Course Outline
Leadership in Organizations

SAMPLE ONLY
MODIFICATIONS CAN BE MADE

Stern Langone MBA Program
Spring 2016, Monday Section

“An Education in Possible”

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Course Overview

Business organizations of all types face chronic management and leadership problems that pose significant challenges to them. These problems include the difficulty of designing organizations capable of coping with highly dynamic business environments, the challenge of developing strategies and structures for hypercompetitive conditions, the greater complexity of managing global enterprises, the difficult task of shaping a corporate culture, managing politics and conflict between individuals and organizational units, motivating employees who are more mobile than ever, designing attractive incentive systems, leading managerial teams effectively, and so on. These challenges, and how leaders of organizations can deal with them, are the subject of this course.

The goal of this course is to prepare you for a general management position that oversees a significant area of responsibility. Some of you may already be in such a position, and this course will help you perform your duties more effectively. Others may be moving along a career trajectory that will lead to such a position in the future. This course will facilitate your development and career progress. Still others of you may be consulting with, or reporting to, someone who is in such a position. This course will improve your consultative skills and help you become a trusted advisor to senior leaders. Regardless of your current situation, this course is based on the assumption that if you are good at what you do and valuable to your organization, you will someday be asked to assume the mantle of leadership or take on an advisory role to leadership. This course is designed to help you do so successfully.
Conceptually, the course has two general components. The first is “macro” in nature. It focuses on organizational level issues and problems and how leaders should think about issues of organizational design, what strategies they should adopt, and how their decisions affect the overall culture of their organizations. The second part is more “micro” in nature. It focuses on employee-related challenges, such as how to align individual talent with organizational jobs and how to select, evaluate, and retain talent for the organization. The macro component is concerned with overall organizational performance, while the micro component is concerned with managing individual effectiveness.

The course will introduce you to analytical frameworks that will help you understand and manage the challenges posed by modern organizations. These frameworks will provide you with a better basis for evaluating organizations and their dynamics. In addition to providing you with a framework for understanding leadership challenges, a second objective of this course is to teach you skills in applying those theories and frameworks to analyze leadership problems and develop appropriate solutions. Leadership skills are most effectively developed through practice. Therefore, it is essential that you have considerable opportunity to work on actual leadership problems. In order to do this we will rely heavily on case analyses. Cases and various exercises will provide the material to practice analyzing and addressing leadership challenges. You are expected to carefully analyze all of the cases, prepare your thoughts on them, and participate in the analyses in class. It is my hope that by the end of the term, you will be able to see organizational and leadership problems in ways you could not see them before. More importantly, you will leave the course more conscious of the consequences related to the choices you make as a leader in an organization.

STRUCTURE: Each class session will consist of a short introductory statement about the material for the day, followed by a detailed discussion of an assigned case or cases that illustrate important concepts and models from that week’s readings. THE PRIMARY VEHICLE FOR LEARNING IN THIS CLASS IS CASE ANALYSIS. YOU ARE EXPECTED TO READ EACH CASE AND THE ASSIGNED READING MATERIAL CONSCIENTIOUSLY AND TO BE PREPARED TO DISCUSS THEM DURING THE APPROPRIATE CLASS SESSION. Case discussions will usually be followed with a short wrap-up mini-lecture. We’ll have a fifteen-minute break at a suitable point in each class session.

ASSIGNMENTS AND GRADING: Grades in this class will be assigned on the basis of points awarded to each student for completing work during the semester. You can earn up to 100 points for the class. Grades will be assigned based upon the class distribution of point totals at the end of the semester. Your point total will have six general components:

3 individual quizzes (3 x 5 points): 15 points
2 group case analyses (2 x 15 points): 30 points
1 group case creation 10 points
1 group in class case analysis: 5 points
Individual take home final exam: 20 points
Contribution to class: 20 points

1. **Quizzes:** Three short quizzes will be administered in class that test your knowledge and retention of course concepts. The quizzes will be open book short answer essays and will be approximately 15-20 minutes in length. The first quiz will be given on Feb 29th and will cover the material on organizational structure. The second quiz will be given on March 28th and will cover class material on incentives. The third quiz will be given on April 18th, and will cover material on employee selection. Each quiz is worth up to 5 points toward the final grade. Points will be awarded based on how well the question response conveys knowledge of the material at issue.

2. **Group Case Analyses:** Two written case analyses are required in the class. These are listed in the class schedule, followed by a set of orienting questions for that case. Both of these case assignments are group assignments.

To help orient you to the issues in the cases, a list of questions for each case has been provided. These questions should be considered broad guidelines for the case analysis in the sense that they suggest entry points for analysis and possible issues to overcome with the recommendations. You should view such questions as starting points for a general analysis rather than as endpoints.

The two written case analyses should consist of no more than two typewritten pages, single-spaced, one-inch margins, and 12-point font. You are encouraged to use supplementary diagrams to help illustrate and develop your arguments. Relevant material from the course, as presented in diagrams in the readings and instructor slides, can be used as “templates” for framing your analyses and recommendations. Please feel free to use the slides and readings in your write-ups liberally as supplementary figures. There is no limit on the number of additional figures and tables that you can include in your write-ups. You should endeavor to include in your case analyses the course concepts and models from the readings that are assigned for that week and/or earlier weeks as much as possible.

*Please submit your write-ups via email to the instructor no later than Noon on the day of the class period for which the case is assigned. Any diagrams should be included in the same document file. Pdf’s are preferred, but Word documents will be accepted as well. The document file should be named in the following way: GroupX_Casename. Please see the course schedule below for details on the due dates for each case write-up. Also, groups should be prepared to discuss their case analyses in class since the instructor will sometimes use write-ups as input into the class discussion of each case.*

Up to 15 points each can be earned for the group write-ups. Points will be awarded according to the following criteria:
a) How well is course material integrated into the analysis? Are the models and concepts developed in the readings applied to the case as a lens for understanding the case?

b) What is the quality of the analysis, and do recommended actions follow clearly from and reinforce the analysis? Are the analysis and recommendations realistic? Are they specific or vague and general? Will they help the individuals in the situation to solve their problems?

c) Is the write-up presented well? Are there spelling errors and misplaced sentences? Are the slides clear and concise? Are the slides neatly formatted?

3. **Group Case Creation**: Each group must write a short case that suggests important issues relevant to course concepts. Inspiration for the case can come from a situation at work for one of the group members, from general news and current events, or from a situation that one or more members of the work group might know about from personal experience. The case write-up should be no more than two single spaced pages, and may be accompanied by any supporting material from the media or elsewhere. More details about this assignment will be provided later in the course. This assignment is worth up to 10 points.

4. **Group In-Class Case Analysis**: Each case written to satisfy the above assignment will be distributed to one other group at the beginning of the last class session. Groups will have 45 minutes to analyze the case and develop a set of 3-4 slides to present to the entire class. The instructor will randomly choose groups to present their case analyses to the entire class. Groups can earn up to 5 points for their analyses.

3. **Final Exam**: A take home final exam will consist of an analysis of a case. The final exam is NOT a group project and should be completed by students without consultation with other members of the class. The Stern Honor Code will be strictly enforced. The final exam is worth up to 20 points.

4. **Class contribution**: Case analysis requires class discussion and student participation to be effective. In this class, WHAT YOU LEARN IS DIRECTLY PROPORTIONAL TO HOW MUCH YOU CONTRIBUTE TO CLASS DISCUSSION. In order to participate intelligently, you should come to class well prepared. You should read the assigned cases prior to the class for which they are assigned, and you should be prepared to participate in class discussion. Comments, questions, and case insights are all valuable and desired. Attendance at each class session is expected. If you are not present, you cannot learn. If you need to miss class, please email the instructor ahead of time to let him know that you will be missing class and why. Attendance is monitored, and absences can result in a reduced class contribution grade. Remember, everyone’s learning experience in this class depends on everyone’s active participation. We are all interdependent and have an obligation to each other.

Up to 20 points will be awarded to students at the end of the semester for their class participation. Most case discussions will begin with small group discussion. A small number of students will be randomly selected to start the case analysis discussion, but
everyone should participate regularly throughout the semester. If you haven’t participated for a while, you may be asked to start off a case analysis just to get you involved.

Polite and collegial behavior is important for maintaining a productive class environment. Cell phones and notebook computers should be turned off during the class period unless otherwise specified. Please don’t monopolize class discussion. Keep your points focused, succinct, and informative. Quality contributions are more important than a large quantity of contributions.

**FEEDBACK:** Feedback will consist of a) written comments about the assignment and suggestions for improvement, b) a point allocation based on the above grading criteria, and c) the distribution of point totals in the class as a whole on that assignment.

**STAYING IN TOUCH:** The instructor will make every effort to be available to students throughout the term. Email is the best way of getting in touch: jporac@stern.nyu.edu. Any email question will usually be responded to within 24 hours at the latest. I can arrange to meet outside of class as well, depending on need. I encourage student groups and/or individuals to make an appointment with me. I’m also available for virtual meetings as well via technologies such as Skype and gotomeeting. I encourage you to take advantage of these technologies to meet with me if you need to.

**COURSE POLICIES SUMMARIZED:**

1. Class attendance is expected, monitored, and will be considered in contribution grades. If you must miss a class, please notify the instructor ahead of time.
2. Cell phones, laptops, and tablet computers should be turned off during class periods unless otherwise specified.
3. The Stern Honor code applies strictly to all things we do in this course. Individual assignments should be the work of individual students. Group assignments should be the work of everyone in the group. Outside source material should be carefully cited. Plagiarism is not allowed.
4. Case write-ups are due by noon of the day on which the case will be discussed in class. Please email an electronic copy to me.
5. Other assignments are strictly due on specified due dates discussed in class.

**ASSIGNED READINGS:**

**Recommended Supplementary Texts:**

Daft, Richard L. *Organization Theory and Design*, Southwestern. Older editions are available on Amazon for $20 or less (one earlier edition is currently being offered on Amazon for $.95!). This is the best text available on organizational design, and some of the early material in the course will be taken from it. It would be a useful desktop reference book for you in your own leadership practice. All editions are equally valuable for this course.
Milkovich, G. & Newman, J.  

**Compensation**, McGraw-Hill. Older editions are available on Amazon for $20 or less (a used earlier edition is currently being offered on Amazon for $.01!). This is one of the best books available on compensation design and practice. We will use their compensation design model as a framework for understanding employee rewards. It would also be a useful desktop reference book for you in your own leadership practice. Again, all editions are equally valuable reference books.

**HBR Articles: (in HBS electronic course pack):**

- Becoming the Boss, R0701D-PDF-ENG
- Organizational Alignment: The 7-S Model, 9-497-045
- Evolution and Revolution as Organizations Grow, 98308
- Six Dangerous Myths About Pay, 98309
- Why Incentive Plans Don’t Work, 93506
- Note on the Hiring and Selection Process, #9-393-093
- Saying It Like It Isn’t: The Pros and Cons of 360 Feedback, BH209
- The Risky Business of Hiring Stars, R0405F
- Leading by Leveraging Culture, CMR-260
- Do You Have a Well-Designed Organization? R0203K-PDF-ENG
- A Market-Driven Approach to Retaining Talent, R00101-PDF-ENG

**Harvard Cases: (in HBS electronic course pack):**

- Erik Peterson at Biometra (A), 411031-PDF-ENG
- The Johnsonville Sausage Co. (A), #9-387-103
- The Johnsonville Sausage Co. (B), #9-393-063
- Johnsonville Foods, #9-393-046
- Lincoln Electric Ventures Abroad #9-398-095
- SAS Institute (Stanford Case, rev Jan 1998), #HR6
- Rob Parsons at Morgan Stanley (A), #9-498-054
- Rob Parsons at Morgan Stanley (B), #9-498-055
- Rob Parsons at Morgan Stanley (C), #9-498-056
- The Roller Coaster Ride: The Resignation of a Star, #9-405-031
- High Ability or Overqualified? Robert Jordan v. The City of New London, NAC2127
- The National Geographic Society, #9-311-002
- ARISE: A Destination-for-a-Day Spa, #9-913-521
- Bill Gates and Steve Jobs, #9-407-028
- DaVita: A Community First, A Company Second, OB89-PDF-ENG

**eChapter 2 from Richard Daft, Organizational Theory and Design, 12th Ed**

Please purchase *Chapter 2* in the current Daft text from Cengage Publishing. Here is the link to the purchase:
Non-Harvard Cases:
Aquarius Advertising (available in the Daft eChapter 2)
Acetate Department (available on Classes site)

Notes and Non-HBR Articles: (downloadable from our course Classes site)
Milkovich Pay Model
Hackman et al., A New Strategy for Job Enrichment

Harvard Publishing Course Pack Link:
https://cb.hbsp.harvard.edu/cbmp/access/47056572

Class Schedule

Class 1:  The Leadership Dilemma: Designing and Managing an Organization
Feb 8     Case:  Erik Peterson at Biometra (A)
Read:  Hill, Becoming the Boss

Erik Peterson Case Questions:

1. What are the problems facing Erik Peterson?
2. What are the underlying causes of these problems? Do you think that Peterson has been effective in taking charge of the start-up in terms of managing Biometra’s operation and providing leadership?
3. What actions, if any, should Peterson take to turn the situation around and prepare for his meeting with Chip Knight?

Session Notes: Making the transition from being an employee with assigned tasks to accomplish and being a boss overseeing employees with assigned tasks to accomplish is one of the most central and important transitions in a person’s career. Hill’s article discusses some of the challenges, and the Peterson case is a good basis for discussion of these challenges in class. How do you prepare to avoid them?

***** No Class on President’s Day*****

Class 2:  Designing Organizations: Structural Templates
Feb 22     Case:  Aquarius (in-class exercise)
Read:  eChapter 2 from Richard Daft, Organization Theory
Read:  Bradach, Organizational Alignment: The 7S Model

Session Notes: An organization’s formal structure is an important element in shaping the organization’s future. It is an important topic that could fill an entire course. We don’t have the time to address all the nuances, but understanding the basic structural “templates” or “forms” is an important part of any leader’s design toolkit. In this session,
the slides that will form the foundation for our discussion come directly from Daft’s text, particularly his chapter on “Fundamentals of Organizational Structure.” Daft’s treatment is one of the best summaries of the pros and cons of different structural types that one can find in the academic literature. The Aquarius case is a wonderful example of how different structural templates can be applied to any problem of alignment. How do we decide which is the best template?

The 7S approach is one example of what we will call the “congruence” or “alignment” approach to organizational design. The approach draws from a long line of academic research on “contingency theory” as an organizational design framework. The key assumption of contingency theory is that there is no one “best” way of organizing, and that the key is to achieve a complementary balance between different elements of the organization. Contingency models also suggest that there are many different reasons for an organization underperforming. However, underperforming organizations all share the attribute of being out of alignment in one or more components, although the misalignments can be different in each case. Daft’s chapter on “Organizations and Organization Theory” provides another take on contingency theory. For additional depth on the research behind contingency theory, here are some useful academic readings:


Class 3: Designing Organizations for Competitive Advantage
Feb 29 Cases: Johnsonville Sausage Company (A) (B), Johnsonville Foods
Read: Greiner, Evolution and Revolution as Organizations Grow
Quiz 1 on Structural templates

Johnsonville Case Questions:

1. What are Ralph Stayer’s managerial goals as owner of the company?
2. What competitive strategy is Stayer pursuing for the company? Explain.
3. Is JSC’s organizational structure aligned with Stayer’s strategy and leadership goals? Explain. Can this alignment be improved? If so, how?
4. Why do you think JSC was not as effective after Stayer passed the leadership reins to Mike Roller?
5. What is Stayer trying to do when he takes over as the company’s leader again? What should be his key concerns as Johnsonville builds for the future?
6. What do you think of Stayer’s new performance appraisal process?

Session Notes: Growth provides key challenges for an organization’s leaders, and we will use the compelling story of Johnsonville Sausage to illustrate these challenges. Simultaneously, we will be examining how Ralph Stayer, JSC’s owner, skillfully aligned his organizational structure with a powerful strategy to create a significant competitive advantage in the old and mature industry of meat processing and packing. The Greiner
article is a classic treatment of the challenges that come with growth. For additional reading, see Daft’s chapter on “Strategy, Organization Design, and Effectiveness,” as well as his chapter on “Organization Size, Life Cycle, and Control.”

Class 4:  Designing Organizations: Adapting to Environmental Change
Mar 7  Case: The National Geographic Society
Read: Gould and Campbell, Do You Have a Well-Designed Org

National Geographic Case Questions:

1. What organizational challenges does the changing mix of media and platforms present for Nat Geo?
2. How well positioned is the organization for responding to digital convergence given the current structure? What are the strengths and weaknesses of the current structure? Apply Gould and Campbell’s tests.
3. What alternatives does Fahey have to improve on the strengths and overcome the weaknesses of the current organization structure? Evaluate each alternative, including Fahey’s option of appointing a vice-president of e-commerce.
4. If Fahey goes ahead with the appointment, to whom should the VP of e-commerce report to and why?

**** No Class During Spring Break****

Class 5:  Leading Through Incentive Design
Mar 21  Case: Lincoln Electric Venturing Abroad
Read: Milkovich and Newman, Pay Model
Read: Pfeffer, Six Dangerous Myths about Pay
Do: In-class group data analysis exercise

Please analyze the accompanying Excel spreadsheet data from the experiment in Mexico and answer the following questions. The spreadsheet is available on Classes:

1. Did the piece rate motivate workers?
2. Did it attract workers of higher ability?
3. Did the introduction of the piece rate make workers feel special because they were part of an experiment and wanted to help the managers to succeed in the experiment? That is, is there any evidence that workers’ enthusiasm was temporary?
4. Did the workers learn on the job (that is, get better with experience) and, if so, how should this affect conclusions about the effects of piece rates?
5. How should Gillespie use these data, and what should he do with respect to incentive design in Lincoln’s Chinese operation?

Session Notes: Pecuniary incentives are an important lever that all organizational leaders can use to their advantage. Nobody recognized this more vividly than James Lincoln, the
brother of the founder of Lincoln Electric. James Lincoln introduced piece rate pay into the company, and the rest is history. Like organization structure, the literature on incentives is large and diverse. However, the Milkovich and Newman book does a wonderful job of taking this complex area of academic research and distilling it down to a useful treatment of the key issues. We will be using Chapter 1 of the book as a broad framework for analyzing Lincoln Electric’s industry leading performance and longevity. Their chapter on “Pay for Performance” would also be useful in understanding the issues in the case. Also, if you are interested in an academic study of Lincoln’s global incentive practices, take a look at the following research report, which we will cover a bit in class:


**Class 6: Leading Through Job Design**

Mar 28  
Case: SAS Institute.  
Case: Acetate Department (Available on Classes)  
Read: Hackman et al., A New Strategy for Job Enrichment  
Read: Cohen, Why Incentive Plans Cannot Work  
**Quiz 2 on Milkovich and Newman model**

SAS Institute Case Questions:

1. What is Goodnight’s view of the use of pecuniary and non-pecuniary incentives?
2. Use the Milkovich & Newman pay model to describe SAS’ pay system.
3. How has this view shaped the culture and organization of SAS?
4. Could Goodnight enact the same leadership vision if SAS was a public company? Why or why not?
5. What should SAS leadership be worried about as the company grows and moves forward?

Acetate Dept Case Questions:

1. Why haven’t the workers responded well to the new technology?
2. Redesign their jobs to make them more satisfying. What about pay?

**Session Notes:** As Milkovich and Newman note, many studies suggest that non-pecuniary rewards are just as important, for some people even more important, than pecuniary incentives. And, indeed, some research suggests that only non-pecuniary incentives can truly unlock the creative potential of employees. Thus, understanding the principles of “intrinsic motivation” is important to leading others effectively. Many frameworks for understanding intrinsic rewards have been developed by academic researchers, but the Hackman and Oldham “Job Characteristics Model” is the best known among management scholars. We will be using this framework to understand the SAS pay system, as well as your own current job. The model is not without its controversies, however, and one of the issues has always been whether people have control over their jobs and can shape them. A couple of interesting academic articles fleshing out the pros
and cons of the Hackman and Oldham approach are:


**Class 7: Incentive System Diagnosis and Change**

April 4 Case: ARISE Day Spa
Review prior readings on incentives.

ARISE Day Spa Case Questions:

1. How well does the current organizational structure and incentive system (both extrinsic and intrinsic) support Chambers’ strategy for the company?
2. What aspects of their compensation and the PWC job are employees likely to find motivating? Why? Are their any demotivating characteristics to the situation? What are these and why?
3. Given ARISE’s financial constraints, what, if anything, can be done to continue to attract, motivate, and retain the best employees?

**Class 8: Hiring Talent**

Apr 11 Case: High Ability or Over Qualified: Robert Jordan v. New London
Case: Bill Gates and Steve Jobs
Read: Roberts, Notes on Hiring and Selection

Robert Jordan Case Questions:

1. Should we have much confidence in the Wonderlic Personnel Test as a predictor of job performance? Why did the New London Police Department use it?
2. Evaluate the relative merits of Jordan’s vs. New London’s arguments using course concepts that we have covered so far this semester concerning organizational design, job design, and incentives.
3. Given what you know of the NL Police Department, do they have any other options for how they select and utilize their human talent? Be specific in any recommendations you make.

Note: If your phone number ends with an odd number, be prepared to argue for Robert Jordan in class discussion! If your phone number ends with an even number, be prepared to argue for the New London Police Department in class discussion.

Bill Gates and Steve Jobs Case Questions:
1. Please rate either Bill Gates or Steve Jobs on the personality questionnaire provided.
2. Compare and contrast the leadership styles and approaches of Gates and Jobs. In what ways are they similar? Different?
3. Who would you want to work for? Who would you want to work for you?

Session Notes: How does a leader know who to hire and whether a recruit will be successful on the job? This is the question underlying the Robert Jordan case, and indeed all cases of job recruitment. We will cover some of the key predictors of job performance in this class session. The Bill Gates and Steve Jobs case will focus our attention on the personality traits that make for good leaders. You’ll be asked to prepare ahead of time by reading the case material, watching a famous interview with both Gates and Jobs together (https://www.youtube.com/watch?v=wvhW8cp15tk), as well as completing an online personality survey for either Gates or Jobs. The survey can be found here: http://www.personalitytest.org.uk

While some personality traits are good predictors of job performance, by far the best predictor is what is known as General Mental Ability, or intelligence, or simply ‘g’. Here’s a good review of the academic literature on using GMA to predict job performance in a variety of jobs:


An important distinction that is now being made in the academic literature on employee selection and appraisal is between “task performance” and “contextual performance.” We’ll discuss this a bit in class. Here is a paper examining why this distinction might be important:


For you American football fans, here’s an interesting study examining the relationship between GMA and success in the NFL:


We’ll be discussing the so-called “Big 5” personality traits. Here is a good paper on how well they predict leadership emergence and effectiveness:

Class 9:  Evaluating Talent
Apr 18  Case:  Rob Parsons A, B, C
Read:  Carson, Saying It Like It Isn’t…
**Quiz 3 on employee selection**

Rob Parsons Case Questions:

1. What is your assessment of Rob Parsons’ performance?
2. Using the data in the case, please complete the Evaluation and Development Summary presented in Exhibit 3 of the (A) case. If you were Paul Nasr, how would you plan to conduct the performance appraisal conversation? What would your goals be? If you were Rob Parsons, how would you conduct yourself in the performance evaluation meeting? What would your goals be?
3. Evaluate the performance evaluation process at Morgan in light of Carson’s discussion of 360 best practices.

NOTE:  Be prepared to play Nasr or Parsons in a class role-playing exercise! You may be asked to volunteer.

Session Notes:  Employee performance appraisal is a technical subject and there are many different methods and rating forms. Milkovich and Newman have an excellent chapter on performance evaluation and they do a nice job of summarizing some of the most useful and prevalent techniques. The 360-degree evaluation method has taken hold in corporations over the past decade or so. We’ll use the Parsons case to help us understand some of the plusses and minuses of 360-degree appraisals, as well as to draw a connection between corporate strategy, the “One Firm” initiative of John Mack, and employee appraisal.

Class 10:  Retaining Talent
Apr 25  Case:  Roller Coaster Ride:  Resignation of a Star
Read:  Groysberg, The Risky Business of Hiring Stars
Read:  Capelli, A Market-Driven Approach to Retaining Talent

Roller Coaster Ride Case Questions:

1. What is your assessment of the bargaining power dynamics between Stephen Connor and Peter Thompson? Who has upper hand in this negotiation?
2. What external and internal factors are responsible for Stephen’s and Peter’s relative bargaining power in this situation? Use course concepts to justify and explain your assessment here. Use the exhibits and supplementary information in the case to support your analysis.
3. What should Stephen and Peter do next? If you were Rina, what would you have done?
4. From RSH’s point of view, was this handled in a way that is productive and beneficial for the organization’s competitive position in the industry? What
changes would you make in how this was handled, if any? Be specific.

Session Notes: The case writer, Boris Groysberg, has done some very intriguing research on whether star analysts can “keep it going” if they switch organizations. In essence, the question is whether someone becomes a star analyst because of their own ability or because of powerful enabling forces in the organization. Here is Groysberg’s research paper attempting to answer this question:


For a complementary take on whether star CEOs are worth a salary premium, take a look at:


**Class 11: Pulling it All Together: Creating and Maintaining a High Performance Culture**

May 2: Case: DaVita: A Community First, A Company Second

also read as part of the case material:
http://www.5280.com/magazine/2012/09/strangest-show-earth

Read: Chatman, Leveraging Culture

DaVita Case Questions:

1. Describe the culture at DaVita. What are its key elements?
2. What is the relationship between DaVita’s culture and its strategy and competitive advantage? Be specific and detailed in linking culture to competitive advantage.
3. How should DaVita approach the HCP acquisition? What are the alternative approaches to managing HCP and the strengths and weaknesses of each?
4. Choose the alternative you feel is best. Work through an implementation plan that is as specific as you can be.

Session Notes: Culture is our last remaining congruence factor and the Chatman reading provides good insight into how culture must fit with other aspects of the organization to be leveraged for advantage. Daft also has a nice chapter on culture entitled, “Organizational Culture and Ethical Values.” For a more scholarly look at the question of whether organizational culture can be a source of sustained competitive advantage see:

Class 12: Class Case Analysis Exercise and Course Wrap-Up

May 9

Group case creations are due on May 7 via email. Come to class ready to analyze another group’s case.

Final Exam Questions Distributed

Final Exam is Due by Email no later than 9 am May 17

BIOGRAPHICAL SKETCH

Joe Porac
George Daly Professor in Business Leadership
Stern School of Business
New York University

Joe Porac is George Daly Professor in Business Leadership at the Stern School of Business, New York University. He is also currently the Deputy Chair of the Department of Management and Organizations at Stern, having served as Chair of the Department from 2005-2008. Porac was previously Professor of Organization and Management, as well as Senior Associate Dean for Faculty and Research, at Emory University’s Goizueta School of Business from 1999 through 2002. Prior to Emory, he was Professor of Business Administration at the University of Illinois at Urbana-Champaign, where he was on the faculty for 18 years, and was Visiting Associate Professor at the Stern School of Business from 1990-1992. Porac has also been a Senior Research Scientist at the National Center for Supercomputing Applications at the University of Illinois. He holds a B.S. from the University of Pittsburgh, and a Ph.D. from the University of Rochester. He is married (Lisa) and has a daughter (Samantha), a King Charles Cavalier Spaniel (Dex), and a cat (Louis).

Professor Porac’s research concerns the social bases of organizations and markets. He is currently studying the structure and transmission of knowledge within producer/consumer networks. A second interest is in the social and political aspects of executive compensation. He has published in many organizations and management journals, has edited four books, and has been a guest editor for special issues for the Journal of Management Studies and Organization Science. He was a member of the editorial board and an ad hoc consulting editor of the Academy of Management Review for six years, and is currently serving on the boards of the Administrative Science Quarterly and Strategic Management Journal. He was also an Associate Editor of Administrative Science Quarterly from 1999 through 2005 and the Strategic Management Journal from 2010-2013. He has served as the Chair of the Organizational and Management Theory Division of the Academy of Management and was the Program Chair of the OMT division for the 1999 national Academy of Management conference in Chicago. He has organized several academic conferences on managerial and
organizational processes over the last decade. He was also a co-Principal Investigator for a $1.6 million NSF project on knowledge sharing among scientists within virtual scientific alliances.