** Memo to Caroline Regis at Excel Systems (Class 2) or Memo to Tariq Khan at Tek (Class 3)
- **Case Memo #2:** Memo to Stephen Connor at RSH (Class 7) or Memo to Erik Peterson at Biometra (Class 7)
- **Case Memo #3:** Memo to Rob Parson at Morgan Stanley (Class 9) or Memo to Cynthia Carroll at Anglo American (Class 12)

You should use any readings for the week and any of your own relevant professional experience to analyze the situation and advise the protagonist to take specific action steps. Write the memo from your perspective as a mentor from outside the protagonist’s organization (but, of course, you are privy to all the details of the case). As with any memo, these should be easily read and digested. Feel free to use bullet points, bold text, etc. to focus the reader’s attention. [The Case Memo Rubric posted on NYUClasses will be useful to consult.](#) Your ability to analyze cases is likely to improve with practice. To reflect this learning curve, Case Memo #1 is worth 10% of your grade, and Case Analyses #2 and #3 are each worth 15% of your grade.

Please follow these submission guidelines:
1. Your memos should be 1-2 pages, formatted as Times New Roman, 12-point font, single-spaced with one-inch margins on all sides.
2. Submit your memo on NYUClasses using the following convention: [YourLastname].[Protagonist Lastname].docx. For example, if you are named Mark E. Smith and submit a memo to Caroline Regis for the Excel Systems case, you would name your file Smith.Regis.docx.

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COURSE TAKEAWAYS. We do not have a final exam in the course. This final assignment is a substitute for a final exam, one which I hope is less stressful and more useful. It serves the following purposes: (1) to facilitate retention of course content by relating it to your experiences and concerns, (2) to see how all the material works together to yield an integrated understanding of leadership in a variety of organizations, and (3) to use in complicated situations you face in the future (e.g., after a rough day at work, when contemplating or dealing with a job or career change, when mapping out how to achieve your career goals, or when dealing with a work-related crisis). These are ideal moments to have concise takeaways captured for yourself in ways that are meaningful to you.

In summary, the aim of the assignment is to apply the content of the course to your own experiences and concerns. Your course takeaways should make it clear to the reader how your thinking has been altered by your engagement with the course readings, in-class discussions and exercises, and interactions with your classmates.

Please discuss two of the following three points/questions:

1. Discuss two key ideas—one from a reading for the final class and one from a prior class session—as they relate to your work plans (whether known or in-progress) for the summer.
2. Discuss one idea related to organizations that helps you make sense of a past work experience. Describe the new insight that the course helped you have.
3. What have you learned about leadership or emotional intelligence that you can apply to yourself? For example, what roles do self-awareness and self-regulation play in your ability to interact with others?

Please follow these submission guidelines:

1. Your takeaways assignment should be 3-4 pages, formatted as Times New Roman, 12-point font, single-spaced with one-inch margins on all sides.
2. Submit your takeaways on NYUClasses using the following convention: [YourLastname].Takeaways.docx.

If you feel that the format of this assignment is unlikely to maximize its utility for you, I am open to exploring a different format with you (e.g., video, PowerPoint, visual representation of course material, letter to your future self, alignment analysis of your current organization). Remember, I want this to be useful to you, either as a memory aid or a reference.

CONTRIBUTION TO THE LEARNING COMMUNITY. Learning in this course is an active, collaborative endeavor. My goal is to facilitate a learning community, 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.
- 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 community if you are not here. We all lead busy, complicated lives and things will come up, so missing one class
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 an extenuating circumstance arises and will cause you to miss more than two classes, please let me know so that we can work out a solution.

The class sessions are recorded and the recordings are posted on NYUClasses after each session. If you miss class, I recommend that you watch the class video. However, watching the video and/or looking at the slides and handouts 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 is a valuable comment, regardless of the content. My goal is to facilitate a culture of trust in class, in which everyone feels comfortable speaking up and is willing to experiment and 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 leader, and the stakes in this class are much lower than they will be in your career. I therefore encourage you to use this as an opportunity to gain confidence and comfort with speaking up. Also, please note that I do “warm 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. I call this a warm call, not a cold call, because you always have the option to pass without penalty. If there are any circumstances that may prevent you from contributing to class discussions on a regular basis please let me know so we can work together to find a solution.

**Engage in Small Group Activities.** During most classes we will break out into dyads or small groups for a part of the session to do an activity or have a discussion. When in small groups you will be responsible for managing the discussion/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 actively engaged and contributes to the activity. You will engage in 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 and get to know different classmates. Each week I will place name tents around the classroom and ask that you sit in the assigned seat. If sitting in a particular seat is important to your comfort or ability to learn, please let me know and I will be happy to accommodate your needs.

**Complete the End-of-Class Memo.** In the last 5-10 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 an assignment in the course. I read every memo, every week to keep
on top of what you are taking away from the class. The end-of-class memos are not graded, but failing to complete them will detract from your grade.

**Take the Online Surveys.** I will occasionally ask you to complete online surveys designed to help me get to know you, to deepen your learning, and to ensure the course is meeting everyone’s needs. Please complete these surveys by the requested date.

**Be Professional.** Contributing to the learning environment also entails treating one another with respect, and refraining from behaviors that are distracting to 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 community will be evaluated, please see the Contribution to Learning Community Rubric posted on NYUClasses.

**A COMMENT ON GRADES.** The course teaching assistant 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 A-. Please let me worry about the grading while you worry about 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 that will maximize your learning and development, including using technology toward this goal. However, use of large screen devices (e.g., laptops, tablets) 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 large screen devices in 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., smart phones) during class. Occasional use of small screen devices during a class or two is therefore acceptable. If use of a large screen device during class would significantly improve your learning experience (e.g., you reference articles/cases exclusively on a tablet) or you need to use a small screen device during class on a regular basis, please let me know.

**GUEST SPEAKERS.** We are incredibly fortunate to have several prominent, dynamic, and insightful guest speakers scheduled to visit us this semester. Each of them is amazing. We are indebted to them for donating their time to come visit us. **Please look carefully at the course road map for important out-of-class scheduling information regarding some of these guest speakers.** I recognize that scheduling events outside of our normal class meeting time may cause complications for your schedules. I can assure you that it is well worth the extra effort given the caliber of the speakers who we will be hearing from. Although not everyone will be able to make this alternate schedule, I hope and expect that most students will plan to be there, given the advance notice I am providing. Some speakers give us permission to tape and others do not, so unfortunately, we will not always be able to share a video afterwards.
These guests donate their highly valuable time to our learning process and we will carefully prepare for these sessions in order to generate the greatest return (for them and us) on their investment. I might send you some “speaker prep” with links to recent news stories about the speaker in the day or two before his/her visit. Experience has taught me that agility on our parts is critical as our speakers’ schedules may shift unexpectedly, but we can and will adapt as needed. We will also reflect on the speaker’s comments afterwards to discover the consistencies and inconsistencies between their experiences and the content of our course. Of course, the importance of being present, punctual, and prepared is heightened when we have guests devoting so much of their personal time and resources to be with us, so please bring your A game! Absolutely no use of technology during visits from guest speakers.

HONOR CODE. I take the Stern Honor Code seriously, and any honor code violations will be dealt with seriously. Please 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 cases and the 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.

- 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 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.
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, attend to the assigned material (e.g., readings, videos), which 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 preparation questions. 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 causes. 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 these analytical 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. Avoid the tendency to throw in course terminology 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 a problem 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 make you feel as if you must make some assumptions. Only make assumptions if necessary, state them clearly as such, and make sure they are reasonable.
Assume that I am familiar with 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 (i.e., an action plan) for how the situation could have been better handled. The recommendations section 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 features in terms of their desirability and feasibility. You should develop recommendations that maximize on these two dimensions. For example, firing the boss and replacing her/him with a better manager might be a desirable solution, but it might not be feasible.

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—a “roadmap”—at the beginning of the analysis to orient and guide the reader.

**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 mind to 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.
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<tr>
<th>Class: Date</th>
<th>Topic</th>
<th>Read &amp; Prepare + in-class plan</th>
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<td>• Necessary Art of Persuasion</td>
<td>Nothing to submit</td>
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<td>• In-class movie case: 12 Angry Men</td>
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<td>7: Mar 27</td>
<td>Power &amp; Politics</td>
<td>• Roller Coaster Ride: The Resignation of a Star</td>
<td>Case Memo #2 (choose either)</td>
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<td>• Erik Peterson at Biometra</td>
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<td>8: Apr 3</td>
<td>Motivation</td>
<td>• Harrah’s Entertainment, Inc: Rewarding Our People</td>
<td>Team Project Survey</td>
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<td>• Do Financial Incentives Drive...Performance?</td>
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<td>9: Apr 10</td>
<td>Evaluation &amp; Feedback</td>
<td>• Rob Parson at Morgan Stanley</td>
<td>Case Memo #3 (alt. 1 of 2)</td>
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<td>• Feedback that Works</td>
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<tr>
<td>10: Apr 17</td>
<td>Decision Making</td>
<td>• Carter Racing</td>
<td>Nothing to submit</td>
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<td>• How (Un)Ethical Are You?</td>
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<td>11: Apr 24</td>
<td>Team Projects (self-run)</td>
<td>• Team project work time</td>
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<td>12: May 1</td>
<td>Leading Change</td>
<td>• Cynthia Carroll at Anglo American</td>
<td>Case Memo #3 (alt. 2 of 2)</td>
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<td>• Leading Change: Why Transformation Efforts Fail</td>
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<td>13: May 8</td>
<td>Final Class</td>
<td>• Pick one:</td>
<td>Team Project due</td>
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<td>– How Will You Measure Your Life?</td>
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<td>– How Resilience Works</td>
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<td>– Manage Your Energy, Not Your Time</td>
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May 15 @ 5pm  
Course Takeaways final assignment due