



DRAFT

New York University
Leonard N. Stern School of Business
Department of Management & Organizations
MGMT-UB.0001
FALL 2025

Management & Organizations (M&O) (UB.0001 & 0002)

Professor: Elizabeth S. Howard
Office: KMEC 7-100A
Email: elizabeth.howard@stern.nyu.edu
Office hours: By appointment (please email me to set up a time!)

Course meeting times: 9:30-10:45AM OR 11AM-12:15PM (September 2nd – December 11th)
FINAL EXAMS: 9:30 Class (Thursday, 12/18 from 8-9:30am) / 11am Class (Tuesday, 12/16, from 12-1:30)
Course location: KMEC 3-110
Brightspace:

- Readings, announcements, mini-lectures, assignments and other course materials will be posted on Brightspace. You are expected to check the site regularly for announcements and upload some deliverables to the site.

Syllabus: (standardized across M&O sections, and in accordance with Stern policy)

COURSE DESCRIPTION AND OBJECTIVES

Why do some organizations succeed while others flounder? Why do some employees rise in the ranks and others stagnate (or fall)? Why do some people love their jobs while for others work is sheer misery? As students of business, it is critically important for you to have an understanding of the key factors that contribute to both organizational success and the role that managers play in helping their organizations succeed and employees thrive.

The primary objective of the course is to help students understand the elements that contribute to organizational and employee success, as well as some of the common impediments to high performance. We will focus on how organizations position themselves for success within their external environment, and how they organize and motivate their people. More specifically, the course will explore how organizational leaders develop winning strategies, and then design their organization in a way that aligns structures, social relationships, tasks, and people to achieve those strategies. In exploring these issues, we will identify the challenges that organizational leaders and managers face as they try to make good decisions in the face of a constantly evolving industry environment, competing goals and agendas, and an increasingly diverse and global workforce.

A second objective of the course is to strengthen students' managerial and leadership potential. Regardless of your major or your future career plans, such an understanding will enable you to work more effectively within an organizational context, whether that context is a small start-up company, a family business, a not-for-profit organization, or a large financial institution. In other words, the course will provide you with tools and skills that you can use to increase your own personal career success.

The structure of the course encourages learning in multiple ways: through lecture, readings, in-class discussions, exercises, case analyses, and a team project. These approaches provide opportunities for students to enhance their analytic and interpersonal skills, both of which are essential to effective management and to success in the workplace.

READINGS

The course calendar indicates where to find the readings and when to read them. The sources are:

- Harvard Business Publishing online course packet (OCP) for purchase (link to be provided)
- Online (posted on Brightspace or available through NY Times or Wall St. Journal)
- The NYU Library: Go to “Articles & Databases, then under “EBSCO Discovery Services” enter the name of the article and click, “Find Articles.

REQUIREMENTS AND GRADING

Individual Work (77%)	Team Work (23%)
Midterm Exam (18%)	Final Project Paper (50%)
Final Exam (22%)	Final Project Presentation (35%)
Current Affairs Analysis (14%)	Teammate evaluation (15%)
Participation (21%) A) Contribution to the full classroom discussion (11%): preparation, engagement, attendance, & professionalism (Professor & Peer Evaluation) B) Learning Team Engagement & Preparation (10%) Contribution to class discussion learning teams (peer eval). –subject to change	Subject to change!
Org. Research Participation (2%)	EXTRA CREDIT – Networking*

INDIVIDUAL WORK

Two Exams (Cumulatively 40% of final grade; the midterm is worth 18% and the final exam is 22%)

The midterm exam will cover material from the first half of the course. There will also be a cumulative final exam. Every effort will be made to return graded exams to students as quickly as possible. **Make-ups for the exams will not be arranged** unless you have an emergency that prevented you from being present. If you anticipate a scheduling conflict with either of the exam dates, the department policy states that you should take a different section of the course that might not present such conflicts, or else consider taking this course during a different semester altogether.

Current Affairs Analysis (14%)

You will use course concepts to analyze an organization that has been in the news in the past 6 months. You will select a topic and due date early in the semester. Full assignment details will be posted in Brightspace.

Class Participation (21% TOTAL – 11% based on full classroom discussion)

Participation is an essential part of the course and is important for your own individual learning experience. In my estimation it is the most important part over the long term. Class participation will be evaluated based on demonstrated preparation and engagement through involvement in class discussion and group exercises. You are fully expected to complete all of the readings and cases and come to class prepared with insights and questions for the in-class discussion. With regard to participation itself, quality (the thoughtfulness of your comments) is very important. However, you do not need to have something brilliant to say in order to add to our class conversation. All viewpoints are valued and even small questions or observations are a great addition to the class. Your goal should be to contribute in a meaningful and consistent way to the class discussions. Quality in-class comments 1) go beyond the facts of a particular reading or case

and offer unique insights, 2) provide links between the topic under discussion and other cases, the reading, or outside situations, 3) extend, build upon, or constructively critique others' contributions, and/or 4) stimulate discussion in others. Those who will receive the highest participation grades not only speak up regularly, but *are willing to take risks* with their comments. Your participation grade will be determined by the professor's evaluation and input from your peers. If you are shy or have trouble participating in class, please come see me as soon as possible!

- **Important notes on attendance:**
 - Attendance at class sessions is mandatory for this course. Every student is allowed 3 absences without penalty during the semester.
 - Please email me *before* class to let me know you can't make it.

Learning Team Engagement & Preparation (10%)

Early in the semester you will be assigned to a learning team. These are different from your final project teams. Learning teams will work throughout the semester to discuss cases in class. You will be evaluated on your engagement with your learning team. To earn high scores, you will need to read your case materials and be prepared to discuss the case with your learning team. Engaged listening, responsiveness to your peers' questions and insights, and sharing the speaking role are important.

Organizational Research Assignment (2%): You can obtain credit by choosing *one* of two options designed to enrich your understanding of the value of research to the formulation of sound management practice (as well as to the reputation/status of Stern). *Information on the assignment is provided at the end of the syllabus.*

TEAMWORK

Working in teams is an important part of this course. Although some class time will be devoted to working in teams, additional teamwork will be completed outside of class. Students with serious time constraints are advised to register for this course in a semester when their schedule is more conducive to team meetings.

Students will be placed into 5 or 6 person teams when the add/drop period is over. The team will select an organization to study and will email me when they have finalized their choice (and cc the entire group on the email).

Final Project (Cumulatively 23% of final grade: (50% paper; 35% presentation; 15% teammate evaluation)

Student teams are required to complete a final team research project. This project entails analyzing various aspects of an organization of each team's choice. The goal is to apply course concepts, frameworks, and models to understand the organization in depth. You will complete a 10-12-minute presentation toward the end of the course; and a final paper due at the end of the semester (one member of the team uploads it to the appropriate folder on Brightspace). Attendance is mandatory for **all** students during the final team presentations. This assignment is designed to:

- Provide you with an opportunity to apply management and organizational concepts to contemporary issues in a real organizational setting of your choice,
- Give you practice working in a group, and
- Offer you an opportunity to deliver a formal presentation in front of an audience in a safe and supportive classroom environment.

All members of the team will receive the same grade for the team presentation and paper. Late paper submissions will be accepted. They will receive a 3-point reduction per day (e.g., a paper that would have otherwise have received a 95 will receive a 92).

Teammate evaluation (15% of final project grade). Each student will be required to evaluate the contributions of his or her fellow teammates on the final presentation and paper. An online survey will be distributed via email after the paper is due and **MUST** be completed promptly. How you are evaluated by your teammates will count toward *15% of your grade for the project*. Responses will be anonymous in the sense that you will not find out how any of your individual teammates evaluated you and they will not find out how you evaluated them (i.e., the identity of an individual feedback sender's evaluations of a target feedback receiver will not be known to the feedback receiver). This is designed to encourage the

most honest evaluations. The Stern Honor Code is also applied here, as I expect truthful evaluations. Aggregate ratings of the numerical scores you received from your teammates are available by request.

The full assignment details will be distributed early in the semester.

Course Schedule:

To access NY Times or Wall St. Journal Articles, sign up for free access: <https://guides.nyu.edu/blog/NYU-Libraries-Launches-Free-Access-to-New-York-Times-and-Wall-Street-Journal>

Date and Topic	Cases & Assignments	Readings
Tuesday, September 2nd Introduction to Course		
Thursday, September 4 th Frameworks for Understanding Orgs	Welcome Document (DUE)	Syllabus
Tuesday, September 9 th Strategy	Take-home (open book!) quiz on Syllabus Please select a due date for your CAA paper (DUE)	The Five Competitive Forces that Shape Strategy (Library)
Thursday, September 11 ^h Strategy	Where's the beef? Beyond Meat, Impossible Foods and the alternative meat industry (OCP)	
Tuesday, September 16 th Wrap-Up Strategy & Begin Structure	Words in Sentences (Read materials before class, conduct in class)	
Thursday, September 18 th Structure	Building our Network (extra credit option – details in class)	Entrepreneurs Need To Focus As Much On Organization Structure As Business Model (Brightspace)
Tuesday, September 23 rd Structure	Supercell 2.0 Class of Plans (OCP) CAA Paper Option due Friday, September 27 th	
Thursday September 25 th Culture		Inside Amazon (Brightspace) The One Question You Should Ask About Every New Job (Brightspace)
Tuesday, October September 29 th	NUMMI (Brightspace- 1 hour podcast)	

Culture	CAA Paper Option due Friday, October 4 th	
Thursday, October 2 nd Culture & Diversity		Treat these readings like a case. Read before class and prepare for discussion. - Why DEI Training Doesn't Work—and How to Fix It (Wall St. Journal) -For Women and Minorities to Get Ahead, Managers Must Assign Work Fairly (Library) -To Retain Employees, Focus on Inclusion - Not Just Diversity (OCP) -How Organizations Can Improve Worker Buy-in on Diversity Efforts (Brightspace)
Tuesday, October 7 th Leadership	Desert Survivor Exercise (read in class)	What Makes a Leader? HBR Classics (Library) Have them Take Big 5 Inventory online?
Thursday, October 9 th Leadership		The Leader as Coach (OCP)
Thursday, October 16 th	Midterm Exam CAA Paper Option due Friday, October 18 th	
Tuesday, October 21 st "I" vs. "We" dilemmas		The Great Conundrum: You vs. The Team (Brightspace) People Are More Generous Than You May Think (NY Times)
Wednesday, October 23 rd Decision-Making	PB Technologies (in class)	Agreement and thinking alike (Brightspace) Delusions of Success (Library)
Monday, October 28 th Decision-Making	CAA Paper Option due Tuesday, October 29 th	Cognitive Biases and Heuristics (Brightspace)
Wednesday, October 30 th Wrap-Up Decision-Making & start Conflict		How management teams can have a good fight (HBR Classics) (Library)

Monday, November 4 th Conflict	How to Prepare for Conflict, with Amy Gallo (Brightspace – 38 minute podcast)	Keep or Drop??
Wednesday, November 6 th Conflict		Add: When Everything Is Heavy, a Touch of Humor Can Help (NY Times)
Monday, November 11 th Creativity & Innovation	Creativity Competition	Five Ways to Boost Creativity on Your Team (Library)
Wednesday, November 13 th Creativity & Innovation	CAA Paper Option due Tuesday, November 12 th	How to kill a team's creativity (OCP)
Monday, November 18 th Influence & Networks	Taylor Swift: A Mastermind of Influence (OCP)	Why You Need a Network of Low-Stakes, Casual Friendships (Brightspace)
Wednesday, November 20 th Influence & Networks	Heidi Roizen (OCP)	In the company of givers and takers (Library) Good News for Young Strivers (Brightspace) Have them draw a network??
Monday, November 25 th Motivation & Incentives	CAA Paper Option due Tuesday, November 26 th	Why you hate work (Brightspace) The Rise of the Worker Productivity Score (NY Times, Brightspace)- Consider dropping this one in favor of The Brain Loves a Challenge, Here's Why (Washington Post) On the folly of rewarding A, while hoping for B (Brightspace)
Wednesday, November 27 th Motivation & Incentives	Lincoln Electric (in class) -	- Have them take Grit Quiz on her website?
Monday, December 2 nd Managing Employee Performance & Wrap-Up	I could switch this topic with "I vs. We" dilemma and assign another case? This takes exactly 1 class, whereas I vs. We is less...	Actionable Feedback (Brightspace) The Failure Tolerant Leader (Library)
Wednesday, December 4 th	FINAL GROUP PRESENTATIONS	
Monday,	FINAL GROUP	FINAL GROUP PAPERS DUE: Friday, December 13th,

December 9 th	PRESENTATIONS	10pm
Final Exams	9:30 class: Weds., 12/18, 10am 11 class: Weds., 12/18, 12pm	

GENERAL STERN POLICIES AND PROCEDURES

STERN GRADING POLICY

Grading Information for Stern Core Courses

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an “A” or “A-” grade. In core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards.

Grading Information for Stern Elective Courses

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have agreed that for elective courses the individual instructor or department is responsible for determining reasonable grading guidelines.

ACADEMIC INTEGRITY

Our undergraduate [Academics Pillar](#) states that ***we take pride in our well-rounded education and approach our academics with honesty and integrity.*** Indeed, integrity is critical to all that we do here at NYU Stern. As members of our community, all students agree to abide by the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Clearly acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.
- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to adversely affect the NYU Stern community.

The entire Stern Student Code of Conduct applies to all students enrolled in Stern courses and can be found here: www.stern.nyu.edu/uc/codeofconduct

To help ensure the integrity of our learning community, prose assignments you submit to Brightspace will be submitted to Turnitin. Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database.

CONDUCT AND BEHAVIOR

Students are also expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with the following:

- Stern's Policy in Regard to In-Class Behavior & Expectations (<http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/academic-policies/>)

- The NYU Disruptive Behavior Policy (<http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/bullying--threatening--and-other-disruptive-behavior-guidelines.html>)

STUDENT ACCESSIBILITY

If you will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Student Accessibility (212-998-4980, mosescsa@nyu.edu) verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the Moses Center for Student Accessibility, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation. For more information, visit the CSA website: <https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

STUDENT WELLNESS

Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that. Bookmark the NYU Stern Well-being Resource Hub (<https://www.stern.nyu.edu/wellbeing>) for existing services at NYU and Stern covering a wide variety of topics including financial well-being, relationship well-being, mental well-being, and more. Any student who may be struggling and believes this may affect their performance in this course is urged to contact the Moses Center for Student Accessibility (see also the Student Accessibility section of this syllabus) at 212 998 4980 to discuss academic accommodations. If mental health assistance is needed, call the NYU's 24/7 Wellness Exchange hotline 212 443-9999. Furthermore, please approach me if you feel comfortable doing so. This will enable me to provide relevant resources or referrals. There are also drop in hours and appointments. Find out more at <http://www.nyu.edu/students/health-and-wellness/counseling-services.html>

NAME PRONUNCIATIONS AND PRONOUNS

NYU Stern students now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and preferred pronouns this way. Please utilize this link for additional information: [Pronouns & Name Pronunciation](#)

RELIGIOUS OBSERVANCES AND OTHER UNIQUE SITUATIONS

NYU Stern is committed to ensuring an equitable educational experience for all students regardless of identity or religious/cultural background. The observance of religious and cultural holidays/traditions and the recognition of unique circumstances - such as serving as a caregiver - are important aspects of this commitment. Please review all class dates at the start of the semester and review all course requirements to identify any foreseeable conflicts with exams, course assignments, projects, or other items required for participation and attendance. Please contact me within the first two weeks of the class semester to discuss any potential conflicts.

ORGANIZATIONAL RESEARCH ASSIGNMENT

The Organizational Research Requirement is worth *2% of your final grade for the course* (see Participation section). Sound management practice is informed by academic research, where studies are conducted to examine basic psychological processes that play out in the workplace. In class we will discuss the research process in management and organizational science. You can obtain credit for the Organizational Research Assignment through either of the following two options (you choose either Option 1 or Option 2 – *you will not get credit for doing both*), and it is designed to enrich your understanding of the value of research to the formulation of sound management practice.

Option 1: Subject Pool Lab Participation: The first option is participation in the Management Department Subject Pool. This gives you an opportunity to be part of management research in action and later evaluate it with the advantage of firsthand experience. With this option, you will be a participant in a **90 minute** session of research experiment(s) currently being conducted by Management Department faculty. (Note that while the people running the studies are usually Ph.D. students or other research assistants, they are conducting the research for or with members of the Management Department faculty, who supervise them closely). When you complete a study you will receive credit for your participation, but note that your responses in the experiment cannot be connected to your identity in any way. Once these studies are finished, you will receive written educational debriefings.

Participation in the Subject Pool is easy and should be enjoyable for most students. It only requires signing up for a session, completing some studies online, and following instructions. However, while the experiments are usually fun, you should take them seriously and provide honest and careful responses to all questions you are comfortable answering. Sign-ups will occur on-line several days before the scheduled experiments – which will run **November 6- November 17th**. Please note that the web-based sign-up sheets do not reveal the identity of yourself or anyone else who will be participating in the experiment. Any questions about availability, scheduling, participation, or being credited for participation in the subject pool should be directed to Professor Mercadente at behavior.lab@stern.nyu.edu.

At the experimental session, you will be informed of what the study is about, what your rights are as a participant in the study, and any risks or benefits of participation in the experiment. You will be asked to read and indicate consent to a consent form, stating that you agree to participate in the experiment. If you prefer not to participate, you may complete the research proposal assignment described below (“Option 2”) and receive the same credit.

For students who are under 18 years of age who want to do Option 1: It is a Federal law and University requirement that you provide a signed consent form from your parent or legal guardian before you can be a research participant. Please see me if you are under 18 and would like to participate in the lab research (“Option 1”) for your class requirement. I will provide you with a copy of the parental consent form for each experiment, which must be read and signed by your parent or legal guardian. The form must then be returned to me prior to your participating in the experiment. (Note that you do not need parental consent if you this Research Proposal “Option 2” assignment described below).

Option 2: Research Proposal Report: The other option is to write a 2 page research proposal. The assignment is due the last day of class, December 14th, by 5:00 p.m. to your professor. No exceptions will be made, so plan ahead.

To complete this assignment, refer to the article “Theory and research: Tools for learning about behavior in organizations” posted on Brightspace. Based on the material covered in class and that reading, this assignment involves developing a research question and designing a study (either an experiment or a survey) to test that research question. Your research question should draw on class material, current events, or personal experience, and any topic that is relevant to Management and Organizations is fine. Your question should also define the focus of the study you design and the report you write. Prepare a two-page report (double-spaced) that clearly describes your research question and the proposed study you would design in order to test your hypothesis, addressing the following questions:

1. What is your proposed question / hypothesis?
2. Why is it interesting and important for management practice?

3. How will you test your question (including the sample, research approach and design, data collection and measurement)?
4. What are the strengths/weaknesses of this method for answering your question/ testing your hypothesis?

Note that you do not need to actually collect any data – simply write up a description for a study that answers the four questions above.