Mgmt 338: Managing Organizations

MGMT 338.01 M/W 2:00-3:15 BUSN 226
MGMT 338.02 M/W 3:30-4:45 BUSN 226

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Office Hours: MW 5:00-6:00 p.m. or by appointment

Course Description:

As a manager, you will have a challenging job. You will manage people, information, and processes to accomplish organizational goals; you will be required to make things happen, often not under the conditions or timeframe of your own choosing. You will need to go beyond managing and provide leadership. To be a leader, you must understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change. This course introduces knowledge and tools from the social sciences that can be used for problem diagnosis and problem solving around the major challenges faced by managers -- how do you build and sustain high performance at the individual, group, and organization levels? By developing your knowledge of leadership, decision-making, reward systems, team processes, negotiation, power and influence, corporate culture, and organizational design, the course will provide you with strategies for leading and managing organizations.

For each of the topics covered you will get an overview of current thinking and practice in the applications of the concepts. You will be able to pursue some of the topics covered in greater depth in later courses, if you choose. Each of the topics covered can be fit within the congruence framework covered early in the semester. This framework provides a map for understanding the many different processes that go into leading and managing organizations.
Course Objectives:

The course will help you to:

1. Gain knowledge of core management concepts and models and logic underpinning them.
2. Increase your capacity to apply these concepts and models to
   a. identify, diagnose and solve organizational problems.
   b. develop strategies and tactics for managing and leading.
3. Expand your understanding of the management role and of the knowledge and skills you need to develop to be an effective manager and leader.

Required Materials:

WebCT course website (https://webct.uconn.edu)
  - Download reading assignments, PowerPoint slides and other course materials.
  - Access pertinent class information sent via email from your professor. (You are responsible for checking your WebCT email frequently.)
  - Email your professor and student colleagues individually or in groups.
  - Participate in on-line class discussions by posting items for discussion and responding to others’ postings. (Note that anything posted on the discussion board is automatically sent to everyone enrolled in Mgmt 338.)

There are four sources of required readings and cases. In the Course Outline section that appears later in this syllabus, I have indicated from which of these four sources you may access each reading and case. In addition, periodically, I will hand out materials in class.
  - “Electronic Course Reserves” icon/folder on our WebCT course homepage (download readings at no charge)
  - “Readings” icon/folder on our WebCT course homepage (download readings at no charge)
  - Harvard Business School Press (purchase and download materials on-line through HBSP website. I will email you the information you need to access and purchase the materials.)
  - UConn Co-op (purchase a course packet containing two exercises published by the Kellogg School of Management, Dispute Resolution Research Center. Parts of these exercises will be in the packet you purchase from the Co-op, and I will hand out additional materials for the exercises in class.)

Course Format:

With each of the ten topics covered in the course, we will focus on a particular subject and how it relates to the types of challenges facing managers. Our goal will be to highlight effective strategies for dealing with these challenges. We will accomplish this by discussing concepts and analyzing related cases. For each topic, I have assigned questions that will provide a focus for
the class discussion. The articles, cases, exercises, and class discussion are all important to achieving the course objectives.

The cases and exercises provide concrete situations to which you should apply the concepts introduced in the articles. They provide an opportunity for you to practice diagnosing the nature and causes of organizational performance and to practice thinking through the potential consequences of action strategies.

**Course Assumptions:**

1. Organizations are not rational systems. Facts are only part of any problem. You must take account of the interpretations by people who perceive events from their individual perspectives.

2. Managers often overemphasize problem solving and underemphasize problem identification and solution implementation. A key task for a leader is to learn to diagnose the strategic issues in problems confronting the organization and to challenge the underlying assumptions of strategies.

3. Strategic issues and insights often come from the understanding of fuzzy, complex problems. The fact that you cannot quickly quantify or otherwise categorize a problem may well indicate that you are asking strategic questions that are truly important and non-trivial.

4. Leaders need to understand and know how to apply models and concepts as part of their capabilities for understanding and solving complex and ambiguous situations, and for helping others to do the same.

**Assessment:**

You will be evaluated on the following contributions:

1. **Class Contribution** 10%  Peer evaluations due Oct. 1 & Dec. 3
2. **Individual Paper** 15%  Due Sept. 22, Oct. 15, or Oct. 27
3. **Team Project** 40%  Due Nov 21. (Team Charter due Sept. 10, Proposal due Sept 22.)
4. **Team Project Peer Evaluations** 5%  Due Dec. 3.
5. **Final Exam** 30%  100%  To be scheduled (Dec. 8-13).
Criteria for the Evaluation of all Written Work:

To be an effective leader, you are going to have to be precise in your written and oral communications in organizations. You will have to organize your thoughts clearly, make your points logically, and support them with data and arguments.

Therefore, I will be looking for the following when evaluating all your written work:

1. Is it well organized? Are the main points clear and presented in a logical manner?
2. Do you support your arguments (correctly) using the readings and class material?
3. How creative are your insights? The quality of your ideas is important.
4. How specific is your analysis? Clearly demonstrate why a point is or is not valid. When presenting a plan of action, be specific as to what you recommend, why it will work, and the pros and cons of the recommendation.

Criteria for Class Contribution (10%)

Class contribution is a very important part of the learning process in this course and throughout the MBA program. It provides an opportunity for people to learn from one another, and it helps prepare students for sharing their ideas at work. Your participation should reflect the reading and mental preparation you do for class.

The assigned readings provide ideas and insights into human behavior and its impact on productivity and performance. You are expected to read all the materials assigned for each class. When reading, you should continually ask yourself questions like the following:

1. What are the main concepts, ideas and/or principles in this material?
2. So what? What are its implications? How would I apply this as a leader in my organization, to my job or to my career?

To prepare for class, read all assigned readings and cases, discuss the readings and cases with your classmates, prepare answers for the discussion questions assigned in the Course Outline, and think about what you might want to contribute to the class discussion. I highly recommend that you form study groups, particularly for analyzing cases.

If you are currently uncomfortable speaking in class, try the following techniques to increase your comfort level:

1. Prepare to participate by writing out some thoughts before or during class.
2. Use the in-class small group discussions as a spring board for participating in whole class discussions.
3. Participate in WebCT discussions by posting issues for discussion and commenting on others’ postings.
4. Remember, it’s better to practice now, in a safe, friendly environment, then to wait until you have to speak before a group of executives!
You will be evaluated on the quality of your contributions during class. Your participation in WebCT discussions will also contribute to your participation evaluation. I will track each individual’s participation throughout the semester. In addition, students will submit evaluations of their classmates’ participation approximately 1/3 of the way through the semester and at the end of the semester (see the Course Outline for due dates). Feedback from your classmates on the initial assessment should be used to modify the quality and quantity of your participation as needed. In addition, you may ask me individually for verbal feedback on your participation at any time during the semester.

Quality contributions possess one or more of the following attributes:

1. Offers a different, unique, and relevant perspective on the issue that moves the discussion and analysis forward.
2. Asks a probing question that moves the discussion and analysis forward.
3. Integrates and/or builds on others’ comments.
4. Transcends the "I feel" syndrome; includes evidence of analysis.
5. Refrains from dominating discussions. Facilitates and encourages the participation of others and recognizes others’ contributions.

Note that it is not necessary to participate in all class periods. Some teaching methods lend themselves more to participation than others, and since I use a combination of methods, I expect less participation in some sessions (lecture) than in others (case, exercise).

Please notify me in advance by email if you will miss class. I also expect that you will be in class on time. Do not disturb your classmates by arriving late or leaving during class.

NOTE: If you are familiar with a case or an exercise introduced in class, please do not discuss your prior knowledge with other students as this can ruin the learning experience for them. If you are concerned that your prior experience with a case might be an issue, please let me know before class.

Individual Paper (15%): Due Dates are September 22, October 15, or October 27

The individual paper will be a written response to questions relating to one of the topics that will be discussed in class. The sets of questions and the due dates for each question set are shown below. You will choose and answer just one set of questions and submit your paper at the beginning of class on the due date for that set of questions. Answers for questions will not be accepted beyond the due date for that question. The paper is an individual effort.

The individual paper will be a maximum of 3 pages plus a separate half page executive summary (i.e., abstract) that summarizes your key points and recommendations. Please use 12 point Times font, double-spacing, and 1” margins. Exhibits may be included in the Appendix and will not count as part of the 3 page maximum length. Exhibits must be referred to in the text and be directly relevant to the points being made in your analysis. An example is a diagram to illustrate a set of relationships that are being discussed in the text of the paper. Exhibits should not be used to lengthen the page limit.
Choose one of the following three sets of questions to answer and hand in on the due date listed:

1. Discuss the organizational culture of a company for which you have worked or the culture of the UConn SBA (whichever you prefer). What are the artifacts, core values, and assumptions? How does the culture add value to or subtract value from the organization? How did the culture develop and/or how and why has it changed over the years? If it has remained fairly stable, what structures, policies, procedures, critical events, etc. have contributed to its stability? Due beginning of class on Monday, September 22.

2. Imagine you are a consultant for Bulwark Securities. Based on the experiences of Goldstone, define the primary underlying problem(s) with the firm’s development of its managers. Recommend one change for Bulwark’s management development process, describe how the company can create and capture value through the change, provide an action plan for the change, and discuss the pros and cons of your recommendation. (Choose the change that you can effectively argue is most important and is realistic and feasible for this particular organization at this particular point in time.) In addition, given the current situation as described in the case, if you were hired to replace Goldstone, how would you prevent what happened to him from happening to you? Due beginning of class Wednesday, October 15.

3. Evaluate the decision making processes of the management team of the All-Star Sports Catalog Division. Briefly, what are the strengths and weaknesses? Briefly, what are the primary underlying causes of the problems? Compare and contrast the decision making processes of the All-Star management team to those of a team or department in which you worked. How would you recommend improving the decision processes of your (former) work team or department in a way that would create value for the organization? Provide an action plan for the change, and discuss the pros and cons of your recommendation. (Choose the change that you can effectively argue is most important and is realistic and feasible for the team.) Due beginning of class Monday, October 27.

Expectations and advice for the individual papers:

- Due to the complex nature of the task and the fact that there is no “right” answer, it is not possible for me to be extremely specific about expectations. I can, however, provide guidelines and offer specific, individual guidance to those who ask.
- Get to the point quickly. Do not use a lot of space for background information. Assume the reader has read the case. However, you will need to use some brief examples from the case to explain your points.
- Be sure to answer the questions I asked and address all of the items for discussion. Avoid going off on tangents.
- Choose depth over breadth every time. For example, provide one recommendation and discuss it in depth rather than discussing several recommendations superficially.
• Demonstrate your knowledge and understanding of the relevant course material. Using “vocabulary words” from the readings does not demonstrate knowledge. It is not even necessary to use them at all. I will be able to judge your understanding without them.

• Back up your ideas and recommendations with course material and logical argument. Clearly and concisely explain your points. Do not merely make statements with no explanation or backup.

• Paraphrase, put ideas into your own words. Do not copy wording from readings or my lectures, PowerPoint slides, etc. Also, expand on course material by incorporating and backing up your own ideas.

• If you need help with your writing (e.g., style, grammar, being concise), assistance is available that the Writing Center at UConn (http://www.ucc.uconn.edu/~engadm12/wrc.htm). Plan ahead, because they may not be able to help you just before the paper is due.

• Use my written feedback on the individual paper to help you improve your team project, your final exam performance, and your preparation for discussion in class. Don’t get stuck on the grade. My feedback will be relevant for, generalizable to, and helpful for the other assignments.

Final Exam (30%): To be scheduled by the University during exam week, December 8-13.

The final exam will be a take-home exam, administered via WebCT. You do not have to be on campus to take the exam, however, it must be completed in the time scheduled by the University during final exam week and in the imposed 2 hour time limit. The exam will include a series of short-essay questions that will require you to apply the concepts and models covered in the class to managerial problems in a final exam case study. There will be some choice in the questions (probably answer 3 out of 5). You may study in groups for the exam, but the exam itself will be an individual effort. You will be allowed to use your notes and readings during the exam, but you may have no contact with anyone regarding the exam when the exam questions are available during the exam period.

Prior to the exam, I will put together and distribute a list of core concepts on which you should focus your studying for the final exam. Expect a fairly long list, but keep in mind that there is a great deal of congruence among the topics, which should help you integrate the material and lessen your cognitive load. I will also distribute the final exam case, giving you plenty of time to read and digest the case before the exam. All exam questions will require applications of the core concepts covered in the class to the exam case study. The actual exam questions will be similar in type to the discussion questions listed in the Course Outline for the cases we will cover in class. To help prepare for the exam, I recommend that you practice writing answers to those questions and/or discussing answers to the discussion questions with your classmates. If you do this throughout the semester as you prepare for class, you should be able to decrease your pre-exam stress and study time. Keep in mind that answers to each of the exam questions must not exceed 300 words, so practice getting to the point quickly. Also, always refer back to the question to make sure you have answered it while you're practicing/studying and during the exam. To help manage your time and the content of your answers, it may be beneficial for you to first choose the questions you will answer, then develop brief outlines for your answers before you start to write.
I will use the following criteria when grading the exams. In addition, much of the advice I gave above for your individual papers also applies to the exam.

1. Is it well organized? Are the main points clear and presented in a logical manner?
2. Do you support your arguments (correctly) using the readings and class material?
3. Do you demonstrate your knowledge and understanding of course material?
4. How creative are your insights? The quality of your own ideas is important.
5. How specific is your analysis? Clearly demonstrate why a point is or is not valid. When presenting a plan of action, be specific as to why it will work. (This criterion requires that you limit the number of issues with which you deal in favor of providing explanations and details and backing up your ideas - i.e., choose depth over breadth.)

Team Project (40%). Due Date Friday, November 21 (Team Charter due September 10, one page proposal due September 22).

Project overview:

Working as a team, you will conduct and report on an organizational audit, that employs the Organizational Analysis Framework, which we will discuss in class (see the Wood, 2002 reading). Managers spend a great deal of time working in teams, task forces or groups of some kind. Therefore, your success as a leader will depend on your ability to work effectively in teams. The team project has two objectives. First, it is part of your training in working in teams. Second, it will strengthen the analytical and conceptual skills required for solving complex problems.

Each team will apply course concepts and frameworks to a real world organization (or organizational unit) of your choosing in order to (a) analyze how effective the organization’s architecture is in creating value for its stakeholders and (b) present viable recommendations for improved performance.

You should choose a specific organization or organizational unit. If possible, you should interview one or two senior people in the organization to get background information on the organization’s environment, strategy, organizational architecture, and performance plus access to internal documents. These can be a very useful supplement to publicly available documents.

If your company has any privacy concerns you will need to write a statement describing what steps will be taken to protect the identity of the organization and to ensure that proprietary information is not made public. This usually requires a statement about who will see the report, number of copies, etc. This statement should brief and will need to be signed by the client, the team members and me.

The Organizational Analysis Framework document (Wood, 2002), which is assigned for Topic 1, provides some examples of topics and questions that can be used to organize your analysis of the
environment, strategy, architecture and congruence of your organization. Each organizational audit will evaluate some of the following:

1. The organization’s environment
2. The organization’s strategy
3. The organization’s architecture
4. The external fit between the organizational architecture its strategy and its environment
5. The internal fit among the elements of the organizational architecture.
6. Effects of congruence or incongruence on value creation
7. Recommendations for change that follow from your diagnosis and congruence analysis.

Note that you need to work towards a clear and defined focus for your analyses. It is highly unlikely that you will analyze and discuss all components covered in the Organizational Analysis Framework. Making the choice of where to focus can be difficult. It should emerge during your analyses. If you find that you are having trouble deciding where to focus, try to pose some questions that you will answer in your report. Deciding what questions you will be answering will help you focus and later it will help you structure your report.

Items to be submitted for the project:

1. Each team will develop, agree upon, and submit a Team Charter. This is a contract among team members that addresses team expectations, goals and objectives and team performance norms, policies and procedures. The instructions and forms to be filled out are posted on WebCT. The Team Charter is due on September 10, as indicated on the Course Outline.

2. Each team will submit a brief, 1 page proposal, which will include: (1) the name of the focal company (and organizational unit, if applicable) for the project, (2) a description of the methods of information collection you plan to use (e.g., interviews, company documents, public documents, books or articles, websites), (3) a presentation of preliminary ideas about the focus of your analysis, and (4) the team’s plan for completing the project (e.g., how work will be divided, subgoals for project completion) if it differs from what was submitted in the Team Charter. The proposal is due on September 22, as indicated on the Course Outline. This obviously requires that each team chooses an organization before September 22. Start identifying organizations that you might use for your project at the beginning of the semester.

3. The final report, due on November 21, will be a maximum of 15 pages including a one page executive summary (i.e., abstract) that summarizes your key findings and recommendations (please use 12 point Times font, double spacing, and 1” margins). Exhibits may be included in Appendices and will not count as part of the allowed length. Be sure to refer to the appendices in the text, and avoid using them to increase the length of the paper.

4. All team members must submit an evaluation of the contributions of each team member, including themselves, to the team project throughout the semester. The evaluations will be completed on the Peer Evaluation Form (posted on WebCT) and handed to me in a sealed enveloped on the final day of class, December 3. The Peer Evaluation Forms should be completed individually and the ratings should not be discussed with any other class member,
including members of your team, at any time. Peer evaluations will comprise 5% of your course grade.

Grading the project:

The evaluation sheet, Feedback on Organizational Audit, shown at the end of this syllabus, will be used to grade the reports. Please consider the evaluation criteria when preparing your report. All team members will be assigned the same grade for the Team Project. It is the team’s responsibility to manage the team and its members by planning for the project, setting goals, equitably dividing work, engaging in appropriate levels and types of communication, monitoring team members’ work and providing feedback to one another, and developing and enforcing rules and norms for work quality and quantity, participation in meetings, reaching team-set goals and deadlines, etc. One of your primary goals is to learn teamwork skills as you proceed through the project. I will be available for consultation regarding team management issues as needed.

Expectations and advice for the project:

- I have posted example Organizational Audits, written by other student teams, on WebCT (see the icon Example Organizational Audits). Use these as examples, rather than models for your audit. As you will see, they are quite good, but there is always room for improvement, and the nature of the organization you choose and the issues it faces may lead to a very different structure and content for your audit. While you are reading, ask yourself: Do I, the reader, have a good, sense of the big picture and of the organization’s framework? What is missing? On what aspects do I need more detail? Are the authors clear about why they chose the particular aspects of the framework upon which they focused their analysis? Is their analysis of the focal aspects clear, appropriately detailed, sufficiently backed up, and insightful? Did they discuss how their focal aspects fit into the whole organizational framework? Did the authors sufficiently back up their recommendations? Did they provide enough detail about their recommendations to give a clear sense of how they could be implemented and of their congruence with the organization’s framework? As you work on your own audit, you should be asking yourself the same questions.

- As you proceed with your analysis, you will find that you will have to narrow your focus to one focal issue. I recommend starting with a big picture analysis of the organizational framework. This will help you identify areas of incongruence to determine on which parts of the framework to focus your in-depth analysis and provide the reader (me) with background material and perspective. The narrower, in-depth analysis and subsequent recommendations will comprise most of your paper. (Note that the recommendations must be based on the analysis.) Then, after or in the middle of your recommendations, go back to the big picture to address how your recommendations fit with the greater organizational framework and any incongruencies with other parts of the framework that may be created by the implementation of your recommendations. So, you will start with the big picture to provide context and help you identify important issues, then focus in on an issue you identified as important or problematic for the company or unit, then go back out to the big picture view when discussing the implications of your recommendations.

- While I recommend that you fill in the pieces of the organization’s framework to help you gain a big picture understanding of the whole organization and identify areas of
incongruence for in depth analysis, do not attempt to discuss every aspect of the framework in the paper. Doing so will lead to superficial treatment of each aspect, sacrificing depth for breadth. When in doubt, always choose depth over breath. Include a diagram of the organizational framework as an appendix, but only discuss the relevant pieces in the paper.

- Be sure to include a discussion of the implications of your recommendation(s) for the focal unit and for the organization at large. To help flesh out the implications and determine the extent to which the recommendation(s) are feasible for the organization, you should write an action plan for implementation. The action plan can be included in an appendix and briefly discussed in the text, if you cannot afford the space in the text that it would require. What sounds good on paper is not always possible or desirable, so it is important to address the practicality of your recommendations and make changes accordingly. When addressing implications, consider things like: What is the expected impact of the recommendation(s) on performance processes and outcomes in the focal unit? If these changes were to be made, what impact would there be on (in)congruence within the focal unit and among the parts of the organizations' framework? What, if any, additional changes would have to be made to remedy incongruence caused by the recommendation(s)? Does the organization have the structures in place to support the recommended changes? If not, what would they need to do before attempting to implement the recommendation(s)? Also, remember - do not sacrifice depth for breadth. If you come up with a number of recommendations, list them, then focus your in-depth coverage on a one or two of them. It is perfectly OK to say something like, "Based on our analysis, we recommend the following list of X actions, but due to space constraints, we will address in detail the most crucial one or two of our recommendations."

- I highly recommend that you avoid splitting the paper into sections written by different members, partly because it is difficult to incorporate different writing styles. Even more important, recommendations have to be based on your analysis, so these sections have to be written sequentially. As an alternative, consider having members individually (or in smaller groups) contribute to a very detailed outline. Parts of the outline will have to be done sequentially, of course. From this outline, one or two people can write a first draft of the paper. Then pass the paper onto another member for editing, and continue passing the paper on until you are all satisfied with it. This strategy, of course, requires careful scheduling.

- See me for guidance on the content of your specific project and/or for consulting regarding any team management issues or problems you may be facing. It is best if you come to me as early as possible so there is ample time for me to help you. Remember, one of the primary purposes of this project is to improve your teamwork skills, so come to me for advice when you need it. Also, I’ve posted the “Best & Worst Practices” submitted by other student teams on WebCT. Take a look to see what strategies you can use (or avoid) in your team.
## Course Outline

Schedule of Topics, Readings, Case Studies, and Discussion Questions  
(subject to modification)

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<tr>
<th>Days</th>
<th>Topics &amp; Class Preparation Assignments</th>
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<tr>
<td>Mon. Aug 25</td>
<td>Course Introduction</td>
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<td>Wed. Aug 27</td>
<td>Discussion of teamwork styles and formation of project teams</td>
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<tr>
<td>Mon. Sept. 1</td>
<td>Labor Day, No Classes</td>
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<td></td>
<td><strong>Topic 1. Understanding &amp; Diagnosing Organization Effectiveness</strong></td>
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| Wed. Sept 3| **Readings:**  
**Skim for today, read for next class:**  
**Discussion Questions:**  
Compare and contrast the different models of organizational success proposed by Nadler and Tushman and Pfeffer and Veiga. How are they similar? How are they different?  
How could you apply these models at work? |
| Mon. Sept. 8| **Reading:**  
**Case:**  
**Discussion Questions:**  
(1) Complete the Organizational Analysis Framework template on page 4 of Wood (2002) to help you get the big picture of SAS’s environment, resources, architecture, etc.  
(2) How does SAS Institute create value for its key stakeholders (owners, customers, and employees)? What are its strengths and weaknesses?  
(3) What is the fit between the key components of SAS Institute’s organizational architecture? What is the fit between SAS Institute’s organizational architecture, its strategy, and its environment?  
(4) What challenges does the current organization face? What weaknesses may emerge given economic, employment, and industry conditions? Can SAS Institute continue to be successful with its current leadership and management practices?  
(5) What has happened at SAS recently that is pertinent to this case? You will need to do your own search for more recent articles to find out. What changes would you recommend for the SAS Institute at this point? |
### Topic 2. Congruence and Competitive Advantage

**Wed. Sept 10.**  
**Team assignment due:** Team Charter. (Instructions and form posted on WebCT.)

**Readings:**


**Mon. Sept 15.**  
**Case:**

**Discussion Questions:**
1. Use the “Organizational Analysis Framework” (Wood, 2002) to describe the organizational architecture of Southwest Airlines and to analyze its strengths and weaknesses.
2. How does Southwest create, convert, and capture value in the marketplace?
3. Why don’t other airlines (like Northwest or United) adopt Southwest’s practices?
4. Analyze Herb Kelleher’s role in the success of Southwest. What issues does his retirement raise for Southwest?
5. What has happened at Southwest recently that is pertinent to this case? You will need to do your own search for more recent articles to find out.

### Topic 3. Strategies for Managing Organizational Culture

**Wed. Sept 17**  
**Readings:**


**Optional Reading:**

**Discussion Questions:**
What experiences have your group members had with organizational cultures? Which members have worked for organizations with the strongest cultures. What made these cultures strong? What were the costs and benefits of the strong cultures? Bring examples of artifacts of company culture to class.
| Mon. Sept. 22 | **Team assignment due:** One page project proposal. (See syllabus for description.)

**Cases. Goldman Sachs & MTV:**

Cassidy. (1999) "The Firm: Goldman, Sachs partners are the envy of Wall Street. Why are they preparing to throw out a century of history?" *New Yorker*, March 8. (Goldman Sachs Case) (WebCT: Electronic Course Reserves)


**Discussion Questions:**

1. What kind of business is MTV? What is its core competency? What special challenges does this present? Characterize the culture at MTV via descriptions of artifacts, core values, and assumptions.

2. What are the benefits of this culture for MTV? What problems does the culture create for the company?

3. Would the MTV culture work in other businesses? Why or why not? Under what organizational conditions would you adopt this kind of culture?

4. Characterize the culture at Goldman Sachs via descriptions of artifacts, core values, and assumptions. What implications might the change to a publicly listed company have for the culture of Goldman Sachs?

5. How is culture developed and maintained? Compare and contrast the strategies for managing culture in MTV and Goldman Sachs. How and why are they similar and/or different.

6. What has happened at MTV and Goldman Sachs recently that is pertinent to these cases? You will need to do your own search for more recent articles to find out.

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| Wed. Sept 24 | **Topic 4. Organization Structure**

**Readings:**


Review your notes from the Nadler & Tushman reading from Topic 1.
### Mon. Sept. 29

**Case:**

**Discussion Questions:**
1. Describe P&G’s three different organizational structures discussed in the case, using concepts from the Bartol & Martin reading.
2. What are the advantages and disadvantages of each of the three structures with regard to new product development, congruence with P&G strategy, the ability to coordinate across products and geographical regions, the ability to satisfy product needs in local markets, etc.?
3. How did/does each structure add to (and/or detract from) value creation for P&G?
4. How and how well are the roles of business, country, and functional managers described by Bartlett and Ghoshal (1992) met in the three structures?
5. Describe the difficulties that P&G faced or may have faced when implementing changes in organizational structure. How well did Jager manage the change? Were the structural changes necessary? Why or why not?
6. What should de Cesare do? Why? Consider the amount of top management support for the globalization of SK-II, the congruence with P&G’s current strategy and structure, and SK-II’s global market potential when formulating your response.
7. What, if any, additional structural changes would you recommend for P&G?

### Wed. Oct. 1

**Assignment Due:** Peer evaluations of class participation (instructions and on-line evaluation forms will be available on WebCT before the due date.)

**Readings:**


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<td><strong>Discussion Questions:</strong> (1) Before Class: Think about a group or a team of which you have been a part: Was it a team and why? What made it successful? What made it fail? While watching &quot;12 Angry Men&quot; (2) Identify the (dys)functional properties of the group in the video as they pertain to the problem on which the group is working. Why do these properties exist? (3) What types of conflict arise during the discussion (give examples), and how do group members deal with the conflict? (4) Describe the main influence tactics used by the main player (Henry Fonda), the Angry Father (Lee J. Cobb), and the Stockbroker (E.G. Marshall). (5) If you were a jury foreman, what strategies would you use to make the group effective? What strategies should be purposefully avoided?</td>
<td><strong>Class preparation assignment:</strong> Before class, complete the Team Assessment Survey individually, without your team members, and bring your completed survey to class. In class, team members will meet to complete a survey together as a team and discuss their team’s functioning.</td>
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<td>Date</td>
<td>Case:</td>
<td>Discussion Questions:</td>
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(2) How have Bulwark’s senior managers contributed to Goldstone’s poor performance? What mistakes did MacKinley and Ludlow make?  
(3) If you were Goldstone’s mentor, what advice would you give him to improve his performance?  
(4) If you were hired to replace Goldstone, how would you prevent the same things from happening to you? |
For those seeking more information on sources of error in decision making:  
For a practical tool for judgments about involvement in decision making:  
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<tr>
<th>Date</th>
<th>Case</th>
<th>Discussion Questions</th>
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(2) How would you recommend the decision making processes be changed? Why? What aspects of the decision making processes should remain the same? Why?  
(3) What challenges will Barrett face as he tries to reshape the decision making process?  
(4) Given what you know about Barrett’s leadership style, what do you think Barrett will do? |
Optional Reading:  
(2) What is NBC’s Best Alternative to a Negotiated Agreement (BATNA)? What is Paramount’s BATNA? What is your best estimate of their respective reservation prices? Is there a Zone of Possible Agreement (ZOPA)?  
(3) How can value be created in this negotiation? What obstacles might prevent agreement, and how can they be overcome?  
(4) How should Marc Graboff judge success in this negotiation? As President of NBC West Coast, how would you want to compensate Graboff? |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic 9. Strategic Networks, Power, and Politics</th>
<th>Mon. Nov. 10</th>
<th><strong>Readings:</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>Discussion Questions:</strong></td>
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<td>Using what you now know about sources of power and networks, analyze who was powerful in your previous organization(s)? Why? Identify two individuals in your organization from whom you think you can learn regarding these issues. Why do you think you can learn from them?</td>
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<td><strong>Optional Reading:</strong></td>
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<td>Tsang, E. (1998). &quot;Can Guanxi be a Source of Sustained Competitive Advantage for Doing Business in China?” Academy of Management Executive, 12, 64-73. (WebCT: Readings)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic 10. Leading Organizations</td>
<td>Wed. Nov. 12</td>
<td><strong>Case:</strong></td>
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<td><strong>Discussion Questions:</strong></td>
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<td>(1) What are John Clendenin's personal goals? What are his business goals at Xerox? What barriers did he confront in accomplishing these objectives?</td>
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<td>(2) Based on your reading of the case, make a rough drawing of John Clendenin's networks at Xerox. What role did these networks play in Clendenin's effectiveness as a manager at Xerox?</td>
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<td>(3) What power and influence strategies and tactics did Clendenin utilize to influence different people at Xerox?</td>
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<td>(4) In light of what you know about networks and social capital, how should Clendenin respond to Hewitt's offer relative to staying at MDC or leaving? What actions should he take now?</td>
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<tr>
<td>Date</td>
<td></td>
<td>Mon. Nov 17</td>
<td><strong>Reading(s)</strong></td>
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<tr>
<td>Date</td>
<td>Reading(s)</td>
<td>Case</td>
<td>Discussion Questions</td>
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(2) What happened at the Vienna, Chewton Glen and Doral Arrowood meetings? How effective were these meetings?  
(3) What were Beers’ most important accomplishments? What do you think of her new vision?  
(4) Using Kotter’s model, evaluate Beers’ accomplishments as a change agent. What work still needs to be done?  
(5) What has happened at Ogilvy & Mather and/or in Charlotte Beers’ career recently that is pertinent to the case? You will need to do your own search for more recent articles to find out. |
| Fri. Nov. 21 | **Team assignment due:** Organizational Audit project.                      |                                                                    |                                                                                      |
| Mon. Nov. 24 & Wed. Nov. 26 | **Thanksgiving break, No Classes**                                       |                                                                    |                                                                                      |
|              | **Wrap up and review**                                                    |                                                                    |                                                                                      |
| Wed. Dec 3   | **Assignments due:**                                                      |                                                                    |                                                                                      |
|              | Peer evaluations for team project (Peer Evaluation Form posted on WebCT. Submit in a sealed envelop). |                                                                    |                                                                                      |
|              | Peer evaluations for class participation (instructions and on-line evaluation forms will be available before the due date.) |                                                                    |                                                                                      |
|              | **Discussion questions:**                                                  |                                                                    |                                                                                      |
|              | What have you learned in Mgmt 338, and how can you use the knowledge? Before class, complete the “Our Journey Through Mgmt 338” matrix (see PowerPoint slides posted for today). |                                                                    |                                                                                      |
| TBA (Dec. 8-13) | **Final Exam as scheduled by the University**                             |                                                                    |                                                                                      |
FEEDBACK ON ORGANIZATIONAL AUDIT

ORGANIZATION AUDITED ___________________________________________________

TEAM _____________________________________________ SECTION _______

THEORY (20 Points)  Score
How well did you apply appropriate conceptual materials offered in readings and lectures?

DATA (20 Points)  Score
How well did you utilize evidence to develop your analysis, to make appropriate inferences, and to support your arguments?

ANALYSIS (30 Points)  Score
How well did you integrate theory and data to forge a coherent / integrated analysis and assessment?

WRITING (10 Points)  Score
How clear and organized was your presentation of the material?

RECOMMENDATIONS (20 Points)  Score
How consistent were your recommendations with your evidence and analysis? Did they take into account the potential risks and problems of implementation?

TOTAL (100 Points)  Score