



MB709: MANAGING PEOPLE & ORGANIZATIONS

Fulton 250, Sat 9-5 (Jan 26, Feb 9, Feb 23, March 1)

Class website: BlackBoard Vista (<https://cms.bc.edu>)

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Office Hours: Sat 5-6pm, & by appointment

Course Objectives

The objective of this course is to improve your effectiveness as a manager by deepening your understanding of how organizations work. To succeed in the business world, you must learn a diversity of skills including how to work for other people, with other people, and through other people, as well as setting up structures that facilitate work. The course tries to achieve this goal by introducing you to frameworks from the social sciences that are useful for understanding organizational processes and giving you experience in applying these frameworks to particular cases.

Organizations have been studied from the perspective of several disciplines, including economics, psychology, sociology, and political science. The field of organization behavior (on which this course is based) is at the intersection of these disciplines and focuses on applying their insights to diagnosing and solving organizational problems.

A basic premise of this course is that the needs of managers in organizations – especially of those aiming to have a positive impact on their workplace and their career – are best served by liberal education rather than 'cookbook' approaches to managing organizations. Organizations are more complicated than most appliances, and understanding how they work takes more than memorizing simple platitudes. Practices that worked well in the past will not necessarily continue to work well in the future, and changes that helped one type of firm may harm another. Thus, an effective professional education should teach you how to make good inferences about what will work and what will not in particular situations, and how to learn from your own experiences and those of others. The best way to do this is through exposure to both rigorous research and real-world cases. That is how this course is structured.

This course is intended to complement your work experience, not to supplant it. Book learning is not a substitute for hands-on experience. By the same token, hands-on experience is not a substitute for graduate education and what it has to offer: exposure to cutting-edge scholarship, teamwork and class discussions with smart colleagues from different professional and industry backgrounds, and a chance to develop your thinking beyond what is usually possible given the quotidian pressures on the job (and, why not, enhancing your professional network as well). On my part, I will try to convey the key points of different topics through brief lectures. The readings are selected to be accessible but also (unlike much of the business guru 'literature') academically respectable. Finally, the case discussions and the group activities will be the centerpiece of the class: through them, you will be able to benefit from the experiences of a diverse group of peers with different approaches to thinking about and solving business problems, who bring different experiences and set of skills to the table.

Discussion is going to be at the core of our classes. I see myself as a facilitator, a personal trainer. I will help you, guide you, provide advice, but not lift for you. What I hope I can provide you with is a set of skills that will carry you far in your professional career. Most important will be to develop your thinking, your analytic and problem solving activities, and your ability to interact with others and communicate your ideas. I will assist you in this effort by pushing you to think, analyze and problem-solve, interact with and communicate to others. The best classes I have taken, and that gave me the most, are the ones where the professor barely spoke. I intend to follow up in that example, if possible.

In this class, you will work in teams a lot. We will form the teams during the first class, and you will be allowed to transfer to another team any time before the beginning of the next class (but only if there is a good reason to do so). Such change should be cleared with me personally and communicated via email. Teams are permanent starting from the second class. Working with others is a key skill and this course is meant to provide opportunities to develop such skill.

One more thing about this document. While the syllabus provides you with an overall view of the course, I do not intend for it to be a cast-in-stone, permanent document. On a daily basis I get to read new material and see new articles that I may find appropriate for a specific topic we are planning to cover. Or I may get in touch with people who could be terrific speakers for one of our classes. Hence, I consider this syllabus (especially the schedule) as a starting and not an arrival point. The course website (<https://cms.bc.edu>) will have the most updated schedule, including readings and assignments. My pledge to you is that all of my changes will be functional to improve your learning experience and help you get more from this class.

Course Structure & Philosophy

This course is organized in a condensed format. ‘Condensed’ does not mean ‘reduced’, though. That is, this is still a class like all the other 3-credit ones which meet once a week for a semester: the only difference is that, for practical reasons, we only meet for four intensive sessions, every other weekend (except for Sessions 3 and 4, which are separated only by one week). The implication of this is that the workload and expectations are similar to a traditionally-formatted MB709 class; however, since it’s condensed in only 4 meetings, it will feel like a lot work. In fact, this class has actually less readings than a regular MB709 class; however, since they are concentrated over only four sessions, they do seem quite a lot. Doing the readings, i.e. coming to class prepared, is critical to learning in this intensive, high-interaction format, and will therefore be critical to your final grade (participation is a very high component of it, as you will see later in this document). While all readings are important, preparing the cases extremely well is paramount for yours and your colleagues’ learning experience. Coming to class unprepared will not only profoundly impact your learning experience, but also that of your teammates and other colleagues, who will miss out on your valuable insights on the topic. The good news is that the readings (and participation) are by far the most time consuming part of your assignments for this class (again, more on this later). In summary, this is not a class where you will be able to simply ‘skim’ the readings, or only concentrate on certain readings. If you are shy, do not speak English well, or otherwise do not tend to participate, come and talk to me right away. I will try to help you in getting involved so that your grade will not suffer, given that you will still be expected to

fully participate in class discussions. And remember: there is no way to ‘replace’ participation with other activities.

Course Overview

The course is divided in three main modules: individual and team dynamics, effective and responsible leadership and the relational advantage. Each module will be the focus of one Saturday session (except for the relational advantage which will span the last two Saturdays). Each session is additionally broken down into two main temporal components: Saturday AM and Saturday PM. Lecture will be a minor component of each session: class discussion will take the lion’s share of the time, with the rest being populated by various team activities that will facilitate learning.

During the first module (‘individual and team dynamics’) we will cover the role of individuals and teams in organizations. After reviewing the syllabus and conducting an introductory exercise, we will move to discuss personality and individual differences, and then motivation. This is usually a topic coming out as a bit dry; however, I believe it should be discussed in a class like this, given that you need to have a good grasp of how to motivate your subordinates as well as a better understanding of what your organization is doing to motivate you. Then we will move to the all-permeating topic of teams (whoever has not worked in a team in the past, or is not working in one right now, raise your hand!), which we know are critical in today’s organizations. Developing your team skills is one of the main goals of this course and will serve well your organization and extremely well your professional career.

The second module (‘effective & responsible leadership’) focuses on the role of the leader, and on what s/he can do to structure the organization to maximize effectiveness in a responsible way. It will start with a discussion of leadership (something you are likely already doing and will have to do more and more in your professional life) and of the increasingly important issue of work-family balance (while this may not yet be one of your concerns, I guarantee you that it will be, soon). After that, we will move to organizational structure and culture. If you ever wondered why your organization is structured the way it is, well, we will probably cover it during this lecture. As for culture, it is often the most underappreciated force driving organizational behavior, yet most times it is the strongest: we will go through some example of strong cultures and what they entail for people working there. We will cap the week with a discussion of business ethics and corporate social responsibility: I have reserved quite some time to these topics, yet I feel that is almost not enough given how important they are, and the relevance they have gained in recent years.

The last module (‘the relational advantage’) is the main focus of my own research and, without doubt, my favorite (in fact, it will span two Saturday sessions). We will start with organizational networks, which is my main area of expertise as a researcher: in what I promise you to be a very interesting class, we will explore the power of networks and their consequences. Then we will move to talk of power and influence: many of my colleagues call this class ‘Power and Politics’, because this is what really it is about. We will be looking at dynamics of politics and power in organizations, how to manage them and make them work positively for your career. After touching on negotiation, we will discuss organizational change, exploring what are the factors

that contribute to change in organizations (and look also at what keeps us from changing), as well as trying to understand what the implications of change are. Then we will move to discuss knowledge creation and transfer and communities of practice (a few of you may already be familiar with this term, but I guarantee you that you all will know what a community of practice is by the end of the class). Knowledge is a critical resource to gain competitive advantage, and communities of practice are a very effective, albeit elusive, knowledge management tool. Lastly, we will discuss how knowledge can be created and mobilized in the context of projects (i.e., discuss project management). The very last activity will be the team project presentations, which will conclude the class.

Those briefly discussed above and covered in these four sessions are all critical aspects of contemporary organizations which you inevitably need to understand and manage well to positively contribute to your organization while at the same time getting one (or more) edge(s) for advancing in your career.

Note that this course is just an introduction to some of the important issues regarding ‘managing people and organizations’. There are many others (such as careers, negotiations, innovation, decision-making, organizational change, etc.) that we just won’t have time to cover explicitly or in depth. I encourage you to seek out electives and pursue them further if you are interested in these themes. Also, you are free to incorporate any of these topics in the assignments for the course, if you feel you can do it and that they are pertinent to the analysis.

Course Materials

These are the materials for the course:

- Cases. A packet containing all the cases is available at the BC bookstore.
- Articles. Articles are available through the BC Library, via eReserve. Go to our website and click on the ‘Class Reserve’ icon to access the page where you can download them (notice that there are two pages of them, so make sure you download them all). In this page they are listed in author’s alphabetical order; it is up to you to match them to the different weeks by using the schedule available later on in this document. Also, try not to get intimidated by the sheer number of them: the vast majority of them are short, easy readings from Harvard Business Review.
- Miscellaneous items. Material used for in-class activities or to supplement a particular topic with a current development from the business press will periodically be handed out in class or made available through our website in advance of the class. Make sure you check the class site on a regular basis for these additional items.

I will also provide you with a few study questions prior to each class to help you get ready and get focused for the following week’s reading and discussion. Check the ‘Other class material’ folder on our website ahead of the class to get these questions.

Attendance

As already mentioned, this class is based very heavily on discussion. Poor attendance or participation reflects negatively on you and also deprives the rest of the class of your

perspectives and insights. Given the limited amount of times we meet, I expect you to be present at all times: any absence will strongly affect your participation grade. If you know about an unavoidable absence in advance, talk to me right away so that we can discuss what (if anything) can be done. In case of unplanned absences, I expect to be notified as soon as possible by email or phone. Lastly, because there is a large component of your grade that is team-based, please give your team members the same notice and courtesy that I have just asked for when it comes to your absences.

Grading

This is the conversion table I typically use to translate percentages in the overall grade for my classes into actual grades:

Percentage Range	Letter Grade	Percentage Range	Letter Grade
93.0 – 100	A	73.0 – 76.9	C
90.0 – 92.9	A-	70.0 – 72.9	C-
87.0 – 89.9	B+	67.0 – 69.9	D+
83.0 – 86.9	B	63.0 – 66.9	D
80.0 – 82.9	B-	60.0 – 62.9	D-
77.0 – 79.9	C+	00.0 – 59.9	F

Course Assignments

The table below summarizes the assignments. More details about them follow the table. The standard for all assignments is single-spaced, Times New Roman 12 point font, one-inch margins. Submission is always via our website, except when noted.

Assignment	Comments	%
Introductory memo	A two-page memo introducing yourself and describing: 1) your previous personal, educational, and work experiences, 2) your current organization, position and career goals; 3) a couple challenges facing you as a current or future manager in your organization; 4) your hopes for this class and the topics in which you are most interested; 5) what set of skills you feel are contributing to the class. Include a current resume if you think it would be helpful to convey your background and experience. Due on website by Jan 23, 6:00pm.	Required, but un-graded
MBTI assessment	An online survey to determine your MBTI type. On our website, click on the assignment icon to access the survey. Note: since you are completing the survey outside our website, the system won't know that you have completed it, thus won't send you an email upon its completion. Due on website by Jan 23, 6:00pm.	Required, but un-graded
Individual contribution to class discussion & activities	Full attendance and active contribution to class discussion and activities is expected for every class.	30%
Reflection papers (3)	Three one-page reflection papers (RPs) reflecting on the week's readings (one for each module). Each RP is due on website by 6:00pm on the Wednesday before each class.	20%
OB in the press	Four postings on website of a business press article which is pertinent to the day's topic. On our website, go to the 'Class Discussion Forum' and post a link to the article in question, together with a quick comment of why you think this article is relevant to the upcoming class. Each posting is due on the website by 6:00pm on the Wednesday before each class.	Required, may impact participation
Team project: Organizational analysis	Organizational analysis. Working in teams, analyze an organization which is experiencing or has experienced one or more problems, diagnose such problems and provide a set of solutions to them. You will act as if you were a team of consultants to this organization. I strongly recommend choosing a public company as a target of your project: exceptions to this rule are possible, but have to be cleared directly with me ASAP. You are free to analyze the organization you are working for, although you need to be mindful that there may be people working for your competitors in class, or things you may not feel comfortable to share during the class presentation. I will confirm the appropriateness of the choice and of your plan when we will meet to go over your proposal. There are three key deliverables: <ul style="list-style-type: none"> • a one-page proposal of your project (required, but un-graded; due Feb 6, 6:00pm); • a presentation, during the last class (25%; due Feb 29, 11:00pm); • a report, which will incorporate feedback from the presentation (25%; due March 8, 6:00pm). Solutions should be steeped in the topics we cover in class. This is not a finance or marketing assignment: hence, reference to these disciplines will be ok, but cannot be the centerpiece of your suggested solutions.	50%*

** As in the case for any team activity, your individual grade for this assignment is subject to peer evaluation. In case of bad ratings from your teammates, it can be decreased up to 30%.*

Introductory Memo

Your first assignment is to write a two-page memo introducing yourself and describing:

- 1) your previous personal, educational, and work experiences;
- 2) your current organization, position and career goals;
- 3) a couple challenges facing you as a current or future manager in your organization;
- 4) your hopes for this class and the topics in which you are most interested;
- 5) what set of skills you feel are contributing to the class.

Include a current resume if you think it would be helpful way to convey your background and experience. This memo will help me understand the variety of experiences and interests in the class, and tailor discussion accordingly. The memo is required but will not be graded. As with all other assignments, please follow the 'Formats and Standards' described later in the syllabus. Due January 23, 6:00pm.

MBTI assessment

This is an online survey which will determine your MBTI type. We will be using this info during the very first class. Go to our website and click on the assignment icon to find the link to the survey. Note: since you are completing the survey outside our website, the system won't know that you have completed it, and therefore won't send you an email upon its completion. Due January 23, 6:00pm.

Contribution to Class Discussion and Activities

I expect full attendance and high quality contribution consistently throughout our class discussions and activities. Given its structure, size and topic, this class will be considerably more stimulating, enjoyable, provocative, and rewarding if we all share our experiences and insights freely and openly. I will try to set and maintain a tone for class that is candid, casual, collegial, and challenging. I hope you will use the relative safety of class to try out ideas and engage in discussions which you might not in a traditional work environment; after all, this is the right environment to speak up and practice your creative thinking!

I would like you to think of me as your personal trainer. I can help you and prod you to contribute your thoughts, but at one point you need to realize that this is what you are supposed to do. Hence, while I will cold-call you if I see you are not getting involved, it is in the end your responsibility to make contributions to the overall discussion, for your own benefit and for the benefit of your colleagues who will hear what your perspective on the topic at hand is.

Quality of contribution matters more than quantity. High quality contributions should:

- demonstrate that you are prepared (by doing and reflecting carefully upon the readings);
- offer original ideas and perspectives on the topic *du jour*;
- relate a given topic to others that we've discussed;
- pose good questions of me and your classmates;
- indicate a willingness to test ideas and offer controversial opinions or positions; and
- take a stand on an issue and defend that stance, referring to your readings and experience.

Generally, I will start the case discussion giving you some time to reflect/write down your impressions as on the questions provided for each case. Then, you will have additional time to discuss your responses with the person next to you before we start the full-class discussion.

Last but not least: think of class as the workplace, or even better as a client meeting: using cell-phones, laptops, PDAs, and Blackberries, and having side conversations is strongly discouraged. If you really need to use your laptop for taking notes, that could be arranged.

Each case and reading will have one or more individuals responsible for informally illustrating it to the class. Each informal presentation should be no longer than 15 minutes and address three areas:

- (a) Key issues. This is a description of the problems or issues raised by the case, without a very short part devoted to a summary of the facts of the case;
- (b) Analysis: This is a diagnosis of the causes of the situation or problems described and an application of the course concepts and theories;
- (c) Management Action: This is a prescription based on the analysis that says who should do what next. Do not present 'solutions' that come out of thin air. There is no purpose to part 'b' unless it provides the basis for part 'c'. The response should consist of asking questions of the presenters about their analysis and supplementing the presenters' views with their own (spending no more than 5 minutes on their own views).

Remember, though, that this activity should not be seen as an excuse for the individuals not presenting a specific case or reading not to be prepared on such material.

Reflection Papers

Reflection Papers (RPs) are vehicles for you to highlight connections (or 'disconnections') between the readings and your own experiences, insights, and intuitions. You will have to write three of them during the semester. RPs can take a number of approaches, and you may follow a different approach each time. They may: 1) discuss connections between the case or other readings and your own experience; 2) discuss one or more key themes from the case in light of current business trends, and your experience; 3) evaluate one or more of the ideas from the week's readings in terms of its applicability to your organization or career; 4) discuss a recent development in the business press as it relates to the week's topic. Other approaches are acceptable too, as long as they demonstrate your engagement with and reflection on at least one of the week's topics. Simple summaries of the readings or cases are neither necessary nor acceptable as RPs. Instead, think of RPs as op-ed columns or reviews, in which you can refer to the readings/cases, previous class discussions, your own experience, etc.

The one-page limit will be strictly enforced, both to contain your work and to force you to be concise. Each RPs has to be written on a different class module and has to be submitted on time. If I can, I will still read late reflection papers, but this will of course result in a reduction of your grade.

I will try to copy and distribute a couple reflection papers during each module. My choice of papers does not indicate which ones are the absolute best. Instead, I will distribute RPs I believe to be especially provocative, controversial, and providing insightful ideas. Hence, if your paper deals with confidential or especially personal information and you prefer not to be identified, please mark the paper 'Confidential' on top. I will respect everyone's desires in this regard and

not distribute any papers marked 'Confidential'. However, I ask that you not mark every RP you write as 'confidential', and hope that the climate of the class is such that you feel comfortable having your papers inform our discussion. When it comes to RPs I am looking for evidence that you engaged with the module's topics and readings, and that you reflected on how those readings apply to you and your organization (now or in the future). Due by 6:00pm on the Wednesday before each module (starting on Jan 23).

OB in the press

To aid learning of the concepts we discuss in class, it is important that you get used to recognize them as well as their applicability in the business world you frequent on a daily basis. While RPs help this goal, I would also like you to go past your personal experience and make the connection between these topics and the business press which you ordinarily read (or, at least, should read). Hence, before each session I want you to post a message on a discussion board I have set up within our website. Such message should contain a link to an article from the business press which is pertinent to the day's topic, together with a quick comment explaining why you think the article is relevant to the upcoming class. These four postings are required and, while they do not count for a specific portion of the grade, I will reward quality and insight (in both the article and the comment) with participation points. Due by 6:00 pm on the Wednesday before each class.

Team Project

The team project is a significant portion of the grade for this class. It is an opportunity to explore managerial/behavioral topics in depth as they relate to an organization (even yours), and do so with a team of your classmates. I hope you will learn both from your teammates, as well as from the teamwork itself.

The project consists of an in-depth analysis of a current issue or event in organizational life. The data should be drawn from the press or from direct observation of an organization. If drawn from the press, it should pertain to a well-documented event (and your paper should meticulously record what observations came from what source). If drawn from direct observation, the data collection should not be dominated by any one person (such as the person who works there). In other words, everyone on the team has to do collaborate in gathering such data (do not put it all on one: this is not the type of learning experience I am expecting you to get from this assignment). The main goal here is to show me that you are able to take the topics we discussed in class and implement them in the analysis of an actual organization. I strongly recommend choosing a public company as a target of your project: exceptions to this rule are possible, but have to be cleared directly with me ASAP. You are free to analyze the organization you are working for, although you need to be mindful that there may be people working for your competitors in class, or things you may not feel comfortable to share during the class presentation. I will confirm the appropriateness of the choice and of your plan when we will meet to go over your proposal.

There are three key deliverables:

- a one-page proposal of your project, due Feb 8, 5:00pm. After submitting it, you will have to meet with me as a team to go over it, both to make sure that there is enough substance to base a semester project on it and that you are taking the right direction in terms of how to tackle the problem, structure the project, etc. My recommendation is not

to wait this meeting to bring up what you plan to work on, but to seek my informal feedback on potential projects right away, either in class or during office hours.

- a 30-minute presentation (23 minutes, plus seven minutes for questions) during our last class. Creativity and clarity is encouraged in the presentation, within a basic framework of professionalism.
- a 15-page written report due after the presentation (cover page, references and tables are not included in the page limit). Completeness and logic are important in the report; extensive use of topics explored in class is, too.

Remember that solutions should be steeped in the topics we cover in class. This is not a finance or marketing assignment: hence, reference to these disciplines will be ok, but cannot be the centerpiece of your suggested solutions. I will post on our website a document with more information on how to succeed in this assignment. One more important piece of information: I will ask each team member to review his/her peers at the end of the class and evaluate them on their contribution to the project. As an individual, you could see your grade reduced if the peer evaluation is not good (the maximum reduction for team mates agreeing that 'This person did almost nothing to benefit the group' is 30%. Although I never had to inflict such punishment in all the years I have been teaching, occasionally deductions of 5% to 15% are seen, for team members who are particularly absent. This mechanism represents your insurance against social loafers.

Grade appeals

I spend a lot of time grading your assignments and coming out with a final grade. Hence, you should assume that there is very, very little margin of error in the grade you receive.

Tangentially, I am also known for being an easy grader, so many times if in doubt for the grade of a specific assignment, I tend to go with the higher grade. This does not mean though that you should not have the possibility to appeal your grade. In this case, you need to contact me in writing within a week of the moment you receive the grade your reasons for why I should re-evaluate the assignment at hand. Be aware though that a grade re-evaluation procedure implies that the assignment is going to be re-evaluated and therefore it can end up with a higher but also with a lower grade (which may have implications for your team members, in case of a team presentation or report).

More on submission, format, and standards for written work

All the assignments should be uploaded to our website by the stated deadline. No late assignments will be accepted unless warranted by extraordinary circumstances (lack of online access is not one of these). All written work must be typed in Times New Roman 12 pt font, single-spaced, one-inch margins all around. The header should contain your last name (or team name) and the date. For assignments that are long than one page, please include page numbers in the footer.

All written work must follow standard stylistic guidelines and be free of spelling, grammatical, and typographic errors. See <http://www.bartleby.com/141/> for an example of such guidelines. It should also be clearly and logically organized with meaningful headings, sub-headings, and

overall structure. Sloppy, un-proofed, poorly organized work will be as unacceptable in class as it would be at work (and of course will result in a lower grade).

Social stuff

In addition class time that I will let you use for team discussions and group breakout session, I expect that teams will need to schedule time with each other outside of class. I would also like to have at least one purely social event for the class (or more) and/or for groups. I have not decided what the best approach for this will be, but going for pizza one night after class at a local place is one way to go. I will also bring food to class periodically, but I suggest that you consider setting up a rotating schedule whereby each team or small groups of students take responsibility for bringing some food or beverage to class. Due to the extended time we will spend together, I think it is appropriate to set a 'food rule', i.e. abstain from consuming food during class except during times allotted for this (more on this during the first day of class).

Course Schedule

This schedule is *subject to revision and adjustments throughout the term* to reflect the needs and interests of the class. Such changes will be announced in class and/or via e-mail, and will be reflected in the latest class schedule, always available on our website. It is your responsibility to stay on top of these additions and changes, and to download additional material made available as the class progresses. Questions on each set of cases and readings will be made available on our website at least one week before each class.

MODULE 1: Individual and Team Dynamics

Saturday, Jan 26 – AM session

INTRODUCTIONS

CASE: Erik Peterson A, C, & D

PERCEPTION/ATTRIBUTION & PERSONALITY

Hammond, J.S., Keeney, R.L., Raiffa, H. 1998. The hidden traps in decision making. Harvard Business Review, Jan2006, Vol. 84 Issue 1: 118-126.

Cliffe, S. 2001. What a Star - What a Jerk. Harvard Business Review, Sep2001, Vol. 79 Issue 8: 37-48.

Gladwell, M. 2004. Personality plus. The New Yorker, September 20, 2004: 42-48.

Menkes, J. 2005. Hiring for smarts. Harvard Business Review, Nov2005, Vol. 83 Issue 11: 100-109.

Casciaro, T., Lobo, M.S. 2005. Competent jerks and lovable fools: Whom do people choose to work with and what does it mean for your organization? Harvard Business Review, June 2005, Vol. 83 Issue 6: 92-99.

MOTIVATION

CASE: Kerr 2003 The best-laid incentive plans

Kerr, S. 1995. On the folly of rewarding A, while hoping for B. Academy of Management Executive, Vol. 9 Issue 1: 7-14.

Kerr, S. 1995. More on the folly. Academy of Management Executive, Feb95, Vol. 9 Issue 1: 15-16.

Nicholson, N. 2003. How to motivate your problem people. Harvard Business Review, Jan2003, Vol. 81 Issue 1: 57-65.

CASE: Lumen & Absorb teams

Saturday, Jan 26 – PM session

TEAMS

CASE: Henry Tam

Levy, P.F. 2001. The Nut Island effect (When good teams go wrong). Harvard Business Review, Mar2001, Vol. 79 Issue 3: 51-59.

Polzer, J. 2002. Leading teams. HBS Publishing Note.

CASE: Group process in the Challenger launch decision A, B, C, & D

CASE: Columbia's final mission

CASE: Billy Beane

Bazerman, M., Chugh, D. 2006. Decisions without blinders. Harvard Business Review, Jan2006, Vol. 84 Issue 1: 88-97.

Katz, N. 2001. Sports teams as a model for workplace teams: Lessons and Liabilities. Academy of Management Executive, 15: 56-70.

Groysberg, B., Nanda, A., Nohria, N. 2004. The risky business of hiring stars. Harvard Business Review, May2004, Vol. 82 Issue 5: 92-100.

Symonds, W., Lowry, T., Polek, D., Weber, J. 2004. Breaking the curse. Business Week, Issue 3880: 74-83.

Cohn, J. M., Khurana, R., Reeves, L. 2005. Growing talent as if your business depended on it. Harvard Business Review, Oct2005, Vol. 83 Issue 10: 62-70.

MODULE 2: Effective & responsible leadership

Saturday, Feb 9 – AM session

CAREERS & WORK-LIFE BALANCE

Drucker, P.F. 2005. Managing oneself. Harvard Business Review, Jan2005, Vol. 83 Issue 1: 100-109.

Benson, H. 2005. Are you working too hard? Harvard Business Review, Nov2005, Vol. 83 Issue 11: 53-58.

Miller, J., Miller, M. 2005. Get a Life! Fortune, 11/28/2005, 152(11):109-124.

Friedman, S., Christensen, P., DeGroot, J. 1998. Work and life: The end of the zero-sum game. Harvard Business Review, 76(6): 119-129.

ORGANIZATIONAL STRUCTURE, CULTURE AND DESIGN

CASE: Southwest Airlines: Using HR for competitive advantage A & B

Semler, R. 1989. Managing without managers. Harvard Business Review, Sep/Oct89, Vol. 67 Issue 5: 76-84.

CASE: Iggy's Bread of the World

Saturday, Feb 9 – PM session

LEADERSHIP

CASE: Jan Carlzon at SAS A

Goleman, D. 2000. Leadership that gets results. Harvard Business Review, Mar/Apr2000, Vol. 78 Issue 2: 78-90.

Ancona, D., Malone, T., Orlikowski, W., Senge, P. 2007. In praise of the incomplete leader. Harvard Business Review, Feb2007, Vol. 85 Issue 2: 92-100.

Balachandra, L., Bordone, R.C., Menkel-Meadow, C., Ringstrom, P., Sarath E. 2005. Improvisation and negotiation: Expecting the unexpected. Negotiation Journal 21 (4), 415-423.

Kanter, R. M. 2002. Strategy as improvisational theater. MIT Sloan Management Review. Winter: 76-81.

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Saturday, Feb 23 – AM session

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Saturday, Feb 23 – PM session

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TEAM PRESENTATIONS

Team project reports are due on our website by March 8, 6:00pm.