

<b>Clusters:</b>	<b>B, C, H</b>	<b>A, E</b>	<b>D, F, G</b>
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## INTRODUCTION

Companies today increasingly value employees who show “social intelligence”—e.g. the ability to operate collaboratively, to adapt and change, to learn from feedback, to communicate effectively, to influence beyond one’s authority, and to be cross-culturally aware. This course will focus on these skills and how they apply at each stage of the post-MBA’s career.

For the early post MBA years, the course will help students consider how to diagnose an organization’s “DNA”, optimize the person-job fit, develop mentors, and build a social network in order to make effective contributions to an organization. At the mid-career stage (3 to 10 years out), CBS alumni typically progress to managing larger organizational entities, either because their business startup is growing or because they are promoted to lead a larger organizational unit. For this stage, the course will address how to manage an effective unit with increasing complexity and responsibilities. Finally, the course will examine challenges that CBS alumni face at later career stages as they become partners, CFOs, CEOs, etc. These challenges of creating effective organizations require the widest range of organizational, managerial and social skills.

In summary, this course helps to prepare students for the realities, the pitfalls and the opportunities for operating in teams and organizations. It sets out to increase the odds of success at each stage of an individual’s career by developing skills and understanding of how organizations work and of how to work skillfully in organizations!

## **Social Intelligence competencies stressed in this class include:**

### Early Career - Creating an effective position

- Reading an organization's context, culture, focus
- Achieving person-job fit
- Networking within organizations
- Finding a mentor
- Cross cultural understanding

### Mid Career - Creating an effective unit

- Communicating effectively
- Setting direction and vision
- Managing problems and opportunities in mid-size units
- Giving and receiving feedback
- Informal power and influence tactics

### Late Career - Creating an effective organization

- Executive leadership
- Managing change
- Networking outside organizations

## **METHOD OF INSTRUCTION**

The course will be taught through a mixture of cases, role plays, simulations, videos, self-assessment tools, and short lectures. We plan to use a variety of teaching modalities in order to keep the learning fresh and to appeal to learners with different learning styles.

## **METHOD OF EVALUATION**

We will use a tripartite grading scheme that includes: 1) individual class participation (20% of grade), 2) individual (30%) and group (10%) assignments submitted through ANGEL, and 3) an individual final exam (40%).

### **Class participation**

The whole class benefits if everyone comes to "play" and engage. Participation is a very important part of the learning process in this course, so it is accordingly an important part of your grade. We expect you to attend every class, to arrive on time to class, and to be fully prepared to discuss the material listed in the syllabus in preparation for that class.

Most times, we will call on you because you have raised your hand or otherwise seem to have something to share. Other times, we may call on you to contribute based on your background or expertise, to invite input on something you may have been asked to prepare for class, or just randomly.

Your participation will be evaluated on your constructive contributions to discussion and learning in the class. Participation requires listening attentively and building on what peers have already shared. A positive contribution to class or team discussion exhibits one or more of the following properties:

1. Responds to the discussion topic with novel and relevant insights
2. Moves the discussion and analysis forward to inspire new insights among peers
3. Shares a personal experience in a way that illuminates the ideas being discussed
4. Uses logic, creativity, and evidence; more than merely an opinion or feeling

Your contributions will be evaluated on quality more than quantity. However, if you are not in the classroom, you obviously cannot participate. We understand that because of factors outside of your control, you occasionally may arrive late, leave early, or miss a class entirely. Notify your professor by email of these circumstances as soon as possible, preferably *before* missing any participation. Excusing absences will be at the professor's discretion, and more than 3 unexcused absences expose you to failing the class.

### **Study-group and individual assignments**

The course requires two short assignments – including one individual and one with a group – which you will need to post to ANGEL upon completion. Individual assignments are to be completed alone, without the assistance of your study group members or any other person in or out of the class. Group assignments are to be completed entirely within your study group, without the assistance of any other person.

### **Individual Final Exam**

The final examination will be on December 18th. It will ask you to analyze a case study and will test your mastery of a subset and/or synthesis of the competencies, frameworks, and ideas learned in the course. It will be open book, open note, and typed.

### **CLASSROOM NORMS**

The faculty recently passed a resolution mandating that Professors clarify their expectations vis-à-vis student's norms of classroom conduct. Thus:

### **It's Our Learning Experience—Let's Make It Worthwhile**

The CEO professors understand that you are adult learners and own some responsibility for making the classroom an engaging and productive learning experience. We bring teaching experience, scholarly expertise, and practical know-how to the table. You bring expectations, experiences, a variety of learning styles, and hopefully a desire to learn. It's a good combination for us to make the course enjoyable, stimulating, and relevant.

So, when things are "working" for you, let your professor know. When things are not working as you would like, let us know directly or through the student rep. We will listen, adjust where possible, and explain if otherwise. Real time feedback is best because we can adjust, rather than wait until the end of the course. We cannot guarantee to implement all of your suggestions (especially as satisfying some students' concerns may end up disappointing many others). We do guarantee, however, that we will take your concerns seriously, and will do whatever we can to resolve the problem or to take advantage of creative solutions that you may suggest.

### **Assignments**

Assignments must be submitted before the specified deadlines. If there are circumstances outside your control and you will not be able to turn in an assignment on time, let your professor know as soon as possible. If we choose to make an exception due to extenuating circumstances, we expect you to negotiate (and meet) a revised deadline.

### **Bringing your name plate to class**

Please bring your name plate to class. Your professor will take this sign as an indicator that you have read the assigned materials in preparation for the class, and thus you are ready to participate. If you do not have a nameplate with you, you should create one, or your professor will not be able to call on you and must assume that you are not prepared.

### **Arriving late to class or absenting oneself in the middle of class**

Students arriving late or leaving early can disrupt class discussion and student learning. If you arrive late or if you absolutely have to absent yourself during class, we ask you to do so as quietly and discreetly as possible.

### **Use of electronic devices in class**

On rare occasions, your professor may ask you to gain access to the World Wide Web during class time for the purpose of an assignment. Other than these occasions, we expect you to turn off all laptops, cell phones, blackberries, wireless connections, and any other electronic devices during class time.

### **Make It Better...**

These rules and expectations aim to foster a healthy learning community. In this spirit, feel free to contact us to suggest additional norms of conduct. Your professors share your goal of relevant, meaningful learning that will help prepare you for a successful career.

## COURSE SCHEDULE

### PART I Early Career: Creating an Effective Position

- Session 1: Case: Erik Peterson (A) and (B)  
Reading: Linda A. Hill, "Managing Your Career." Harvard Business School Note No. 9-494-082. December 16, 1998.
- Session 2: Case: Donna Dubinsky (A)  
Reading: Tushman and O'Reilly, "Managerial Problem-Solving: A Congruence Approach." Ch. 4 in M. Tushman and C. O'Reilly III, *Winning Through Innovation*.
- Session 3: Case: Leading the Josie Esquivel Franchise (A)  
Reading: Uzzi and Dunlap, "How To Build Your Network." *Harvard Business Review*, December 2005.  
Online: "Going UP: the 50 Best Places to Launch a Career." Businessweek.com.  
[http://www.businessweek.com/careers/special\\_reports/20070914bestplaces.htm](http://www.businessweek.com/careers/special_reports/20070914bestplaces.htm)

### PART II Mid-Career: Creating Effective Units

- Session 4: THT Multi-Cultural Instrument  
Reading: "Better Business Guide to International Management" Jeanne Brett, Kristin Behfar and Mary C. Kern. "Managing Multicultural Teams." *Harvard Business Review*, November 2006.  
Online: Multiculturalism Self Assessment (see instructions for session 4)
- Session 5: Case: Yincom and Yangnet  
Reading: John Hamm, "The Five Messages Leaders Must Manage." *Harvard Business Review*, May 2006, 115-123  
John Baldoni, "Steady as You Go: Achieving a Balanced Vision." Harvard Business Management Update No. U0608B
- Session 6: Case: Rob Parson at Morgan Stanley (A)  
Reading: Steven Berglas, "How to Keep A-Players Productive." *Harvard Business Review*, Sept 2006.
- Session 7: Case: Wild China (A) HBS N9-807-046
- Session 8: Executive Information System (EIS) Simulation  
Reading: EIS Simulation Introduction  
Debra Myerson, "Radical Change, the Quiet Way." *Harvard Business Review*, Oct 2001.
- Session 9: Case: Transforming Finance at the New York Stock Exchange (CBS Case)  
Reading: Todd Jick, "Vision is 10%, Implementation the Rest"

### **PART III Senior Management: Creating Effective Organizations**

- Session 10: Case: Peter Browning at Continental Whitecap (A)  
Reading: Birkinshaw and Gibson, "Building Ambidexterity into an Organization," *Sloan Management Review*, Summer 2004, pp. 47-55.
- Session 11: Case: GE's Two-decade Transformation: Jack Welch's Leadership  
Reading: Kotter, John, "What Do Leaders Really Do?" *Harvard Business Review*, December 2001.
- Session 12: Review Session  
Reading: Chappelow and Leslie "Keeping Your Career On Track: 20 Success Strategies." Center for Creative Leadership, 2001.