1. FACULTY BIO

Sheena Iyengar is the inaugural S.T. Lee Professor of Business at Columbia Business School, with a joint appointment in the Department of Psychology at Columbia University. In 2012, she was named one of the World’s Best B-School Professors by Poets and Quants and she appeared on the 2011 Thinkers50 list, the definitive global ranking of the top 50 business thinkers. She was a featured speaker on global leadership and decision making at the 2013 and 2014 World Economic Forum meetings in Davos. Professor Iyengar is considered one of the world's experts on choice. Her critically acclaimed book, The Art of Choosing, has gained much recognition, including being chosen as a finalist for the Financial Times and Goldman Sachs Business Book of the Year 2010 award, as well as being ranked #3 on the Amazon.com Best Books of 2010: Business & Investing Top 10. Her TED Talk on the Art of Choosing has gained over 2 million views worldwide.

Professor Iyengar is the recipient of numerous awards. In 2002 she received the Presidential Early Career Award for Social Scientists for her work in examining cultural, individual, and situational factors that influence people's decision-making behaviors. In 2005 she was an invited fellow at the Institute for Advanced Study in Princeton, NJ. Professor Iyengar has written for CNN.com, Slate and strategy+business, and has been a guest on CNN, CNBC, CBS Sunday Morning News and The Today Show. She is regularly quoted in the New York Times, Wall Street Journal, Fortune and Time magazines, and on National Public Radio. In November 2011 she recorded a five-part lecture series based on The Art of Choosing for NHK TV in Japan, now one of the most highly viewed programs on NHK’s network.

Professor Iyengar graduated from the University of Pennsylvania with a B.S. in economics and a B.A. in psychology. She then earned her Ph.D. in social psychology from Stanford University. At Columbia Business School she has taught the Leadership core course for over 10 years and also teaches electives such as “Think Big,” Managerial Decision Making, and Thinking Globally.

2. COURSE SUMMARY

Today’s leaders have to operate in an increasingly complex and uncertain world. Successful leadership requires three things: a clear vision, the ability to inspire others, and the skills to execute your action plan. By introducing you to a framework for understanding yourself, your organization, and the performance of people and groups within it, this course will help you develop skills and knowledge that enable you to become a more effective leader.
3. COURSE STRUCTURE

This course will focus on a congruence model of organizational effectiveness. In the first session we will introduce this model:

1. The congruence model. The congruence model is described in “Managerial Problem Solving: A Congruence Approach,” by Tushman and O’Reilly. The model predicts that organizations will be effective when their strategy (chosen to align the outputs of the organization with necessary inputs) and four key elements of the organization (formal organization, people, work, informal organization) are congruent.

The body of the course will involve in-depth examination of the organizational components of the congruence model. We will start with human behavior (which is a combination of the work and people components of the model), move to the formal organization, and then to the informal organization:

2. Human behavior within organizations. Effective managing requires an understanding of some systematic elements of human behavior (of self and others). We will study decision-making processes as well as negotiations.

3. Formal organization structure. A fundamental determinant of behavior in organizations is the formal structure of departments, reporting relationships, and communications. This structure conditions the behavior of the individuals and groups within the organization. Therefore, we examine the principles of organizational design. We will also consider formal incentives to motivate employees.

4. Informal organizational structure. Much of what matters about organizations, including how work gets done and decisions are made, cannot be understood only by looking at the organizational chart. The informal organizational structure is the set of ideas and relationships that are unique to the organization, and critical for its performance. In particular, we will study network effectiveness and the effects of culture and globalization.

5. Organizational change and learning. Our capstone topic concerns the dynamics of organizations. We will consider processes of organizational change, including questions of when to implement change and how best to lead it. The knowledge you gain in this course about designing effective organizations will be much more powerful if you know how to change organizations that are not optimally designed.

4. LEARNING OBJECTIVES

1. The Tools. To introduce you to a problem-solving tool for analyzing why an organization is underperforming, and guiding you to improving its performance. This tool is called the congruence model, and we’ll practice it by analyzing cases.

2. The Science. To introduce you to a body of science useful for improving the performance of organizations and the people in them. For most organizational problems, there are multiple right answers, but there are also some answers that are clearly wrong. We’ll discuss the empirical evidence on organizational and individual performance that will help you separate promising ideas from bad ones.

3. You. To apply the material to your own career. This course is meant to be practical, and to pay off for you immediately. By doing a number of personal assessments, you will gain valuable insights about yourself. Much of the learning will also be in the form of experiential exercises. For example, major assignments, such as the “Leadership Plan” paper, will provide an opportunity to apply course material to shape your career trajectory, and guide your development throughout the MBA program and beyond.

5. COURSE NORMS

1. Individual Participation: You are expected to come to all classes on time, prepared to make comments and ask questions that add to the understanding (your own and your classmates’) of course materials. You are also expected to follow the CBS honor code, and adhere to norms about professional conduct in the classroom.

2. Heuristics: We will conclude each case presentation by developing three heuristics. Heuristics are rules of thumb about effective management that we can discern from our analysis of the case. When you prepare for case discussion, think about possible heuristics to take from the case. The purpose of the heuristics is to give us something concrete to summarize what we have learned from the cases.
3. **Readings:** You are expected to read all the materials before the session for which they are assigned. You should ask yourself these questions as you read:

   a. Do I understand the **principles** of this material?
   b. What are its **implications** and how would I **apply** this as a manager?

4. **Group Participation.** As part of the EMBA program, you will be assigned a study group. For our purposes, your study groups are the basis of a major presentation. Besides working on assignments, when possible you should discuss readings and cases in your group before they are covered in class. Your study group is your front-line for understanding the material.

5. **Laptop policy.** The use of laptops in class can disrupt your fellow students and presenters. My policy is that laptops **CANNOT BE OPEN AT ALL DURING CLASS**, except for when specified by in-class exercises. Slides will be available in hardcopy to facilitate your note-taking by hand.

6. **ASSESSMENT**

   The graded assignments for the class are as follows:

   - Group Case Presentation **20%**
   - Individual Case Submission **20%**
   - Leadership Plan Paper **20%**
   - Class Participation **15%**
   - Final Exam **25%**

   **Group Case Presentations (20%)**

   Your study group will be the basis of much of your work in this class. Each group will have the responsibility of presenting one of these four cases: SAS, Henry Silva, Aventis, and Operation Tomodachi. Assignments will be made during the first week of class so you should review the cases before that time to be prepared to choose one. You may not get your first choice, so you should be ready with alternatives.

   Presentations are in the form of a consulting report to the board of directors of the organization (or relevant individual) that is the subject of the case. There is no written component for this assignment; the presentation is all that is required. Be sure to look at the notes and guiding questions for your case given under the session in which the case will be discussed. **Members of the presenting group should wear business attire and all members of the group must speak in the presentation.** The presentations should follow the form of an analysis of the case, and will therefore include:

   1. **Identification of the key performance gap(s).** Typically this occurs by asking two questions: What are our goals and what are the gaps between our current performance and those goals?
   2. **Root cause analysis.** What are the causes of the gap?
   3. **Solution building.** Of the available alternatives, which should be chosen?
   4. **Action planning.** How should the solution be implemented?

   Besides these critical elements, groups are free to choose the most effective presentation format. Each group's presentation will be **no longer than fifteen minutes.** It will be followed by **up to ten minutes of questions** from the audience (representing the board). Remaining class time will be used for a broader discussion of the case by all class members.

   The class and I will evaluate the presentations using a standard form (see the last page of this syllabus), which will be filled out after every presentation. All group members receive the same grade for the presentation, which is a weighted average of the responses to the final question on the feedback form, “overall grade.” My rating on that question will account for **40%** of the group’s grade, and the average of the ratings of other class members will account for **60%**. When calculating the grade I use an algorithm that excludes outliers, so students who rate strategically (e.g., to try to hurt the scores of other groups) will waste their evaluations. All case presentations will be videotaped and the recording will be shared with the presenting group.

   **Helpful hints for case presentations:**

   - Don’t substitute style for content. Emphasis on overly fancy Power Point slides, video or sound effects is often an indicator that the group doesn’t have their priorities firmly fixed on the content.
   - You may choose someone from the audience to stand in as the decision maker and to direct your presentation toward. However, it must be another student and not the professor.
• Manage the length of the presentation. Every group has more than fifteen minutes of material they want to present, but prioritizing and editing is key. Presentations that exceed the fifteen-minute time limit usually have organizational problems and are less-well received by the audience. Two common problems of long presentations are that they repeat case facts, and that the group has not sufficiently practiced the presentation. You can avoid these by practicing and checking all of your statements to make sure they add value for the class and do not merely rehash case facts.

• It is your analysis we care about, not what actually happened in the case. Sometimes groups are lead astray by follow up work on what happened to the company or to the characters in the case, which results in arguments which aren’t supported by the case that everyone else has written and prepared. Do not fall into that trap. Please do not contact the characters from the case.

• Prepare responses for likely questions. Manage the question and answer period by designating someone to field questions, and deciding who in your group will answer questions on specific topics.

Individual Case Submissions (20%)

You are responsible for submitting one written case as an individual. The case can be any one of these four, but cannot be the same case your group is presenting: SAS, Henry Silva, Aventis, and Operation Tomodachi. A hard copy of the paper is due at the beginning of the session where the case is to be discussed. Because you will see other groups' analysis in the case discussion, there can be absolutely no late papers.

The body of the case can be no longer than 1200 words (this is approximately four to five double-spaced pages). On your cover page you should list the total number of words in the body of the paper. In addition, you may include figures and appendices only if they are necessary to support the body of your case analysis. Do not circumvent the 1200-word limit by placing material that should be in the text in an appendix. If you do this, the inappropriate appendix material will be ignored.

Be sure to look at the notes and guiding questions for your case given under the session in which the case will be discussed. There are three critical parts of the written case analysis, and each gets its own heading in your paper. They are described below, and their grade weight (out of the 20) is indicated.

Executive Summary (3/20)

The executive summary is meant to be an attention-grabbing summary of your case. It is directed at the key decision-maker in the case (all of your analysis should be written for the key decision-maker). It should be no longer than one page. Stick to the most important points. The key things to communicate are 1) what is the problem (performance gap), and 2) what do you recommend. The executive summary should be so compelling as to convince the decision-maker to read the rest of your analysis. Do not repeat case facts, or waste any of the executive summary on details that would be trivial to the key decision-maker.

Analysis (10/20)

The analysis section is the most important part of your paper in terms of grade weight, and it will ordinarily constitute about half of your paper. The analysis should apply concepts from the course to understand why the problem you identify exists (what are its root causes and implications), what are the alternative solutions for the problem, what are the relevant criteria for choosing among the alternatives, and which alternative is recommended. Here are more tips:

1. The analysis should use the concepts we develop in class, but they need not be presented in the same language we use in class. Remember that you are writing to the decision-maker in the organization that is the subject of the case, and he or she may not have taken our class. So, in most cases you will use the analytical techniques from class “off-line,” and then translate the results of that work into the body of your paper.

2. State explicitly any assumptions you make in the analysis.

3. Back up your analysis with quantitative support where appropriate.

4. Make sure your analysis addresses the problem you identified. If not, your problem or the analysis is wrong.

5. Use business language and format. Be direct and precise. Keep in mind the audience of the paper, and always ask yourself if the sentence you just wrote will provide value to that audience.

6. Make sure you get to the root causes of the problem. Keep asking if there is something underlying the cause you have arrived at. Ultimately, it is the root cause that you have to solve.
Solutions and Action Plan (7/20)

Very briefly restate your recommendation, and then provide an action plan for how the recommendation should be implemented. A critical question is “who will resist this new plan?” Be as specific as possible. What should be said to whom? When should things be done? Where will the money come from? How will we know if the plan is working?

This is the opportunity to explain how your recommendation can become reality. It is absolutely critical because without a successful implementation, a good recommendation is worthless. In the analysis section you answer “what should be done,” but here you must explain “how to do it.” You will have to consider issues of organizational change.

Leadership Plan (20%)

Writing your Leadership Plan is one of the most important things you will do as an MBA student. The purpose of the paper is to clearly outline your professional goals and develop a detailed strategy to achieve them. Drawing on the various exercises and assessments you have completed during the course, you will write a 1200 word Leadership Plan. The due date for the leadership plan paper is midnight (EST) on June 30th. The paper should have four components:

1. An executive summary that grabs attention and briefly outlines the primary themes of the paper.

2. A description of your goals. What professional position do you aspire to in the long-term? Consider where you want to be in five years and provide a rich description of that place. Your goal should be ambitious but achievable, and clearly defined.

3. An analysis of your current position. What have you learned about yourself? Consider the work you have done in the course up to this point, including the Network Assessment, Time Management tool, Motivational Style tool and other in class exercises. Provide an analysis of the discoveries you’ve made. Some questions to consider:
   - What accomplishments and skills have I already achieved or acquired?
   - What are my strengths, weaknesses and motivations?

4. An action plan to achieve your goals. You should begin from the present and continue through all of the steps involved. Your process should include consideration for yourself, your network and the structure required to coordinate your actions. Be concrete in describing your behaviors, goals and how you will measure your progress. Note how you will overcome weaknesses and challenges, as well as how you will address uncertainties.

Class Participation (15%)

You are expected to attend and participate in all classes. Your participation grade comes from participating in discussions, asking questions after case presentations, and actively engaging in exercises. Your score is based on quality over quantity. One keen observation every class will earn the highest grade, while a number of irrelevant or imprecise observations will earn a low grade. I will also consider your professionalism in class as part of the participation grade. If you violate the key norms of professional conduct (e.g., by typing on your laptop during class, or disrupting a group presentation by coming in late or engaging in an off-line conversation) I will remove participation points. My goal with this policy is not to hand out punishments, but rather to establish incentives for a classroom environment that is productive for all of us.

Class participation also extends to activities that are completed outside of the classroom. It includes completing online assessments thoroughly, carefully reading your feedback and analysis so that you are prepared for class discussions, regularly using your learning journal, and completing any additional assignments. Taking time to summarize, reflect on and personalize each session is the fundamental tool to enable you to retain what you learn and experience in this class.

Final Examination (25%)

The final exam will be administered online. You will have between 12 noon (EST) on July 20th to 12 noon (EST) on July 24th to complete the online final exam.

7. FEEDBACK AND PLAGIARISM

Means/Processes for Student Feedback on Course:

Please leave feedback through any of the below methods:
Plagiarism Declaration.

All students completing this course should be aware that in submitting any assignment for this course, you agree to the following declaration:

“I certify that the coursework that I have submitted is entirely my own unaided work, and that I have read and complied with the School’s guidelines on plagiarism and referencing as set out in the School handbook.

I understand that the School may make use of plagiarism detection software and that my work may therefore be stored on a database which is accessible to other users of the same software.”

Students should be aware that, where plagiarism is suspected, a formal investigation may be carried out under the course offering School’s Student Disciplinary Procedure. This may result in penalties ranging from mark deduction to expulsion from the Programme.

8. COURSE MATERIALS

The schedule of readings and case assignments appears at the end of this syllabus. The readings will all be posted on the Canvas course website and when appropriate you will receive handouts in class. Please note that additional readings may be added to the syllabus before the first class, and these will be emailed to the class as well as posted on the Canvas course website.

a. Study.net
The pre-course material binder, including cases, readings etc. will be available on Study.net.

b. London Portal / Canvas
In-class materials such as lecture slides, data files, articles and updated course materials are available on LBS Portal (portal.london.edu) for LBS courses and Canvas (https://canvas.gsb.columbia.edu/login/canvas) for HKU and CBS courses.

9. COURSE SCHEDULE

Assignment BEFORE the course begins:

You should come to our first class having prepared “A Note for Analyzing Work Groups,” and having completed the other readings we’ll use in our first session.

Session 1:
(May 25, 08:30 – 11:30, HKU)

What is Leadership?

Reading:

Assignment:
1. Be prepared to discuss the following questions about the framework presented in “A Note for Analyzing Work Groups” reading:
   - Discuss the effectiveness of the New Products Development Group at the end of Part 4 of the reading:
     o How would you characterize the effectiveness of the group?
     o What factors contributed to its effectiveness?
   - Discuss the changes in the group that occurred in Part 5. Did the effectiveness of the group change? What might account for the changes in effectiveness?
Session 2:
(May 26, 08.30 – 11.30, HKU)

Values Based Leadership

Reading:
1. Ingram, “Leading by your Values: Joe Almeida.”

Leaders must understand their core values. There is perhaps nothing more important for authentic and effective leadership, and arguably for the leader’s own wellbeing. This short article introduces the role of values with reference to a leader, Joe Almeida, a Columbia alum and CEO of Covidien. The article is preparation for a class session where you will work on identifying the values that guide you.

Session 3:
(June 13, 09.00 – 12.00, HKU)

The Art and Science of Choosing

Reading:

Assignment:
1. Watch “TED Global: The Art of Choosing” (on Canvas).
2. Complete the “Time Management Tool,” available on the Global Leadership Matrix (GLeaM) website (www.gleam.org)

Session 4:
(June 13, 13.00 – 16.00, HKU)

Part I: Communicating Effectively

Reading:

Part II: Negotiating for Success

Reading:
2. Bazerman, “Investigative Negotiating.”

Session 5:
(June 14, 09.00 – 12.00, HKU)

Part I: Negotiating for Success – (Continued)

Part II: Principles of Org Design


Decision Maker: A.G. Lafley
Guiding Questions:

1. What are the strengths and weaknesses of each of the structures that P&G has employed in its history?
2. What was the logic behind Organization 2005?
3. What would you recommend that Lafley do now regarding the structure or other elements of the design?

Since this is our first case, we’ll emphasize the model we will apply to analyze cases. You should use this model to prepare the P&G case with your group. It has these key components:

1. Identification of the key performance gap(s).
2. Root cause analysis. What are the causes of our gap?
3. Solution building. Of the available alternatives, what should we do?
4. Action planning. How do we do it?

Readings:

Mintzberg, HBR, “Organization Design: Fashion or Fit?”

Assignment (due at the start of class):

1. Each group should submit a summary of the P&G case following the above format. Two pages double-spaced is an appropriate length and a hard copy should be handed in at the start of class. This will not be graded, but will be checked for the case-solving format, and you’ll get feedback. This is an important opportunity to make sure you’re using the format effectively before you write an individual case or do an analysis for your group presentation.

Session 6:
(July 12, 13.00 – 16.00, CBS)

PART I: Managing Up, Down and Sideways

Reading:


In class:

1. Organizational Simulation.

PART II: Managing Incentive Systems

Case: Jeffrey Pfeffer, “SAS Institute: A Different Approach to Incentives and People Management,” and “SAS Institute (B): The Decision to Go Public.”

Decision Makers: Jim Goodnight and John Sall

Guiding Questions:

1. Is going public really a wise thing for SAS to do?
2. Do the benefits outweigh the costs?
3. Are there things that SAS could do to ensure that its sources of success remain intact as a public company?

Reading:

Session 7:
(July 13, 13.00 – 16.00, CBS)

PART I: Managing Incentive Systems – (Continued)

Assignment:

1. Complete the “Motivational Style Tool,” available on the Global Leadership Matrix (GLeaM) website (www.gleam.org)

PART II: What is Org Culture and Does it Matter?

Case: Jick, “Henry Silva: Aspiring Change Agent for a Start-Up Company”

Decision Maker: Henry Silva
Guiding Questions:

1. What pros and cons should Silva consider regarding the new job?
2. Should he take the job?
3. Assuming yes, recommend an improved plan of action for cultural change, with specific details on what Silva should do and why.

NOTE if you are presenting or writing this case, This case has a somewhat unusual structure in that it is not obviously about an organization’s problems, but rather about an individual who uses networks and influence to achieve things for himself and the organizations he is part of. I’d recommend this approach: The “problem” is how Henry can achieve his goals through his job choice and behavior on the job. To give him advice, you’ll have to think about both (a) the task of changing culture from the proposed “special projects” role; and (b) whether or not this role is a positive career move for Henry. Answers to the two questions are intertwined.

Reading:


Session 8:
(July 14, 08.30 – 11.30, CBS)

PART I: Building Social Capital through Networks

Reading:


Assignment:

1. Complete the “Network Assessment Tool,” available on the Global Leadership Matrix (GLeaM) website (www.gleam.org)

PART II: Managing Mergers and Acquisitions


Decision Maker: Management “Team of Eight”

Guiding Questions:

1. How do you advise managing the merger of the two cultures?
2. How should R&D be organized in the merged company?
3. How should Aventis be governed, led and staffed?
4. Where should the U.S. commercial group be located?

Reading:

Morris and Anicich, “Bank of America and Merrill Lynch Merger.”
Session 9  
(July 14, 13.00 – 16.00, CBS)  

PART I: Managing an Organizational Crisis  

Case: Feely and Ingram, “Operation Tomodachi.”  

Decision Maker: Captain Matthey S. Feely  

Guiding Questions:  

1. What creates the “fog of war” in a crisis situation? What is the appropriate response of a leader in this circumstance? Specifically, what principals or policies do you think the CO should use when FLCY receives requests for assistance without the DoD designation as an official requirement? What are the risks and opportunities that the CO must consider when setting policies on what requests to respond to?  
2. Put yourself in the position of the CO in the case. Think about the first round of meetings with the MLCs (the Japanese civilian workforce) before radiation was detected, and before the evacuation order. What do you want to learn, communicate, or achieve in these meetings? Make a plan for these meetings that is designed to achieve your goals. How will run the meeting, and what exactly will be your own message to the MLCs?  
3. Now, consider the CO’s rooftop address after hearing of the impending evacuation. What message do you, as CO, want to convey to the assembly of sailors, marines, soldiers, US civil servants, and Japanese MLCs? Prepare a 5-7 minute speech that you would deliver if you were the CO. (You may have the chance in class!)  

PART II: How to Manage an Organizational Change Effectively  

Reading:  

1. EIS Simulation Workbook.  

In class:  

1. Organizational Change Simulation (EIS). Today you will be using a computer simulation developed to look at change processes. You will spend most of the class working in your groups trying to implement a change in the computer-simulated organization. Please download the software (email the week of the assignment) and carefully read the instructions before arriving to class. Summaries of your group’s work on the EIS simulation are due on August 11 by 12 NOON. The summaries should be PowerPoint presentations with four slides: 1) Your group’s number and names; 2) your plan as to how to affect change in the organization before you began the simulation; 3) a screen-shot of your score from the simulation; 4) three learning points your group chooses to take away from the simulation.  

Session 10:  
(July 15, 08.30 – 11.30, CBS)  

PART I: How to Manage an Organizational Change Effectively – (Continued)  

PART II: Reflections, Final Thoughts, and Conclusions
Presentation Evaluation -- to be filled out by all non-presenting attendees

Date: ___________________________ Case: ________________________________
Group #: ___________________________ Name of First Speaker: __________________

This evaluation will form the basis of feedback to the group. The grades you give will be averaged with other grades, and reported to the group. Their grade for the participation will be a weighted average of the **Overall Grade** category. The instructor’s rating will account for 40% of the grade, and the average of other class member’s ratings will account for 60% of the grade.

Check one category for each of the following:

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Make more specific comments below or on the back: