



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 – B09

Mondays & Wednesdays 8:40 – 9:55 am

- Instructor: Bjoern Mitzinneck
bcm78@cornell.edu
- Office Hours: Mondays & Wednesdays 10:00 – 11:00 am Sage Hall 135,
or by appointment
- Grading: Letter grades only, no audits
- Required Materials: Course pack available for purchase at: www.study.net

Course Description:

We spend much of our lives working in organizations. At the heart of successful organization – big and small – 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 strategy, 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 organizations need to do to best execute their strategy. Relying on frameworks and theories, we diagnose the causes of problems that commonly plague organizations as they try to execute their strategies. Once identified, we review correctives for these problems – how to change a firm’s culture to deliver more innovation, how to motivate employees cheaply but more effectively, among others.

The second approach focuses on the managerial and leadership skills you will need to achieve your organization’s goals. 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.

Rationale:

NCC 5540 - Managing and Leading in Organizations (MLO) is intended for upper-class undergraduate students and non-Johnson graduate students as an introduction to management. The course provides an overview of key concepts in topics such as making effective and ethical decisions, motivating and influencing others, understanding organizational design, managing innovation and change, and meeting obligations to organizational stakeholders. It fosters the development of analytical and communication skills for effectively managing and leading in organizations.

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 in 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, 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:

You will find all required readings in the course pack (www.study.net) or posted on the course's Blackboard 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 the readings and point you to key issues to consider. The final step in this grappling comes from the class discussion. Clearly articulating your thoughts and engaging with the ideas of your 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 reading load manageable. If you find a topic particularly interesting and would like to learn more about it, I am including some additional readings in this syllabus. These are suggested starting points if you want to explore a topic in more detail. 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. However, you do need to read all required readings carefully. 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 10 minutes to complete if you have done all the required readings for that class. The class schedule below highlights for which classes there will be pre-class online surveys and specifies their due dates.

The points you can get for each question on the survey will be clearly specified. Surveys include two types of questions: opinion questions (for which you will receive credit just for completing them) and concept 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 each session which I ask you to put up in front of you and return at the end of 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:

- ✓ lay out what’s going on by framing the problem and bringing in concepts from readings and lectures
- ✓ succinctly answer the question that is on the floor, using evidence to support your argument
- ✓ ask a thoughtful question, contributing to move the discussion forward
- ✓ ask a classmate a respectful question about her/his argument
- ✓ provide a counter-argument to a classmate’s 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.

Individual paper (50 points):

Managerial and leadership responsibilities routinely require us to produce a number of written documents for organizational 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.

For the individual paper assignment, you will write a memo analyzing a leadership challenge of your choosing. You may either work on a problem situation that I will post in due course on Blackboard or choose your own problem you wish to analyze based on your own experience or a report drawn from the business press (for example the Financial Times accessible through <https://johnson.library.cornell.edu/databases/financial-times>). Your memo should provide a short synopsis of the problem (link to the business press article if appropriate), analyze the issues at hand, and suggest a solution strategy. You should draw on all relevant concepts covered in class to gain analytical leverage and cogently argue for your proposed solution strategy. I will post more detailed instructions and a grading rubric on Blackboard in due course. General guidelines for written assignments are below.

All written work will be evaluated using the following criteria:

- Application of course concepts: To what extent have you accurately applied course concepts from the readings and discussions?
- Use of data: To what extent have you used evidence (and considered disconfirming evidence) from the case 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?

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. You will work in your team on a number of assignments, 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 a PowerPoint deck of no more than 10 slides to persuasively present your analysis and conclusions. Being able to convincingly communicate your work to others is an important skill in any organizational context. Your class mates' will play the role of senior management/ board of directors and their feedback will be considered in grading. A detailed grading rubric for this presentation assignment will be made available on Blackboard in due course.

Extra-credit possibilities (up to 10 points):

Sharing and presenting recent examples illustrating class concepts. The business press is filled with examples of managerial issues or leadership challenges 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 prepare for the individual paper assignment.

You can earn extra credit by sharing these examples and your analysis of them with the rest of the class. You will find a section 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 you want to address 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 to be shared with the 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 6 points for presenting.

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 right now. A variety of research projects are facilitated through the Business Simulation Lab and often provide compensation, extra credit or sometimes both. While only some research studies are directly related to MLO, nearly all have lessons that can be related to effective management or leadership.

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 regarding 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). To receive any extra points, you must participate in your first study before fall break. This requirement is in place so that the demand for studies does not fall solely in the second half of the semester.

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 Readings</i>	<i>Pre-class Survey</i>
August 24 Introduction: What is MLO?	syllabus	
August 29 Decision Making & Biases		due 08/27 11:59pm
August 31 Intro to Motivation		
September 5 No class – have a nice Labor Day!		
September 6: Add/Drop-Deadline		
September 7 Goal Setting & Feedback		
September 12 & 14 Intro to Case Analysis Konigsbrau Case		due 09/10 11:59pm
September 19 & 21 Organizational Culture & Identity Taj Mahal Palace Hotel Case		
September 26 & 28 Congruence Model Slade Case		due 09/24 11:59pm
October 3 & 5 Groups & Teams Army Crew Team Case		
October 7: Team Paper 1 & slide deck due at 11:59pm		
October 10 No class – enjoy Fall break!		
October 12 Emotions		
October 17 Team presentations		
October 19 Ethics & Organizational Obligations		
October 24 & 26 CSR & Sustainability Aspen Case		due 10/22 11:59pm
October 31 & November 2 Innovation & Creativity IDEO Case		
November 7 Time for teamwork		
November 9 Leadership Styles & Techniques		

November 14 & 16 Power & Influence Coach K Case		due 11/12 11:59pm
November 18: Team Paper 2 & slide deck due at 11:59pm		
November 21 Team presentations		
November 23 No class – Happy Thanksgiving!		
November 28 Buffer – Class chooses topic		
November 30 Final session		
December 7: Individual Paper due at 11:59pm		

Session Details:

August 24: What is MLO?

Required readings and prep questions:

- Syllabus – do you have any questions?

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

- Kinicki, A. & Williams, B. K. 2015. *Management: A Practical Introduction*, 7th ed. New York: McGraw-Hill Education.
- Edmondson, A. 2012. *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy*. New York: Jossey-Bass.

To do after class:

- Review syllabus
- Take first online survey by Saturday, August 27th 11:59pm – no pre-reading required

[...]