Department of Technology Management and Innovation
MG-GY 6013 – Organizational Behavior
Spring 2019

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Course Description:

This is a course on the theory and practice of leading, managing and functioning in organizations and teams. It addresses fundamental management issues, drawing on concepts from the behavioral and social sciences and current organizational research. The course has two primary goals: first, to provide you with a conceptual framework for analyzing organizations and group dynamics, diagnosing problems and designing appropriate interventions, and second, to help you develop practical skills for building and leading effective teams and organizations. Both of these objectives will be important to your effectiveness in your study groups at NYU and in organizational teams of which you will be a member or leader after you graduate.

The course provides you with the opportunity to learn from other course participants, learn from readings (whether inside the course readings or available from external sources), learn from corporate examples, and, above all, to think deeply about how you can act to lead people, groups and organizations so that they are more successful and **add value to the world in which we live.**

To be an effective leader, one need not only develop some specific skills but also develop an understanding of the context in which one lives, works and interacts. Thus, during the course, we will not only discuss the individual skills you need to have in order to manage people and work in effective teams, but we will also examine the organizational context – e.g. organizational culture, how to introduce and manage change in organizations.

Organizational Behavior is designed to help **you design teams and their processes in order to optimize multiple outcomes and indicators of performance**. During each day of this intensive course, you will be immersed in coursework with your small groups. The course runs from Monday to Wednesday and then Monday-Tuesday, and the core course components are, of course, mandatory. It will be a challenging, intense, fun, and valuable course on many fronts. I look forward to all of the learning opportunities it will provide. **Make sure to check the assignments and to complete them before you come to class.**

 The class will include lectures, class discussions, and in-class group exercises. Advance preparation, attendance, prompt arrival to class, and participation in class discussions, exercises,

and simulations are essential and will be an essential source for evaluating your performance. Consequently, it is important that you attend all classes and come to class on time and prepared to participate fully in activities. You should read the assigned articles for each session prior to class. All of the required readings may be found on NYU Classes.

The course includes reading, case analysis, interactive exercises, class discussion, a team report and presentation, and a group exam. These experiences serve as reflective exercises for you. Use them to challenge yourself and your classmates to become more effective leaders.

Course Objective:

1. Introduce current concepts and principles from social science to leadership issues in organizations
2. Apply these concepts to personal and work situations
3. Provide opportunities to participate in and learn about team work
4. Allow you to examine your own behavior and beliefs about leadership and managerial behavior and to contrast, debate, and integrate these ideas with the theories and observations of others

Course Structure:

The course materials consist of readings and cases that you will receive before the course starts. These will be supplemented by in-class handouts. **Please prepare in advance the assignments for the first class on September 4th. These include the the *Tze-Wei Chen* case and the *Communications Styles* Questionnaire.**

Please prepare the ***Cognitive Styles Self Assessment*** for <u>our second meeting</u>. After you have completed the ***Cognitive Styles Self Assessment***, complete the self-scoring. Please bring the test and answer sheet with your scores in class **on September 18.**

Structure of a Class Meeting
Although classes will vary, most class meetings will include a case discussion or in-class experiential exercise and a short lecture on the day's topic. You should be familiar with the main points of each of the readings in addition to preparing for case discussion.

Readings:

Required Text(s):

See the cases and readings required for each session.
Cases will be provided.
Harvard Business Review articles can be found on NYU online library. (Most of them are posted on NYU classes).
Other readings will be posted on NYU classes.
One book (provided) to read as general background to our discussions and with a question to write for your final individual paper: *The tipping point: How little things can make a big difference*. New York: Little Brown, and Company.

Course Assignments and Grading:

Groups

Each class member is assigned to a small group that will work together on several assignments and exercises during the course. You should make every effort to build this group into an effective work team. The list of the teams will be given at the beginning of the first meeting.

If you are student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities at 212-998-4980 or mosescsd@nyu.edu.You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at www.nyu.edu/csd. The Moses Center is located at 726 Broadway on the 2nd floor.

Course requirements

Grades

Team report and presentation	25%
Team activities	15%
Participation (online and in class)	25%
Peer review	10%
Individual Paper	25%

Team Report

Each team is responsible for a written report on either an assigned topic or a movie. You should refer to the relevant readings as background material when preparing your report.

PLEASE SIGN UP IN ADVANCE. Please consult with your team and **let me know as soon as possible** _via email_ **which case/topic/film your team prefers**, as well as your second and third choices should your favorite topic already be taken. One person on your team should contact me via email with your team's preferences. I will assign on a first-come, first-serve basis. You can choose among the cases/topics listed below. Dates and reading material associated with each case/topic are shown in the detailed session information given later in this outline.

> *Topics:*
> Change and fair process (see readings for Meeting 7) –
> Communication and Feedback in Organizations (Suggested readings at the end of the syllabus)
> Managerial Decision Making (suggested readings at the end of the syllabus)

Effective Communication and the different media (suggested readings at the end of the syllabus)
Reward and incentives (suggested readings at the end of the syllabus)
The Future of Work (suggested readings at the end of the syllabus)

Movies:
Dead Poet Society
Gandhi
Henry V
Twelve O'Clock High

Team Report. The report should be a managerial report provided as a follow-on or complement to your presentation. Please limit your report to approximately **8 -10 pages** (double - spaced). It is fine to add an appendix or supporting material to the report, but try to be succinct in your analysis. You are encouraged to use bullets, summary tables, charts, or other approaches to facilitate clear communication in a short space. Suggested questions are provided with each case/topic. Your report can focus on any of the question(s) or issue(s) that interests your team; or, if you prefer, you can address a related issue of relevance.

Please put page numbers on your submission. List all team members who have actively contributed to the team report/presentation on the cover of your report, along with your email addresses. **All team members will receive the same grade for this course assignment.** Please provide me with both an electronic (via email) and paper copy of your report.

Due dates: Reports on cases are due on the day where the case is discussed (except for the Virgin case where the report will be due on Meeting 7).
Reports on other topics and movies are due on Meeting 7.

Teams analyzing a case will have 15 minutes (including Q&A) to do an in-class presentation.
All teams researching a topic or presenting a movie will have to do a short presentation (5 min) in Meeting 8. These final presentations would not follow a traditional format (**no PowerPoint!**) but would be set up in a showcase format and creative presentations would be encouraged.

Note: Note all papers (individual and groups) will have to be submitted via NYU Classes.

Participation
Your learning experience depends on personal participation and involvement. Sharing perceptions and ideas with others is crucial for learning and for understanding how diverse opinions are articulated and debated (or suppressed and lost). You will find yourself presenting and testing new ideas and assisting others to shape their ideas. You should be prepared to take some risks and to be supportive of others' efforts.

I am looking for comments that show you really thought about the assigned reading or case, that you are listening and building on the comments of other students, and that you respect your classmates enough to challenge them when you think they are wrong or off-base. And that means the instructor as well! I want open dialogue and lively, but respectful, debate. (See rubric "expectations for class participation at the end).

It is very important that you attend every class. Your participation is not only essential to your own learning, but is vital to the learning experiences of the others in your section. There are often group exercises during the class sessions where other group members will depend on your presence. It is also important to be on time. Recurrent lateness will be penalized.

Online participation
An online component is requested in this course and it will involve posting and commenting on the course blog: The Water-cooler. http://thewater-cooler.blogspot.com/
You will receive an invitation to the blog (using your poly email address. Please check your account) that you have to accept in order to participate in the blog.
After each class, each student would have to post a one-minute memo on the blog:
  • What were the main points you got out of class today?
  • What did you find unclear or difficult to understand?

You can also reply to others' posts and share extra readings or experiences about topics that we discussed in class.

Each class, a designated team would have to summarize the emerging themes from the one-minute memos posted on the blog and to present it to the class. The aim is not to summarize the class but to summarize what others have highlighted on the blog. This presentation should **not be more than 5 minutes**. You should have 2 - 3 slides max.

Classroom Behaviors and Rules of Conduct
  • Being late disturbs the class and therefore you are asked to make sure that you are in class 5 minutes before 6 PM. Too many late arrivals will have an impact on your participation grade and will negatively influence your team work.
  • There are only 8 meetings for this class and it is therefore crucial to attend all classes. If you have to miss one class, you should inform the faculty and your team members prior to class.
  • The use of laptops is not allowed during classes. Accessing the Internet and checking emails (through laptops or smart phones) can be done only during breaks. It is crucial to stay "offline" during the class in order to be focused and engaged in class discussion.

Qualitative Grading Overview

You will be judged on the quality, relevance, and presentation of your work during the class.

Group Report

A. Excellent
Your group performance has been of the highest level, showing sustained excellence in analyzing the case. Your paper provides a thoughtful, well-argumented and grounded set of recommendations. It demonstrates a deep understanding of the class concepts and frameworks and an ability to mobilize them to analyze a concrete case. It suggests a good collaboration and coordination among group numbers. The paper is clear and well-written.

A- / B+ Very Good / Good
Your group performance has been good, though not of the highest level. Your final paper (analysis and recommendation) is better than average and shows extra effort. You show a good

understanding of the concepts and frameworks discussed in class and an ability to use some of them to analyze the case. The final paper was clear but not completely convincing.

B. Satisfactory
Your paper is adequate, satisfactorily meeting the course requirements. Your paper is providing an acceptable analysis and set of recommendations. The idea is sufficiently developed, but it lacks an understanding of the complexity of the case. Similarly, the recommendations are relevant but not customized to the case. Your team seems to have been able to work together but not at its full potential.

C. Poor; Below Average
Your group performance has been less than adequate. Your paper shows a lack of analysis and provides only a few, not grounded, recommendations. Problems may include coordination or communication issues among team members, lack of understanding of some concepts, or lack of interest.

F. Unacceptable
The performance the team has not met course requirements. Your paper shows no overall understanding of the case study and the material discussed in class.

Individual paper

A. Excellent
Your reflections in your paper were original, thoughtful and clearly presented; they demonstrate your ability to think critically. You engaged with your classmates' posts on the blog.

A- / B+ Very Good / Good
Your performance and attendance has been good, though not of the highest level. Your paper is better than average and show extra effort in analyzing your team and in developing a grounded argument.

B. Satisfactory
Your performance has been adequate. Your analysis was average and competent. Your reflection in your paper was sufficiently developed, but lacked thoughtful thinking or the argument was unclear, and / or not sufficiently grounded in evidence.

C. Poor; Below Average
Your paper has been less than adequate. Your paper shows a lack of analysis and does not develop a strong argument. It provides only a few pieces of evidence, mostly descriptive. It does not use any theoretical framework, or in a superficial manner.

F. Unacceptable
Your paper has not met course requirements. It shows a lack of analysis and of a clear thesis. The writing is probably confused.

Individual Paper - Analysis of your team (10 -12 pages)

Due December 4, 2017

Department of Technology Management and Innovation

In this assignment, you are asked to reflect on and interpret aspects of your group's development. The purposes of this assignment are to:

- 🎬 Analyze the group processes in your team
- 🎬 Analyze your own behavior within the team and its impact on the group and other individuals
- 🎬 Suggest changes that would make you a more effective member of the group
- 🎬 Suggest specific changes that will improve the effectiveness of the group

To respond effectively to these issues, you will need to be attentive during the class. You can take notes after classes and write your reflections. To respond to all of the issues in the allotted number of pages, you must focus and condense the information you have gathered. Identifying critical incidents and turning points for the group or yourself may be helpful.

In analyzing the team, there are several areas to think about: decision making; communication; diversity (in national cultures or cognitive styles); evolution of an ad-hoc team in a short period of time; Leadership.

Here are questions you can ask yourself: How has the group's decision making process evolved? How effective is it? How might it improve? How would you characterize the communication patterns? Who has the most/least influence and why? How has the group dealt with leadership? What critical events shaped the group?

Think about your own behavior in the group. What roles have you assumed? What has been your impact on others? How might others characterize your contributions? What behavior would you like to change in order to become a more effective team member?

Finally, any group can improve its functioning. What are the strengths and weaknesses of your group? How might the interactions change to be more constructive than they are presently? What should remain the same?

As in any analysis, talking through *what* is and *how* it got to be that way is useful, but often insight comes from asking yourself **why**.

Use a framework (studied in class or that you found by doing complementary research) to help you analyze.

All references should be mentioned in the text and in the reference section.
Please put page numbers on your submission and your name at the top of the paper.

Team Report:

Please put page numbers on your submission. List all team members who have actively contributed to the team report/presentation on the cover of your report, along with your email addresses. **All team members will receive the same grade for this course assignment.** Each team will submit their paper on NYU class at the end of exam

Groups
Each class member is assigned to a small group that will work together on several assignments and exercises during the course. You should make every effort to build this group into an effective work team. The list of the teams will be given at the beginning of the first meeting.

Group Profile Assignment
Each team will have to develop a group profile due at the end of second day. You will have some time in class and you can also use lunchtime and plan to work on it after class.

The profile should include members' names, backgrounds, and interests and should identify the goals of the team. It should also include a first articulation of the group's "operating rules". **This assignment is due on September 13 (end of class). There is no prescribed format for this assignment. However, the "Team Handbook" in your course package may contain some useful ideas for this assignment).**

Class Meetings And Assignments
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Meeting 1: Introduction: Becoming a leader
            Communication exercise due

Meeting 2: The importance of individual differences for leadership
             Cognitive styles self assessment due

Meeting 3: Making Teams Effective
            Team profile due.
             Kilmann-Thomas conflict style questionnaire due

Meeting 4: Diagnozing the organization

Meeting 5: Organizational Culture
            Topic description and thesis statement for individual paper is due

Meeting 6: Managing Change

Meeting 7: Managing Global Teams

            Individual Paper due on December 4.

            Group paper is due on December 11.

Meeting 8: Leadership

Meeting 1:   Introduction: Becoming a leader
September 7, 2017

Goals:

- To introduce participants to the course
- To explore introductory issues of what constitutes effective leadership.
- To explore issues of effective communication and active listening in organizations.

Readings:
- Katz, R. L. Skills of an effective Administrator, *Harvard Business Review*, September-October, 1974
- HBR Blog post by Christian Bielaszka-DuVernay, How People Learn to Become Managers, Jan 15, 2009: http://blogs.hbr.org/hmu/2009/01/how-people-learn-to-become-man.html

Extra readings:
- Dumaine, The new non-managers, *Fortune* 22 Feb 1993
- Meister, J. and Willyerd, K. 2010. Mentoring Millenials, Harvard Business Review, 68-72

Assignments:

- Case Preparation: *Ramesh and Gargi*
  - What is the problem in this situation? How could it have been avoided? What should be done now and by whom?

- **Complete your *Communication Styles* exercise and bring it with you to class.**

Meeting 2:   The Importance of Individual Differences for Leadership
September 21st, 2017

Desert Survival Simulation

Goals:
- To learn about different personality styles
- To talk about individual differences in behavior, working style, and preferences.
- To learn how to work with different styles and develop a successful collaboration.

Readings:

- Leonard, D and Straus, S. "Putting your company's whole brain to work". *Harvard Business Review*. July/Aug., 1997.

- Mankins, M., Bird, A. and Roots, J. Making Star Teams Out of Star Players, HBR, Jan. 2013

Extra Reading:
- Nicholson, How hardwired is human behavior? *Harvard Business Review*. July-August 1998 Inc.
- Conlon, Donald E. and Murnighan, J.Keith, 1991. "The Dynamics of Intense Work Groups: A Study of British String Quartets"*Administrative Science Quarterly*, 1991

The article discusses paradoxes that exist in the close-knit team dynamics of string quartets. How can teams best manage these paradoxes? Are they functional or dysfunctional to a team's performance? In what ways? (Note: This reading is an academic article; do not worry about the methodology and details, but focus more on the main findings and conclusions).

Assignments:
- Complete and <u>score</u> your *Cognitive Styles* questionnaire. This instrument is based on the psychological-type theory developed by Carl Jung. It is a loose and shorter version of the Myers-Briggs type indicator. This instrument is intended to give you a rough idea of your cognitive style and how your style might operate in teams and organizations. Bring the scored answer sheet with you to class.
- Richman, T. "A tale of two companies", *inc*. July, 1984.
  In what ways do the two CEOs differ? Who would you prefer to work for? Which of the two do you think would make a more effective leader?

Meeting 3:   Making Teams Effective
October 5th, 2017
Please turn in your group's profile (including team contract) today.

Goal:
- To understand factors that affect team peformance; to improve your ability to lead teams and be an effective team member

Readings:
- Druskat, Vanessa U.& Wolff, Steven B. Building the Emotional Intelligence of Groups, *Harvard Business Review,* March, 2001.
- Cialdini, R. B. Harnessing the Science of Persuasion, *Harvard Business Review,* October, 2001.

We will view the *12 Angry Men* film in class.

Assignment:
- Bring your completed Kilmann-Thomas conflict questionnaire to class.

Meeting 4:   Diagnosing the organization
October 19, 2017

Goals:
- Present three perspectives on organizations that are relevant and useful tools to diagnose

organizations: the strategic design, political and cultural perspectives.
- To make a bridge between more "micro" issues (where the emphasis was on individual and teams) to wider issues that impact organizations.
- Focus on issues related to the strategic design and power perspectives
- Discuss the pathologies of power and the ways in which it corrupts.

Readings
Ancona, D. et al. 1999. "The Organization as Strategic Design" and "The Political Lens"
In *Managing for the Future: Organizational Behavior and Processes.* Second Edition. Cincinnati: South-Western College Publishing.

Watch: "Power: Why Some People Have It and Others Don't" by J. Pfeffer
http://www.youtube.com/watch?v=0eFln_mdXGY

Extra Readings
Pfeffer, J. 1992. *Managing with Power.* Boston: Harvard Business School Press. Chapters 1 and 2.

Assignment: Prepare Donna Dubinsky at Apple, HBS case (9-486-083)
Questions
1. What are the problems facing Donna Dubinsky at the end of the case?
2. How did they evolve?
3. What actions would you take?

Individual paper: Submit a one-page document with focus of analysis, draft of thesis statement and framework to be used for your team analysis.

Meeting 5:   Organizational Culture
November 2nd, 2017

Goals:
- To discuss the concept of organizational culture and how does it impact a firm's design and effectiveness?
- To explore how managers can –and cannot – work to change corporate culture in the modern enterprise

Readings:
- Ancona, D. et al. 1999.   "The Culture Lens" in *Managing for the Future: Organizational Behavior and Processes*. Second Edition. Cincinnati: South-Western College Publishing.
- Lorsh, J.W. and McTague, E. 2016, "Culture is not the culprit", *Harvard Business Review* (96-105)

Extra readings:
- Schein, E. 1990. Organizational Culture. *American Psychologist.*

- Fayard, AL and Weeks, J., 2011, "Who Moved my cube?" *Harvard Business Review,* July-August
- Holocracy at Zappos: http://time.com/4180791/zappos-holacracy-buyouts/

Assignments:
- Case: Zappos.com 2009: Clothing, Customer Service, and Company Culture, HBS Case 610015

1. What are the key elements of Zappos' culture?
2. What role does this culture play in Zappos' success? What might be the limitations?
3. Reflect on the culture of your organization. What is the impact on your behavior of being a part of this culture?

Meeting 6: Managing Global Teams
November 16, 2017

Goals:
- 🎬 🚢 discuss the challenges met by global virtual teams and learn about the impact of technology on communication and collaboration
- To talk about cultural differences
- To discuss effective leadership in environments where people are spread across time and geography.

Readings:
- E.M Hallowell, "The Human Moment At Work", *Harvard Business Review* (Jan-Feb 1999)

Extra Readings:
- Alison Overholt, "Virtually There" *Fast Company*, March 2002
- Mazmanian, M. Orlikowski, W.J., and Yates, J.A. The autonomy paradox: The implications of mobile email devices for knowledge professionals, *Organization science* 24 (5), 1337-1357

Assignment:
- Case: Shield: Product Development in a Distributed Team
    1. What are the problems facing this collaboration? What are their causes?
    2. If you were Howard, how would you go about making this collaboration work?

Group Assignment:

Each team should prepare the following assignment. Your output should be one slide sent to me the day before the session.

In my backyard
With your group, have each person share the following:
1. One myth about my country. That is something that is widely believed about the country or its people but that is outdated, extremely rare, a distortion of the truth, or simply a falsehood.

2. One or two key insights into managing people or organizations in my country: something anyone who comes to work in my country must know.

Meeting 7:   Managing Change
November 30th, 2017
Note: Group reports due on meeting 7

Computer Simulation: Change Pro

Goals:
- 🎬 experience the challenges managers are faced with when they try to implement change in their organization
- To explore which are the successful tactics that can help implement it successfully.

Reading:
- Gladwell, 2000, *The tipping point: How little things can make a big difference*. New York: Little Brown, and Company, esp. chapters 1 and 2
- Kim, W.C. and R. Mauborgne, 2003, "Tipping point leadership" *Harvard Business Review*

Assignment: Read the manual instructions of the Change Pro simulation

Your individual paper is due on December 7th.

Meeting 8:   Leadership
December 14, 2017

Note: Your individual paper is due in this class period.

Goals:
- 🎬 To develop understanding of leadership and leadership styles; understand importance of matching leadership styles to situations
- 🎬 To assess your strengths and weaknesses as a leader

Readings:
- Goleman, Daniel "What Makes a Leader?" *Harvard Business Review*. November-December 1998
- Collins, Jim. "Level 5 Leadership: The Triumph of Humility and Fierce Resolve." *Harvard Business Review*. N.p., July 2005. Web. 09 Oct. 2014
- Drucker, Peter F. "Managing Oneself" Harvard Business Review, March-April, 1999.

Extra readings:
- Goleman, Daniel, "Leadership that makes result" *Harvard Business Review*. 2000

- Snow, 2015, "Steve Jobs's And Elon Musk's Counterintuitive Leadership Traits", *Fast company*, http://www.fastcompany.com/3046916/lessons-learned/elon-musks-leadership-traits

Assignments:

1. Prepare Case: "Leadership at Echoing Green" (Harvard Business School Case 410-013)

- How effective has Dorsey been so far as the leader of Echoing Green?
- What is your assessment of Dorsey's decision to promote Galinsky?
- What will it take for Dorsey and Galinsky to work effectively together?

2. Prepare case "Leadership Styles", Konstantin Korotov (on Harvard Publishing House, ES1401-PDF-ENG)
Read and answer the questions for each vignette.

Vignette 1
1. Which leadership style did the engineer expect from his leaders?
2. Why do you think they failed to use it?
Vignette 2
1. What leadership style does Michael use?
2. What would you recommend for his further development?
Vignette 3
1. Which leadership style did Manager B want to use?
2. Under which circumstance is this leadership style recommended? When can this style be harmful?
Vignette 4
1. Which leadership style did the manager try to use?
2. Why did this style fail to work in this situation?
Vignette 5
1. What style or styles would you recommend to Helen in promoting the new employer brand and recruiting approaches among regional heads of HR?
Vignette 6
1. What leadership style does Margarita use?
2. Why is this style successful with Nicholas?
3. Why does the same style fail with Eugene?

Bring your answers to class and be ready to discuss with your team.

3. Fill in the situational leadership self-assessment.

- Poster and oral presentations for group reports

Expectations of Class Participation

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* makes valuable contributions about topics under discussion
* accurately exhibits knowledge of assignment content
* demonstrates excellent listening -- responds appropriately to comments others make
* raises questions that need further exploration
* clarifies points that others may not understand
* draws upon personal experience or opinion when clearly relevant to class discussion
* offers relevant, succinct insights and challenges to others
* demonstrates ability to apply, analyze, and synthesize course material
* demonstrates willingness to take risk in attempting to answer unpopular question

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Suggested topics for projects

Communication and Feedback in Organizations:

* Questions:
    o When and how to give and receive feedback effectively?
    o What are the issues of performance appraisal and feedback in organizations?
    o How to motivate individuals for high performance (e.g., using feedback effectively) in organizations

* Manzoni, J-F. & Barsoux, J-L. The Set-Up-to-Fail Syndrome. *Harvard Business Review*, March-April, 1998.
* Pfeffer & Sutton, The Smart-Talk Trap, *Harvard Business Review*, May-June, 1999.

Managerial Decision Making:
* Questions:
    o What are the cognitive heuristics and biases that can both aid and hinder decision-making
    o What is the role of context in decision making
    o Consider some of the specific challenges associated with decision-making in groups and in business situations.
* Hammond, Keeny& Raiffa. The hidden traps in decision-making. *Harvard Business Review*, Sept-Oct 1998.
* Wrapp, Good managers don't make policy decision, *Harvard Business Review*, July-August 1984.
* Schwartz, B. 2003. *The Paradox of Choice: Why More is Less,* Ecco
* Kahneman, 2011. D*. Thinking, Fast and Slow.* Random House Audio

Effective communication and the role of different media:
- Questions:
    - How to communicate effectively and persuasively to different stakeholders?
    - How to communicate the right information in order to support effective analysis and decision making?
    - Consider some of the specific challenges associated to different types of writing (e.g. market analysis, a public apology after a disaster, the launch of a new product)
    - Consider the impact of different media and format in communicating

- Yates, JoAnne, Wanda Orlikowski, and Anne Jackson. 2008 "The Six Dimensions of understanding media." *Sloan Management Review* 49(2):63-69.
- McKee, Robert. Storytelling That Moves People, *Harvard Business Review* June 2003.
- Tufte, E. "The Cognitive Style of Powerpoint", https://www.edwardtufte.com/tufte/books_pp
- Silverman, D. 2010, PowerPoint Is Evil, Redux http://blogs.hbr.org/silverman/2010/04/powerpoint-is-evil-redux.html
- Fayard and Metiu, 2011, *The Power of Writing in Organizations,* Routledge.

Rewards and Incentives

- Questions:
    - Discuss incentive structures and the way compensation systems are designed
    - How successful reward systems can be in motivating employess
    - Looking at specific companies (their operating environment, their strategy, and the nature of their work), consider how their reward structure complements each of these.

Some suggested readings

Pfeffer, J. 1998. "Six Dangerous Myths About Pay." *Harvard Business Review*.

Kohn, A. 1993. "Why Incentive Plans Cannot Work." *Harvard Business Review*.

The Future of Work

- What are the new models of work and what are their underlying principles and assumptions?

- Shall we use the same management in a new context or radically new ways of working?

- What are the implications for management and leadership? In other words, what does it mean to manage and lead when work seems to radically change its nature?

Some suggested readings:

Johns, T. and Gratton, L. 2013. The third wave of Virtual work, *Harvard Business Review*

Malone, T., Laubacher, R. and Johns T. 2011. The age of Hyperspecialization, *Harvard Business Review*

Schartz, B. 2015. *Why we work?* Simon & Schuster Ltd

Academic Integrity:

All students are responsible for understanding and complying with the NYU Statement on [Academic Integrity](#).

Academic Integrity for Students at NYU

This policy sets forth core principles and standards with respect to academic integrity for students at New York University. Each school at New York University may establish its own detailed supplemental guidelines for academic integrity, consistent with its own culture, and consistent with the University-wide general guidelines described in this document.

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values will create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential.

In pursuing these goals, NYU expects and requires its students to adhere to the highest standards of scholarship, research and academic conduct. Essential to the process of teaching and learning is the periodic assessment of students' academic progress through measures such as papers, examinations, presentations, and other projects. Academic dishonesty compromises the validity of these assessments as well as the relationship of trust within the community. Students who engage in such behavior will be subject to review and the possible imposition of penalties in accordance with the standards, practices, and procedures of NYU and its colleges and schools. Violations may result in failure on a particular assignment, failure in a course, suspension or expulsion from the University, or other penalties.

Faculty are expected to guide students in understanding other people's ideas, in developing and clarifying their own thinking, and in using and conscientiously acknowledging resources - an increasingly complex endeavor given the current environment of widely available and continually emerging electronic resources. In addition, students come to NYU from diverse educational contexts and may have understandings regarding academic expectations that differ from those at NYU. NYU values and respects all academic traditions; however, while at NYU, students are expected to adhere to the norms and standards of academic integrity espoused by the NYU community and will be assessed in accordance with these standards. Students should ask their professors for guidance regarding these standards as well as style guide preferences for citation of sources for assignments in their courses.

Following are examples of behaviors that compromise the academic and intellectual community of NYU. The list is not exhaustive. Students should consult the websites and guidelines of their individual schools for an extended list of examples and for further clarification.

1. Plagiarism: presenting others' work without adequate acknowledgement of its source, as though it were one's own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:
- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another's work
- the use of ideas, sound recordings, computer data or images created by others as though it were one's own

2. Cheating: deceiving a faculty member or other individual who assess student performance into believing that one's mastery of a subject or discipline is greater than it is by a range of dishonest methods, including but not limited to:
- bringing or accessing unauthorized materials during an examination (e.g., notes, books, or other information accessed via cell phones, computers, other technology or any other means)
- providing assistance to acts of academic misconduct/dishonesty (e.g., sharing copies of exams via cell phones, computers, other technology or any other means, allowing others to copy answers on an exam)
- submitting the same or substantially similar work in multiple courses, either in the same semester or in a different semester, without the express approval of all instructors
- submitting work (papers, homework assignments, computer programs, experimental results, artwork, etc.) that was created by another, substantially or in whole, as one's own
- submitting answers on an exam that were obtained from the work of another person or providing answers or assistance to others during an exam when not explicitly permitted by the instructor
- submitting evaluations of group members' work for an assigned group project which misrepresent the work that was performed by another group member
- altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.

3. Any behavior that violates the academic policies set forth by the student's NYU School, department, or division.

Moses Center Statement of Disability
If you are student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities at 212-998-4980 or mosescsd@nyu.edu. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at www.nyu.edu/csd. The Moses Center is located at 726 Broadway on the 2nd floor.