



Syllabus

NCC 5540: Managing and Leading in Organizations

“A manager's task is to make the strengths of people effective and their weakness irrelevant”

— Peter F. Drucker

Fall 2016

Sage Hall – B10

Mondays & Wednesdays 8:40 – 9:55 am

- Instructor: Bjoern Mitzinneck
bcm78@cornell.edu
- Office Hours: Wednesdays 5:00 – 6:30 pm Sage Hall 136 (08/31 – 12/01)
or by appointment
- Grading: Letter grades only, no audits
- Required Materials: electronic Course Packet (CP) available for purchase at: www.study.net
(link on BlackBoard)

Course Description:

We spend much of our lives working in organizations. At the heart of successful organizations – big and small, business and non-business – are the people and leaders who make them work. Organizations do not only need an effective strategy but also the ability to implement it. Leaders and managers must take action to execute the strategy. This is the focus of MLO; creating a culture that supports the organizational goals, motivating the right behaviors, and determining what systems – reporting structures, incentive schemes – will enable the success of the organization.

This course takes a two-pronged approach. The first focuses on what managers need to do to best execute their organizations strategies. Relying on frameworks and theories, we diagnose common causes of problems and identify suitable solutions. We review best practices rooted in scientific evidence to lead your organization to success and help you manage successfully.

The second approach focuses on the managerial and leadership skills you will need to achieve this. Great solutions do not appear out of thin air; great ideas do not sell themselves; resources do not fall into laps. You need particular skills to identify and sell ideas, and resources to implement them. This course will provide you with opportunities to develop these skills, setting you up for success in your organizational careers.

Learning Objectives:

Conceptual Knowledge – By the end of this course, you will:

- be able to analyze both formal and informal organizational structures and their effects on individuals' behaviors
- be able to apply research based frameworks and concepts to address common managerial and leadership challenges
- appreciate ethical obligations of managers and organizations to their stakeholders

Skills – Through this course, you will hone your:

- critical thinking and problem solving skills
- discussion, presentation, and feedback skills
- team work skills

Format and Procedures:

To help you achieve these learning outcomes, my aim is to provide you with an effective learning environment. Should you feel you cannot reach your full potential, please come and see me during my office hours or contact me via email. I have designed this course to expose you to a range of learning opportunities, including in-class discussions and exercises, simulations, group work, readings, and assignments. The following section on course requirements will introduce each in more detail.

How much you will benefit from this course will also depend on how much energy you invest. I want you to excel in this course and ultimately in your chosen career. No matter what career you pursue, you are likely to find yourself with some managerial or leadership responsibilities in one way or another – leading a team or managing a project, for instance. This course is designed to help you succeed in such situations.

Here are a few “do’s and don’ts” for you to get the most out of this course:

DO

- ✓ come to class prepared to discuss assigned readings
- ✓ actively participate in class discussions and in-class activities
- ✓ be a pro-active member of your team
- ✓ talk to me in case of problems

DON'T

- × avoid engaging in classroom discussions
- × blow off the pre-class online surveys and preparatory readings
- × be a “free-rider” in group activities
- × let electronics distract you from class

Course Requirements:

We learn best if exposed to a range of different learning opportunities. To this end, this course includes a number of different required materials, exercises, and assignments which are explained in greater detail below. The different components of your grade reflect this diversity of learning opportunities. In particular, your final grade will be based on the following:

Component	max. Points
Pre-class online surveys	20
Participation	50
Individual paper	50
Team assignments	80
(Extra credit)	(10)
TOTAL	200

Readings:

To help tailor the class to your learning interests, I am including three different types of readings. *Required readings* which are mandatory, *suggested readings* which are recommended, and *additional readings* which are entirely voluntary and mostly for future reference.

You will find all required readings in the Course Packet (CP) (www.study.net) or posted on the course's BlackBoard (BB) site (<https://blackboard.cornell.edu>). The course is designed to provide you with a learning experience. This means that you have to grapple with it yourself in order to learn. The first step in this grappling comes from your own reading. To help you do so, I am including preparation questions in the syllabus for required readings. You want to consider these questions as you read. Pre-class surveys (see below) will further help you reflect upon readings and important class concepts, pointing you to key issues to consider. The final step in this grappling comes from class discussions. Clearly articulating your thoughts and engaging with the ideas of classmates will help you learn from the cases and conceptual course readings.

I have carefully selected required readings for this class with a keen eye on keeping the mandatory reading load small. They thus represent the bare minimum for you to read. Required readings are absolutely essential and you will not be able to effectively participate in class if you fail to do them on time. This will mean that you lose points counting towards your final grade and worse that you miss important learning opportunities.

In addition to required readings, I am including suggested readings in the syllabus. These are selected to corroborate and complement class discussions. I encourage you to do these readings after we have covered a certain topic. However, I leave it to your own judgment whether and when to do them. Suggested readings are there to help you deepen your understanding of important concepts we cover.

If you find a topic particularly interesting and would like to do some independent reading on it, additional readings in this syllabus offer starting points. The nature of this survey course means that we will generally privilege breadth over depth. If you need more details in a specific topic, additional readings can help. Feel free to ask for further recommendations as needed. Note that the additional readings are only for your reference and you will not need to read them to attain a high mark in this course. You do not want to let additional readings interfere with completing all required readings.

Pre-class online surveys (20 points):

To help me tailor in-class exercises and increase the effectiveness of the learning experience you will get from this course, I will send out short pre-class online surveys from time to time. You

will receive participation links via email. The surveys will usually not take you much longer than 15 minutes to complete if you have done all the required readings for class. The class schedule below highlights for which classes there will be pre-class online surveys and specifies their due dates. Surveys include two types of questions: opinion questions (for which you will receive credit just for completing them) and content questions (for which you need to answer correctly to get credit).

Participation (50 points):

Attendance is mandatory and repeat absences will affect your participation score. This course will involve a lot of discussions and in-class activities. An important aspect of the learning process will be to learn from your classmates and through grappling with important questions and issues together. I will provide guidance and structure to class discussions, but I will facilitate you talking and engaging with each other as much as possible. I will hand out name-cards at the beginning of the course which I ask you to put up in front of you each session.

Primarily, I will solicit volunteer participation. I will also cold call, however, to raise the cost of not preparing and to help you practice your “stand and deliver”-skills, important in organizational contexts. Note that quality of class participation is much more important than quantity. Trying to maximize “air-time” is a poor strategy.

I will take notes on individual students’ participation after every class. Submitted work from in-class activities and participation in discussions will contribute to your participation grade. Ways in which you can contribute to class discussions include:

- ✓ laying out what’s going on by framing the problem and bringing in concepts from readings and lectures
- ✓ succinctly answering the question that is on the floor, using evidence to support your argument
- ✓ asking a thoughtful question, contributing to move the discussion forward
- ✓ asking a classmate a respectful question about her\his argument
- ✓ providing a cogent counter-argument to a classmates’ argument

I intend to create an inclusive classroom environment in which everyone feels comfortable sharing their insights. Please see me if you are showing up to class prepared but are not participating. Class discussions can be more challenging for students with a native language other than English. At the same time, the most valuable comments sometimes come from students from other countries and cultures. So I want to encourage active participation by all class members and to request your patience and assistance in determining the value of others’ remarks. More generally, I expect everyone to treat each other with respect and to foster a welcoming class environment.

Written assignments:

Managerial and leadership responsibilities routinely require us to produce a number of written documents for organizational and personal use. Consider briefings or reports to senior management, evaluations and feedback for subordinates, or project plans and memos to yourself or your team for example. This course will offer you practice in such writing tasks. General grading criteria for written assignments are below:

- Application of course concepts: To what extent have you accurately applied course concepts from the readings and lectures?
- Use of data: To what extent have you used evidence (and considered disconfirming evidence) to support your arguments?
- Quality of analysis: To what extent have you integrated theory and data to create a coherent and logical argument? To what extent have you considered alternative explanations?
- Organization: To what extent is your work clearly written and professionally presented?

I put a great deal of time and work into grading each written assignment, providing extensive comments for your learning benefit. As such, I do not negotiate grades. However, I am happy to discuss the comments to clarify any questions you may have and help you understand how to improve future work. Your written assignments will be based on case analyses and will include:

Individual paper (50 points):

Being an effective leader often requires us to take a step back and reflect upon our own actions and making adjustments for the future. Doing this alone can be hard. For your individual paper you will assume the role of a mentor, helping a colleague to think through building and leading his team. To do so, you will write a memo analyzing his leadership challenge and offering him some advice. You should draw on all relevant concepts covered in class to gain analytical leverage and cogently argue for your proposals. I will hand out the case in class and post more detailed instructions as well as a grading rubric on BlackBoard in due course. Your paper should not exceed 4 pages plus exhibits.

Team assignments (80 points):

The ability to effectively work in teams is essential in most organizations. Many complex tasks can only be accomplished by people with diverse skills pooling their capabilities and making a collective effort. To provide you with an opportunity to hone your team work skill, I will assign you to a diverse team for this course. In your teams, you will work on a number of assignments throughout the semester, including:

Team paper 1 (30 points): Your team has been asked to prepare a report for senior management analyzing a managerial challenge in your organization facing poor performance. You will need to apply class concepts and frameworks to identify the root cause(s) for the problem(s) and propose a solution. A detailed assignment description and rubric which I will use to grade your work will be made available on BlackBoard. Your report should not exceed 5 pages plus exhibits.

Team paper 2 (30 points): The board of your organization tasks your team with preparing an executive briefing to prepare for the next board meeting. The directors will need to make an important decision and your team is to offer an analysis and recommendation for their consideration. A detailed assignment description and rubric will be posted on BlackBoard. Your briefing should not exceed 5 pages plus exhibits.

Team presentation (20 points): Each team will present once, either team paper 1 or team paper 2, to the entire class. Your presentation slot will be randomly drawn. Your team should prepare to persuasively present your analysis and conclusions. Being able to convincingly communicate your work to others is an important skill in any organizational context. You will find a detailed grading rubric for this presentation assignment on BlackBoard in advance.

To maximize your learning from working in your assigned teams and from one another, I will also facilitate peer feedback in your teams. Online peer feedback surveys will offer you the possibility to reflect about your own team work skills and offer valuable development suggestions to your team mates. We will do two peer feedback rounds over the course of the semester.

Extra-credit possibilities (up to 10 points):

Sharing and presenting examples illustrating class concepts. The business press is filled with examples of managerial issues or leadership challenges similar to those that we discuss in class; as are actual organizations you may be part of. I encourage you to use the frameworks and concepts learned in class to think through “real-life” situations you read about or experience yourself. This will help you solidify your grasp of the concepts and help you make the best use of them in your own lives.

You can earn extra credit by sharing your analysis of such examples with the rest of the class. You may analyze situations you have experienced yourself or observed at work or in sports, volunteer, or other organizations. You may also analyze a challenging situation that you read about in the business press (you can for example get free access to the Financial Times through <https://johnson.library.cornell.edu/databases/financial-times>). You will find an Extra-Credit Submissions forum on the course’s BlackBoard site where you can post a short memo on such examples. Your memo should not exceed 1 page and include both a short synopsis of the managerial/leadership issue and your analysis using class concepts. It will be graded using the criteria for written work specified above. You can earn a maximum of 4 points per memo.

Because I also want to give you an opportunity to practice your presentation skills individually, I will offer particularly strong memos the chance to be shared in class. You should prepare no more than 5 PowerPoint slides to support your presentation. You will have 5-7 minutes to present your example and analysis. There will be a number of opportunities to present at the beginning of class throughout the semester. As demand for the opportunity to present may be higher towards the end of the semester, I recommend not putting off submitting a memo for too long. You can earn up to 4 points for presenting.

Giving feedback. By reading and thinking through the memos your class mates share, you can also learn from the examples they have chosen and their analyses. Because I want you to practice your feedback skills and to encourage you to follow posts to the Extra-Credit Submissions forum on BlackBoard, you can earn up to 1 point in extra credit for every cogent and developmental feedback post you leave in the forum. To receive credit, your post must make a significant suggestion and embody best feedback practice. You can easily follow new submissions by subscribing to the forum on BlackBoard.

Participating in research studies is a valuable way to receive first-hand experience with research methods and to support Johnson faculty and doctoral students in developing state-of-the-art management thought, which ultimately is brought back into the classroom. Material covered in this course is based on empirical research, much of which similar to the work conducted at Johnson’s Business Simulation Lab (BSL) right now. A variety of research projects are facilitated through BSL and often provide compensation, extra credit, or sometimes both.

In general, to earn extra credit you need to participate in an academic research project, which usually takes no longer than one hour. You can sign up for studies by requesting an account at: <http://johnson.sona-systems.com/>. Once approved, this website provides all information regard-

ing on-going studies in which you can earn extra credit. You can accumulate a maximum of five extra points (which will be added to your final grade – each hour counts as two points).

Academic Integrity:

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. You are encouraged to study together and to discuss information and concepts covered in class with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else.

Accommodations for Students with Specific Requirements:

In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

Course Schedule:

<i>Date and Topic</i>	<i>Required Pre-Readings</i>	<i>Pre-Class Survey</i>
August 24 Introduction: What is MLO?		
August 29 Making Smart Decisions	Syllabus (BB)	due 08/27 11:59pm
August 31 Introduction to Motivating Others	Employee Motivation: A Powerful New Model (CP)	
September 5 No class – have a nice Labor Day!		
September 6: Add/Drop-Deadline		
September 7 Setting Goals & Feedback	Motivation by Goal Setting (BB) The ‘Sandwich Approach’...(BB)	
September 12 & 14 Learning from Cases Konigsbrau Case	Persuasion, Argument, ... (CP) Wolfgang Keller at Konigsbrau-TAK (CP)	due 09/10 11:59pm
September 19 & 21 Leveraging Organizational Culture Taj Hotel Case	Keeping Google “Googly” (CP)	
September 26 & 28 Managerial Problem Solving Slade Case	Slade Plating Department (CP)	due 09/24 11:59pm
October 3 & 5 Managing Groups & Teams Army Crew Team Case	Army Crew Team (CP)	
October 7: Team Paper 1 & slide deck due at 11:59pm		
October 10 No class – enjoy Fall break!		

October 12 Team Presentations	Effective Business Presentations (CP)	
October 17 Being a Leader	The Best Leadership... (BB) In Praise of the Incomplete... (CP)	[Peer Feedback 1] due 10/15 11:59pm
October 19 Influencing Others	Power Dynamics in Organizations (CP)	
October 24 & 26 Organizational Change Simulation		
October 31 Guest Lecture	TBA	due 10/29 11:59pm
November 2 Appreciating Responsibility & Ethics	Ethical Breakdowns (CP)	
November 7 & 9 Engaging with CSR & Sustainability Aspen Case	Aspen Skiing Company (CP)	
November 14 & 16 Fostering Innovation & Creativity OpenIDEO Case	OpenIDEO (CP)	due 11/12 11:59pm
November 18: Team Paper 2 & slide deck due at 11:59pm		
November 21 Team Presentations	Review: Effective Business Presentations (CP)	
November 23 No class – Happy Thanksgiving!		
November 28 Class chooses topic	TBA	[Peer Feedback 2] due 11/26 11:59pm
November 30 Final Session – Off you go!		
December 6: Individual Paper due at 11:59pm		

Session Details:

August 24: What is MLO?

Additional reading if you want to learn more about this topic:

- Kinicki, A. & Williams, B. K. 2012. *Management: A Practical Introduction*, 6th ed. New York: McGraw-Hill Education. [good introductory textbooks]

To do after class:

- take first pre-class survey before 08/27 11:59 pm
- Optional: If you have not done so, I encourage you to do the short Cornell Online Tutorial on recognizing and avoiding plagiarism. It is your responsibility to make sure you are not in breach of any of the Cornell policies on academic integrity and your submitted assignments will be penalized if you are. You can find the tutorial here: <http://plagiarism.arts.cornell.edu/tutorial/index.cfm>

August 29: Making Smart Decisions

Required readings and prep questions:

- Syllabus (**BlackBoard**): Do you have any questions?

Suggested readings to deepen your understanding of this topic:

- Kahneman, D., Lovallo, D. & Sibony, O. 2011. "Before You Make That Big Decision..." *Harvard Business Review*, June: 50-60. (**Library Online**)

Additional readings if you want to learn more about this topic:

- Tversky, A. & Kahneman, C. 1974. "Judgment under Uncertainty: Heuristics and Biases." *Science*, 185: 1124-1131.
- Brockner, J. 1992. "The Escalation of Commitment to a Failing Course of Action: Toward Theoretical Progress." *Academy of Management Review*, 17: 39-61.
- Kahneman, D. 2011. *Thinking, Fast and Slow*. New York: Farrar, Straus and Giroux.

To do after class:

- Optional: Stereotypes, we all have them. They can subconsciously bias our decision making, particularly when we are in positions of responsibility or leadership. Test your own (implicit) stereotypes by taking the Implicit Association Test online: <https://implicit.harvard.edu/implicit/takeatest.html>
ProjectImplicit offers helpful background information about the test and how to interpret its results on this webpage. Having implicit associations does not automatically mean that you make biased decisions. It just means that you may want to be vigilant in making decisions when leading others.

August 31: Introduction to Motivating Others

Required readings and prep questions:

- Nohria, N., Groysberg, B., & Lee, L.-E. 2008. "Employee Motivation: A Powerful New Model" *Harvard Business Review*, July-August: 78-84. (**Course Packet**)
 1. According to the model what factors are behind motivation?
 2. What levers do you have to motivate others in organizations?
 3. Under what conditions may this model not work or not work as well?

Additional readings if you want to learn more about this topic:

- Hackman, J. R. & Oldham, G. R. 1976. "Motivation Through the Design of Work: Test of a Theory" *Organizational Behavior & Human Performance*, 16: 250-279.
- Harvard Business Review. 2006. "Motivation: The Not-So-Secret Ingredient of High Performance" *Performance Management: Measure and Improve the Effectiveness of Your Employees*, (pp. 1-20). Boston: Harvard Business School Press.
- Pink, D. 2009. "Drive: The Surprising Truth About What Motivates Us." New York: Riverhead Books.

September 7: Setting Goals & Giving and Getting Feedback

Required readings and prep questions:

- Locke, A. E. 2001. "Motivation by Goal Setting" In R. T. Golembiewski (Ed.) *Handbook of Organizational Behavior*, (pp. 43-54). New York: Marcel Dekker. **(BlackBoard)**
 1. How do you set effective goals? What are the characteristics of effective goals?
 2. What are common mistakes in goal setting?
- Schwarz, R. 2013. "The 'Sandwich Approach' Undermines Your Feedback" *Harvard Business Review*. **(BlackBoard)**
 1. What are the components of an effective feedback strategy?

Suggested readings to deepen your understanding of this topic:

- The Whys and Hows of Feedback **(Course Packet)**

Additional readings if you want to learn more about this topic:

- Detert, J. R. & Burris, E. R. 2016. "Can Your Employees Really Speak Freely?" *Harvard Business Review*, January-February: 81-87.
- Kerr, S. 1995. "On the Folly of Rewarding A, While Hoping for B" *The Academy of Management Executive*, 9(1): 7-14.
- Harvard Business Review. 2016. *HBR Guide to Delivering Effective Feedback*. Boston: Harvard Business Review Press.

To do after class:

- take second pre-class survey before 09/10 11:59 pm

September 12 & 14: Learning from Cases

Required readings and prep questions (due by Sept. 12th):

- Ellet, W. 2007. "Chapter 1: Persuasion, Argument, and the Case Method" *The Case Study Handbook: How to Read, Discuss, and Write Persuasively about Cases*, (pp. 5-10). Boston: Harvard Business School Press. **(Course Packet)**
 1. What are the advantages of learning from cases? What its limitations?
 2. How do you construct a persuasive argument?
- CASE: Wolfgang Keller at Konigsbrau-TAK **(Course Packet)**
 1. What is your analysis of the situation facing Keller as he returns to Kiev?
 2. What is your assessment of Bordsky's performance? How effective has Keller been as a coach to Brodsky? Why?
 3. What actions should Keller take upon returning to Kiev?

Suggested readings to deepen your understanding of this topic:

- Ellet, W. 2007. "Chapter 3: How to Analyze a Case" *The Case Study Handbook: How to Read, Discuss, and Write Persuasively about Cases*, (pp. 19-35). Boston: Harvard Business School Press. **(Course Packet)**

Additional readings if you want to learn more about this topic:

- Ellet, W. 2007. *The Case Study Handbook: How to Read, Discuss, and Write Persuasively about Cases*. Boston: Harvard Business School Press.
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September 19 & 21: Leveraging Organizational Culture

Required readings and prep questions:

- CASE: Keeping Google “Googly” (**Course Packet**)
 1. What makes Google unique?
 2. What is “Googly”? What are its defining elements?
 3. What challenges do you see to keeping Google “Googly”?

Suggested readings to deepen your understanding of this topic:

- Chatman, J. A. & Cha, S. E. 2003. “Leading by Leveraging Culture” *California Management Review*, 45(4): 20-33. (**BlackBoard**)

Additional readings if you want to learn more about this topic:

- Schein, E. H. 2010. *Organizational Culture and Leadership*. 4th edition. New York: Jossey-Bass.

To do after class:

- take third pre-class survey before 09/24 11:59 pm
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September 26: Managerial Problem Solving

Required readings and prep questions:

- CASE: Slade Plating Department (**Course Packet**)
 1. What is the problem Porter is facing? What’s wrong in the plating department?
 2. What should Porter do about it?
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September 28: Analysis of Slade

Required readings and prep questions:

- Tushman, M. L. & O’Reilly, C. A. 1997. “Managerial Problem Solving: A Congruence Approach” *Winning through Innovation: A Practical Guide to Leading Organizational Change and Renewal*, (pp. 57-77). Boston: Harvard Business School Publishing. (**Course Packet**)
 1. How does the congruence model apply to Slade?
 2. What are the crucial components of Slade’s (the plating department’s) Environment, Strategy, Tasks, Culture, People, Formal Organization, and desired Output?
 3. Where do you see important incongruencies?

October 3 & 5: Managing Groups and Teams

Required readings and prep questions (due by Oct. 3rd):

- CASE: Army Crew Team (**Course Packet**)
 1. Why does the Varsity team lose to the JV team?
 2. What should Coach P. have done differently? When exactly should he have done something differently? How?
 3. At the end of the case, what should Coach P. do on Tuesday? Why?

Suggested readings to deepen your understanding of this topic:

- Katzenbach, J. R. & Smith, D. K. 1993. "The Discipline of Teams" *Harvard Business Review*, March-April: 111-120. (**Course Packet**)

Additional readings if you want to learn more about this topic:

- Edmondson, A. 2012. *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy*. New York: Jossey-Bass.
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October 12: Team Presentations

Required readings and prep questions:

- Effective Business Presentations (**Course Packet**)
 1. Who is your audience? What are their expectations?
 2. How can you captivate their attention?
 3. What are the situational requirements of your presentation?
 4. How will you practice?

To do after class:

- complete first peer feedback online survey before 10/15 11:59 pm
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October 17: Being a Leader

Required readings and prep questions:

- Bloomberg Online. 2009. "The Best Leadership is Good Management" (**Black-Board**)
 1. How are leadership and management defined in this article?
 2. How are they related? How should they be?
- Ancona, D., Malone, T. W., Orlikowski, W. J., & Senge, P. M. 2007. "In Praise of the Incomplete Leader" *Harvard Business Review*, February: 92-100. (**Course Packet**)
 1. What is the role of a leader? What does it take to be a good leader?
 2. What are your personal leadership capabilities? How could you further improve?

Additional readings if you want to learn more about this topic:

- George, B., Sims, P., McLean, A. N., & Mayer, D. 2007. "Discovering Your Authentic Leadership" *Harvard Business Review*, February: 129-138.

- Hill, L. A. 2003. *Becoming a Manager: How New Managers Master the Challenges of Leadership*. 2nd edition. Boston: Harvard Business School Press.
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October 19: Influencing and Persuading Others

Required readings and prep questions:

- Power Dynamics in Organizations (**Course Packet**)
 1. Why is power important?
 2. What are the sources of power? Which have you experienced? When?
 3. How do you effectively maneuver the power dynamics in your organization?

Suggested readings to deepen your understanding of this topic:

- Cialdini, R. B. 2001. "Harnessing the Science of Persuasion" *Harvard Business Review*, October: 72-79. (**Library Online**)

Additional readings if you want to learn more about this topic:

- Pfeffer, J. 2010. *Power: Why Some People Have It and Others Don't*. New York: Harper Business.
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October 24 & 26: Using Influence Strategies for Organizational Change

Required readings and prep questions (due by Oct. 24th):

- SIMULATION: Introduction and Instructions (**Online**)
 1. How can you persuade and influence others? Review last class's concepts.

Additional readings if you want to learn more about this topic:

- Davis, G. F. & White, C. 2015. *Changing Your Company from the Inside Out: A Guide for Social Intrapreneurs*. Boston: Harvard Business Review Press.

To do after class:

- take fourth pre-class survey before 10/29 11:59 pm
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October 31: Guest Lecture – Negotiating Effectively

Required readings and prep questions: to be posted on **BlackBoard**

November 2: Appreciating Responsibility and Ethics

Required readings and prep questions:

- Bazerman, M. H. & Tenbrunsel, A. E. 2011. "Ethical Breakdowns" *Harvard Business Review*, April: 58-65. (**Course Packet**)
 1. Why do good people let bad things happen?
 2. What are the implications? How may the issues be remedied?

Suggested readings to deepen your understanding of this topic:

- Carroll, A. B., Lipartito, K. J., Post, J. E., Werhane, P. H., & Goodpaster, K. E. 2012. "Leadership, Organization, and Issues (ff)" *Corporate Responsibility: The American Experience*, (pp. 387-413). Cambridge: Cambridge University Press. **(BlackBoard)**

Additional readings if you want to learn more about this topic:

- Banaji, M. R., Bazerman, M. H., & Chugh, D. 2003. "How (Un)ethical Are you?" *Harvard Business Review*, December: 56-64. (connects to Implicit Association Test recommended in session on "Making Smart Decisions")
- Sandel, M. J. 2009. *Justice: What's the Right Thing to Do?* New York: Farrar, Straus and Giroux.

November 7 & 9: Engaging with Corporate Social Responsibility and Sustainability

Required readings and prep questions:

- CASE: Aspen Skiing Company **(Course Packet)**
 1. How serious is Aspen Skiing Company about sustainability? What leads you to this conclusion?
 2. Should Aspen join the Kimberly-Clark Boycott? Why or why not?

Suggested readings to deepen your understanding of this topic:

- Adams, R. et al. 2012. "Innovating for Sustainability: A Systematic Review of the Body of Knowledge" *Network for Business Sustainability*: 1-19. **(BlackBoard – need to only read to page 19)**

Additional readings if you want to learn more about this topic:

- Carroll, A. B., Lipartito, K. J., Post, J. E., Werhane, P. H., & Goodpaster, K. E. 2012. *Corporate Responsibility: The American Experience*. Cambridge: Cambridge University Press.
- Makower, J. 2009. *Strategies for the Green Economy: Opportunities and Challenges in the New World of Business*. New York: McGraw Hill.

To do after class:

- take fifth and final pre-class survey before 11/12 11:59 pm

November 14 & 16: Fostering Innovation and Creativity

Required readings and prep questions:

- CASE: OpenIDEO **(Course Packet)**
 1. Why has IDEO decided to invest in crowdsourcing capabilities?
 2. What parts of the IDEO process can be moved to the crowd? What parts cannot?
 3. Should OpenIDEO be integrated within the IDEO structure or remain autonomous? Why?

Suggested readings to deepen your understanding of this topic:

- Edmondson, A. 2012. "Chapter 7: Putting Teaming and Learning to Work" *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy*, (pp. 221-256). New York: Jossey-Bass. **(Library Online)**

Additional readings if you want to learn more about this topic:

- Amabile, T. M. & Kramer, S. J. 2011. *The Progress Principle: Using Small Wins to Ignite Joy, Engagement, and Creativity at Work*. Boston: Harvard Business Review Press.

November 21: Team Presentations

Reminder: readings and prep questions:

- Effective Business Presentations **(Course Packet)**
 1. Who is your audience? What are their expectations?
 2. How can you captivate their attention?
 3. What are the situational requirements of your presentation?
 4. How will you practice?

To do after class:

- complete final peer feedback online survey before 11/26 11:59 pm

November 28: Your Choice!

Some options:

- Competitive Strategy
- Design Thinking Practicum
- Managing in Social Ventures and Mission-Driven Organizations
- Entrepreneurship and Managing Start-Ups
- International/ Cross-Cultural Management

November 30: Final Session – Wrap-up

All the best for your organizational careers. Manage and lead successfully in your organizations!