

***BUS 631M: Organizing for High Performance***

**Goizueta Business School  
Emory University  
Summer 2013**

Professor Chris Rider

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***This syllabus is required reading for this course.***

**OVERVIEW**

To achieve individual and organizational performance objectives, executives and managers must coordinate activities among employees, between groups, and across organizations. Generally, achievement depends upon both formal and informal aspects of any organization. More specifically, this course focuses on (1) how employee behaviors are shaped by organizational culture, policy, and structure and (2) how leaders can effectively organize for high performance.

This course should enhance your career opportunities by preparing you to effectively form, manage, and lead high-performing individuals, teams, and organizations. We will apply key organizing principles in a variety of settings with the goal of preparing you to organize for high performance in industries increasingly characterized by technological change, globalization, and demands for corporate social responsibility. The course emphasizes four key focus areas:

1. Incentives and Evaluation: effective techniques for motivating and rewarding employees.
2. Internal Dynamics: how culture, policy, and structure influence individual and organizational behavior.
3. External Dynamics: how customers, suppliers, investors, evaluators, and communities interpret, reward, and sanction organizational behavior in an increasingly global context.
4. Social Capital: how who we know and how we know them can accentuate the returns to human capital.

Sessions include presentations, exercises, and discussions – both in-class and online. Presentations elaborate the theoretical foundations, exercises provide first-hand insights, and discussions apply principles of effective organizing to real-world situations. Graded assignments will require students to (1) work with a group to lead an in-class case discussion, (2) conduct one individual case analysis and two group case analyses, and (3) develop a personal network action plan for building and using social capital to achieve personal and/or organizational goals.

**COURSE FORMAT**

Class sessions include lectures, in-class and online case discussions, in-class exercises, and group presentations. In-class case discussions will typically start with student group presentations. Student groups are expected to analyze the case, draw insights from their analyses, and lead an in-class discussion of the key issues. I will cold-call students so it is in your best interest to prepare for every class and to pay close attention during class. Expectations for online case discussion etiquette are detailed in Appendix 1 of this syllabus.

**EXPECTATIONS**

This course will be most valuable and enjoyable if all students are prepared to contribute to a productive learning environment by meeting the following expectations:

1. Notify the instructor, via email, of expected absences.
2. Prepare for every class discussion, both in the classroom and online.
3. Pay attention. Listen. Seek first to understand and then to contribute.
4. Participate regularly throughout the course, both in the classroom and online.
5. Treat all classmates and their opinions with respect.
6. Carefully consider your position and then state it clearly.
7. Apply course concepts to frame and support your position.
8. Display your name card in each class.
9. Use laptops only for taking notes during class.
10. Switch cell phones to silent mode during class.
11. Complete all assignments within the specified timeframe.
12. Obey the Goizueta honor code (see Appendix 2).

**COURSE MATERIALS**

Summary session slides will be distributed via Blackboard after each session. Distance learning sessions will be briefly summarized live via Adobe Connect at scheduled times and also posted for later viewing; scheduled Adobe Connect sessions will be announced on Blackboard at a later date. More details on the first day of class. The Blackboard course login page is located here: <https://classes.emory.edu/>

There will not be a textbook. The course reader will be provided by the MEMBA Program Office. Fees for the reader and the Social Capital Assessment are paid by the MEMBA program office.

Other readings will be available via Blackboard, online at specified URLs, or in class. Please visit the Goizueta eReserves to download materials posted there (<http://tinyurl.com/Emory-eReserves>). You will need to use your Emory Network ID to login (same as your email login).

**GRADING**

There are five components of your course grade. Some details are below; more in class.

Individual

1. *Class Participation (CP)* 30%

Your contributions to both in-class and online discussions will be evaluated. You need not participate often; you need participate thoughtfully. Careful arguments based on facts that support your position are good; even better is specific identification of what it would take to change your position (e.g., alternative assumptions, changes in facts). Structured comments that move discussions forward are preferred to restating case facts, repeating previous points, or sampling excessively from personal experience.

2. *Individual Case Analysis (IC)* 20%

Each student will submit one individual case analysis. This assignment must be the work of the individual student only; no outside consultation is permitted. See Appendix 2 for more details on the Goizueta Honor Code and Appendix 3 for more details on case analyses.

3. *Personal Network Action Plan (AP)* 20%

Each student will apply course concepts to their career and/or business goals. This plan should specifically identify career and/or business objectives, the social capital necessary for achievement, actions that must be taken to develop a network that increases one's chances of success, and an implementation timeline. See Appendix 4 for more details.

Group

4. *Group Presentation (GP)* 10%

Except for the first day of class, all case discussions will start with a student group presentation. Student groups are expected to analyze the case, draw insights from their analyses, and then frame the in-class discussion. Presentations should be no more than 20 minutes; the class will follow-up with 10-20 of questions and answers. We will then address the key issues collectively.

5. *Group Case Analysis (GC)* 20%

Each group will submit two group case analyses (10% each). These group-based assignments must be completed in cooperation with all group members. See Appendix 2 for more details on the Goizueta Honor Code and Appendix 3 for details on case analyses.



**GRADING** (continued)

Each graded course component will be normalized by the class mean on each component. The calculation is as below, where *i* represents the student’s score and *m* represents the class mean on that component. For example, if the average class participation grade is 11 out of 15 then a student that received a score of 14 receives a normalized score of 1.27 (=14/11);  $CP_i = 14.0$ ;  $CP_m = 11.0$ . Each normalized component score will then be weighted by the percentages above to produce a Final Grade Score using the formula below:

$$Final\ Grade\ Score = 0.30*(CP_i / CP_m) + 0.20*(IC_i / IC_m) + 0.20*(AP_i / AP_m) + 0.10*(GP_i / GP_m) + 0.20*(GC_i / GC_m)$$

There is no predetermined relationship between absolute numeric scores and letter grades. Numeric final grades will be converted to letter grades by ranking all Final Grade scores and assigning letter grades according to the approximate grade distribution below:

| Grade                | Expected % of Students Receiving Grade |
|----------------------|--|
| Distinction          | 10% to 15%                             |
| High Pass            | 35% to 40%                             |
| Performance Standard | 40% to 50%                             |
| Low Performance      | 0% to 10%                              |

**QUESTIONS and GRADE APPEAL POLICY**

To enable a complete understanding of the course content, clarification questions will be answered promptly and additional feedback will be provided upon request. Email is the preferred mode of communication.

Absolutely no grade appeals will be considered.

**GROUPS**

You will work in the groups assigned by the MEMBA program office. These groups will deliver an (1) an in-class case presentation and (2) two group case analyses. More assignment details are offered later in this syllabus.



**COURSE CALENDAR**

| MAY 2013  |        |   |           |          |        |          |
|---|--------|---|-----------|----------|--------|----------|
| Sunday  | Monday | Tuesday   | Wednesday | Thursday | Friday | Saturday |
|   |        |   | 1         | 2        | 3      | 4        |
|   |        | <p align="center"><b>Residency 4</b></p> <p>Thursday, May 2<sup>nd</sup> <i>Motivating, evaluating, and rewarding employees.</i><br/>           Friday, May 3<sup>rd</sup> <i>Applying the congruence model to HR management.</i><br/>           Saturday, May 4<sup>th</sup> <i>Leading high performing individuals and teams.</i></p> |           |          |        |          |
| 5   | 6      | 7   | 8         | 9        | 10     | 11       |
| <p align="center"><b>BREAK WEEK</b></p>   |        |   |           |          |        |          |
| 12  | 13     | 14  | 15        | 16       | 17     | 18       |
| <p align="center"><b>Prepare for Distance Learning Discussion #1</b><br/>           Prepare group case analysis assignment for Keeping Google Googley case.<br/> <b>GROUP ASSIGNMENT DUE</b><br/>           Submit case analysis to <a href="mailto:chris.rider@emory.edu">chris.rider@emory.edu</a> by 12pm on Monday, May 20<sup>th</sup><br/>           See Appendix 3 for details on case analyses.</p> |        |   |           |          |        |          |
| 19  | 20     | 21  | 22        | 23       | 24     | 25       |
| <p align="center"><b>Distance Learning Discussion #1</b><br/> <i>Sustaining high performance during organizational growth.</i><br/>           Google online case discussion. Login to Blackboard on Monday, Wednesday, and Friday.</p>  |        |   |           |          |        |          |
| 26  | 27     | 28  | 28        | 30       | 31     |          |
| <p align="center"><b>Prepare for Distance Learning Discussion #2</b><br/>           Prepare group case analysis assignment for Duane Morris case.<br/> <b>GROUP ASSIGNMENT DUE</b><br/>           Submit case analysis to <a href="mailto:chris.rider@emory.edu">chris.rider@emory.edu</a> by 12pm on Monday, June 3<sup>rd</sup><br/>           See Appendix 3 for details on case analyses.</p>           |        |   |           |          |        |          |



| JUNE 2013 |   |         |           |          |        |          |
|-----------|---|---------|-----------|----------|--------|----------|
| Sunday    | Monday  | Tuesday | Wednesday | Thursday | Friday | Saturday |
|           | <p><b>Prepare for Distance Learning Discussion #2</b><br/>           Prepare group case analysis assignment for Duane Morris case.<br/> <b>GROUP ASSIGNMENT DUE</b><br/>           Submit case analysis to <a href="mailto:chris.rider@emory.edu">chris.rider@emory.edu</a> by 12pm on Monday, June 3<sup>rd</sup>.<br/>           See Appendix 3 for details on case analyses.</p>       |         |           |          |        | 1        |
| 2         | 3   | 4       | 5         | 6        | 7      | 8        |
|           | <p><b>Distance Learning Discussion #2</b><br/> <i>Sustaining high performance during organizational transformation.</i><br/>           Duane Morris online case discussion. Login to Blackboard on Monday, Wednesday, and Friday.</p>   |         |           |          |        |          |
| 9         | 10  | 11      | 12        | 13       | 14     | 15       |
|           | <p><b>BREAK WEEK</b></p>  |         |           |          |        |          |
| 16        | 17  | 18      | 19        | 20       | 21     | 22       |
|           | <p><b>Prepare for Distance Learning Discussion #3</b><br/>           Prepare individual case analysis assignment for Barings case.<br/> <b>INDIVIDUAL ASSIGNMENT DUE</b><br/>           Submit case analysis to <a href="mailto:chris.rider@emory.edu">chris.rider@emory.edu</a> by 12pm on Monday, June 24<sup>th</sup>.<br/>           See Appendix 3 for details on case analyses.</p> |         |           |          |        |          |
| 23        | 24  | 25      | 26        | 27       | 28     | 29       |
|           | <p><b>Distance Learning Discussion #3</b><br/> <i>Repairing low performing organizations.</i><br/>           Barings online case discussion. Login to Blackboard on Monday, Wednesday, and Friday.</p>  |         |           |          |        |          |
| 30        |   |         |           |          |        |          |



| JULY 2013  |        |         |           |          |        |          |
|--|--------|---------|-----------|----------|--------|----------|
| Sunday   | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|  | 1      | 2       | 3         | 4        | 5      | 6        |
| <p align="center"><b>Distance Learning: Individual Social Capital Assessment Exercise</b><br/> <b>ASSIGNMENTS DUE</b><br/>           Complete your Individual Social Capital Assessment by Monday, July 1<sup>st</sup><br/>           (details provided closer to date).<br/>           By Friday, July 5<sup>th</sup> exchange a 2-3 page analysis of your social capital<br/>           assessment results to a classmate for feedback in Residency 5.<br/>           See Appendix 4 for details on the final deliverable.</p> |        |         |           |          |        |          |
| 7  | 8      | 9       | 10        | 11       | 12     | 13       |
| <p align="center"><b>BREAK WEEK</b></p>  |        |         |           |          |        |          |
| 14   | 15     | 16      | 17        | 18       | 19     | 20       |
| <p align="center"><b>Residency 5</b></p> <p>Sunday, July 14<sup>th</sup>    <i>Reorganizing for high performance.</i><br/>           Monday, July 15<sup>th</sup>    <i>Investing in social capital.</i><br/>           Tuesday, July 16<sup>th</sup>    <i>Corporate social responsibility: A global perspective.</i></p>   |        |         |           |          |        |          |
| 21   | 22     | 23      | 24        | 25       | 26     | 27       |
| <p align="center"><b>Personal Network Action Plan Assignment Due by</b><br/> <b>Monday, July 22<sup>nd</sup> via email to <a href="mailto:chris.rider@emory.edu">chris.rider@emory.edu</a>.</b><br/>           See Appendix 4 for details.</p>   |        |         |           |          |        |          |
| 28   | 29     | 30      | 31        |          |        |          |

**RESIDENCY 4*****Motivating, Evaluating, and Rewarding Employees*****THURSDAY, MAY 2<sup>ND</sup>****ASSIGNED READINGS**

1. Entire course syllabus.
2. Tushman & O'Reilly (2002) "A practical guide to using the congruence model."  
Available on Emory eReserves at: [<http://tinyurl.com/Emory-eReserves>]
3. Kerr (1975) "On the folly of rewarding A, while hoping for B."
4. Arck Systems (A) (HBS Case #9-911-056).

**PREPARATION QUESTIONS FOR ARCK SYSTEMS CASE**

- How do the pay-for-performance compensation plans at Arck and at Lux differ?
- Why do these two companies utilize different compensation plans?
- If you were Bryan Mynor, then which differences would concern you most? Why?
- What, if any, changes should Mynor make to Lux Software's compensation plan?

**RESIDENCY 4*****The Congruence Model and Human Resource Management*****FRIDAY, MAY 3<sup>RD</sup>****ASSIGNED READINGS**

1. Chatman & Cha (2003) "Leading by leveraging culture."
2. Lincoln Electric: Venturing Abroad (HBS case #9-409-039)
3. Infosys (A): Strategic Human Resource Management (HBS case #9-412-029)

**PREPARATION QUESTIONS FOR LINCOLN ELECTRIC CASE**

- How has Lincoln sustained success in a highly competitive, commodity industry?
- Why did Lincoln's internationalization efforts in the 80s and 90s fail?
- Will Massaro's internationalization strategy be more successful? Why or why not?
- Should Lincoln proceed with the investment in Indonesia? Why or why not?
- If Lincoln does proceed, then which compensation option (i.e., standard wage, merit-based bonuses linked to factory performance, or individual-based piecework) should Gillespie choose? Why?

**PREPARATION QUESTIONS FOR INFOSYS CASE**

- What are the most effective human resource policies or processes that you have observed in your professional experience? The most ineffective?
- To what extent are human capital strategies contributing to or detracting from the primary objectives of Infosys?
- Specifically, how do you propose to resolve the tension between achieving high performance metrics and high employee satisfaction metrics?

**RESIDENCY 4*****Leading High Performing Individuals and Teams*****SATURDAY, MAY 4<sup>TH</sup>****ASSIGNED READINGS**

1. Gabarro & Hill (2002) "Managing performance."
2. Rob Parson (A) (HBS case #9-498-054).
3. Hackman & Coutu (2009) "Why teams don't work."
4. Ganging Up On Cancer: Integrative Research Centers at Dana Farber Cancer Institute (A) (HBS case #9-412-029)

**PREPARATION QUESTIONS FOR ROB PARSON CASE**

- Evaluate the pros and cons of promoting Parson.
- Would you promote Rob Parson to Managing Director if you were Nasr? Why or why not?
- What would you write in the evaluation and development summary that would be reviewed by your supervisors?
- How would you deliver your decision to Parson? What, exactly, should be discussed?

**PREPARATION QUESTIONS FOR DANA FARBER CASE**

- Why is the concept of an Integrative Research Center (IRC) considered necessary to fight cancer? Why is this approach to science unconventional?
- Why was the NCI grant application abandoned? Who is to blame? Why?
- Why was Woods' excitement about the \$15M grant from Apptech not shared by the oversight committee?
- Consider the challenges Rollins faces in fostering collaboration within the CNTC. What changes in structure, policy, or leadership would you recommend to Rollins?

**DISTANCE LEARNING DISCUSSION #1*****Sustaining High Performance During Organizational Growth*****MONDAY, MAY 13<sup>TH</sup> TO FRIDAY, MAY 24<sup>TH</sup>****ASSIGNED READINGS**

1. Keeping Google Googley (HBS case #9-409-039))

**1<sup>ST</sup> GROUP CASE ANALYSIS ASSIGNMENT DUE**

- Submit a case analysis to [chris.rider@emory.edu](mailto:chris.rider@emory.edu) by 12pm on Monday, May 20<sup>th</sup>.
- Case analysis should be no more than 5 double-spaced pages.
- Up to 3 pages of analytical appendices (e.g., graphs, diagrams, tables) are permitted.

**YOUR GROUP'S CASE ANALYSIS SHOULD EXPLICITLY ADDRESS THESE QUESTIONS**

- Use the congruence model to evaluate Google's business model, organizational structure, policies, and norms.
- What accounts for Google's success?
- What key challenges does Google face at the end of the case?
- Devise a detailed strategic plan to "Keep Google Googley" – that is, to remain entrepreneurial and to avoid bureaucratic obstacles to decision making and innovation.

**DISTANCE LEARNING DISCUSSION #2*****Sustaining High Performance During Organizational Transformation*****MONDAY, MAY 27<sup>TH</sup> TO FRIDAY, JUNE 7<sup>TH</sup>****ASSIGNED READINGS**

1. If unfamiliar with law firm culture and structure, then listen to the first 15-20 minutes of this podcast: <http://davidmaister.com/podcasts/the-trouble-with-lawyers/>
2. Duane Morris: Balancing Growth and Culture at a Law Firm (HBS case #9-407-025)

**2<sup>ND</sup> GROUP CASE ANALYSIS ASSIGNMENT DUE**

- Submit a case analysis to [chris.rider@emory.edu](mailto:chris.rider@emory.edu) by 12pm on Monday, June 3<sup>rd</sup>.
- Case analysis should be no more than 5 double-spaced pages.
- Up to 3 pages of analytical appendices (e.g., graphs, diagrams, tables) are permitted.

**YOUR GROUP'S CASE ANALYSIS SHOULD EXPLICITLY ADDRESS THESE QUESTIONS**

- To what factor(s) do you attribute the sustained success of Duane Morris?
- Why did Duane Morris expand in the late 1990s?
- Which aspects of the Duane Morris culture as most scalable? Which are not?
- Identify both industry-specific and firm-specific opportunities and risks for Duane Morris over the next decade.
- Present a plan for integrating Hancock Rothert & Bunshoft; specifically, address the differences in the firm cultures.
- Present a succession plan for designating and preparing a new firm leader; specifically, identify the ideal background and personal characteristics the board should emphasize.

**DISTANCE LEARNING DISCUSSION #3*****Repairing Low Performing Organizations*****MONDAY, JUNE 17<sup>TH</sup> TO FRIDAY, JUNE 28<sup>TH</sup>****ASSIGNED READINGS**

1. Watkins & Bazerman (2003) "Predictable Surprises: The Disasters You Should Have Seen Coming."
2. Barings Collapse (A): Breakdowns in Organizational Culture & Management (IMD case IMD001 v. 11.12.2002).

**INDIVIDUAL GROUP CASE ANALYSIS ASSIGNMENT DUE**

- Submit a case analysis to [chris.rider@emory.edu](mailto:chris.rider@emory.edu) by 12pm on Monday, June 24<sup>th</sup>.
- Case analysis should be no more than 5 double-spaced pages.
- Up to 3 pages of analytical appendices (e.g., graphs, diagrams, tables) are permitted.

**YOUR INDIVIDUAL CASE ANALYSIS SHOULD EXPLICITLY ADDRESS THESE QUESTIONS**

- Compare and contrast the typical BB&Co and BSL employee.
- How did Nick Leeson lose over £840 in less than 3 years?
- What role, if any, did the following play in Barings downfall: (a) Barings' compensation plan, (b) the formation of BIB, and (c) Barings' matrix management system?
- What, in your view, was the primary cause of the Barings collapse?
- Is Nick Leeson a bad guy who somehow got hired by a good organization? If so, then how would you ensure that a bank like Barings doesn't hire someone like Leeson in the future? Focus on hiring criteria and evaluation.
- Is Leeson a fundamentally good but perhaps excessively ambitious guy who made some mistakes that Barings failed to prevent from becoming bigger? If so, then how would you prevent such downward spirals? Focus on organizational policy and structure.

**DISTANCE LEARNING: SOCIAL CAPITAL*****Individual Social Capital Assessment Exercise*****MONDAY, JULY 1<sup>ST</sup> TO FRIDAY, JULY 5<sup>TH</sup>****ASSIGNED READINGS**

1. Pfeffer, J. "A note on social networks and network structure." (Stanford case OB-66).
2. Baker, W. (2000) Ch. 1 in Achieving Success Through Social Capital.  
Available on Emory eReserves at: [<http://tinyurl.com/Emory-eReserves>]

**SOCIAL CAPITAL ASSESSMENT ASSIGNMENT DUE**

- Complete the Social Capital Assessment (more details forthcoming) by Monday, July 1<sup>st</sup>.
- By 5pm on Friday, July 5<sup>th</sup> submit an analysis of your Social Capital Assessment to a classmate for feedback in our next class session.

**YOUR ANALYSIS SHOULD EXPLICITLY ADDRESS THESE QUESTIONS**

- Why do you believe that your network structure looks the way it does?
- Given your professional objectives, what do you believe is the ideal network structure?
- How does your actual network structure compare to your ideal network structure?

**RESIDENCY 5*****Reorganizing for High Performance*****SUNDAY, JULY 14<sup>TH</sup>****ASSIGNED READINGS**

1. Review: Tushman & O'Reilly (2002) "A practical guide to using the congruence model." Available on Emory eReserves at: [<http://tinyurl.com/Emory-eReserves>]
2. Procter & Gamble in the 21st Century (A): Becoming Truly Global (HBS case #9-309-030).
3. Procter & Gamble in the 21st Century (B): Welcoming Gillette (HBS case #9-309-031).

**SOCIAL CAPITAL ASSESSMENT**

- Review your classmate's social capital assessment analysis and prepare feedback.
- Prepare to solicit feedback from your classmate on your social capital assessment analysis.

**PREPARATION QUESTIONS FOR PROCTER & GAMBLE (A) CASE**

- Characterize the extent of the cultural transformation that Lafley led at P&G: nominal, incremental, or dramatic. Why?
- What general insights can one extract from the turnaround?
- Are those general insights applicable to the Gillette acquisition?
- What should Lafley's objectives be for the first two months following the Gillette acquisition?
- What must be done to achieve those objectives?

**PREPARATION QUESTIONS FOR PROCTER & GAMBLE (B) CASE**

- How did Lafley build trust with Kilts?
- Systematically identify the steps that Lafley took to initiate system change at Gillette.
- At which points did integration seem most vulnerable? What obstacles had to be overcome?
- As of the October 1, 2005 merger closing, what potential challenges to successful integration do you foresee?
- What recommendations can you offer to overcome those challenges?

**RESIDENCY 5*****Investing in Social Capital*****MONDAY, JULY 15<sup>TH</sup>****ASSIGNED READINGS**

1. Cross, R. and Thomas (2011) "A Smarter Way to Network."
2. Heidi Roizen case (HBS #9-800-228).
3. In class, a WSJ article on investor Jay Alix will be distributed, read, and discussed.

**SOCIAL CAPITAL ASSESSMENT**

- Prepare to discuss your social capital assessment analysis with your group members.
- Key points for discussion should be: (1) your career objectives, (2) gaps between current and ideal network structures, and (3) your intended action steps.

**PREPARATION QUESTIONS FOR HEIDI ROIZEN CASE**

- What general networking principles does Heidi Roizen follow?
- What specific behaviors led to her current network? How were ties formed? Maintained?
- What are the strengths of Heidi Roizen's network? Weaknesses?
- How would you compare your network to Roizen's network? To what do you attribute the differences? Politics? Personality? Industry? Gender? Something else?
- What would you suggest Roizen do differently to succeed as a venture capitalist? In another career?

**RESIDENCY 5*****Corporate Social Responsibility: A Global Perspective*****TUESDAY, JULY 16<sup>TH</sup>****ASSIGNED READINGS**

1. Porter & Kramer (2010) "Strategy & Society: The Link Between Competitive Advantage and Corporate Social Responsibility."
2. Crown Worldwide: Integrating Corporate Social Responsibility in Business (Univ. of Hong Kong case #HKU891-ENG).

**PREPARATION QUESTIONS FOR CROWN WORLDWIDE CASE**

- What are the corporate social responsibilities of Crown Worldwide?
- Consider the various stakeholders of Crown Worldwide (e.g., investors, employees, customers, suppliers, community residents). How is each group affected by Crown's operations?
- What are the implications of the UN Global Compact for Crown's sustainability reporting?
- What are the key success factors for Crown's CSR integration?
- What recommendations would you offer Jennifer Harvey?

**SOCIAL CAPITAL ASSESSMENT**

- Prepare to discuss your social capital assessment analysis with your group members.
- Key points for discussion should be: (1) your career objectives, (2) gaps between current and ideal network structures, and (3) your intended action steps.
- Use this feedback to prepare the final version of your Personal Network Action Plan assignment.
- Submit a Personal Network Action Plan of 5 pages or less via email to [chris.rider@emory.edu](mailto:chris.rider@emory.edu) by 5pm on Monday, July 22<sup>nd</sup>.

***Appendix 1: On-line Case Discussion Etiquette***

Brevity is especially important for online discussions. Please respect the limited time and attention of your classmates by limiting the messages that you post to our on line discussions to a few concise sentences.

The instructor's role is to facilitate the online case discussions by posing an initial question, synthesizing students' comments, inserting additional analysis, and occasionally asking follow-on questions.

Your enthusiasm for the online discussions is greatly appreciated. But, as a courtesy to your classmates in other time zones and/or with different work schedules, please resist the temptation to quickly populate the discussion board with comments. Those who arrive later to the discussion board will appreciate the opportunity to contribute.

During our three weeks of on-line discussions, I will post questions every weekday afternoon (Monday through Friday) to the case discussion boards. Please aim to participate in the discussion of approximately one-third of these questions. If all enrolled students participate in 30% to 40% of the questions and each contribution is of reasonably high quality, then we'll have a good discussion for each question and, accordingly, for each case.

Read all prior comments in the discussion thread before posting. Please avoid restating or rephrasing a classmate's prior statements. This error is much easier to commit in online discussions than in the classroom. This discipline is essential to the success of our on-line discussions.

***Appendix 2: Goizueta Business School Honor Code***

Members of the Roberto C. Goizueta Business School community are committed to values of honor, integrity, and accountability. We will not use dishonest means to gain unfair advantage in the academic arena, nor will we tolerate anyone who does so.

Academic dishonesty is a corrosive force at any University. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. It undermines the bonds of trust and honesty between members of the community and defrauds those who may eventually depend on our knowledge and integrity.

All members of the University community, students, faculty, and staff share the responsibility and authority to challenge and report acts of apparent academic dishonesty. Any member of the University community who has witnessed an apparent act of academic dishonesty, or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, has the responsibility to inform the faculty member in the class involved or the Honor Council promptly in writing.



### **Appendix 3: Case Analyses**

This course relies heavily on business cases. The likelihood that one benefits from a case discussion depends largely on their preparation but also on the preparation of their classmates.

Preparing for case discussions entails more than simply reading the case prior to class. Almost-adequate preparation involves reading the case *and* then forming original thoughts and preparing analyses based on case information. Adequate preparation involves arriving at a position regarding the situation and action(s) the company should or should not take. Students who prepare in an exemplary manner identify not only the assumptions and facts that support their position but also what, exactly, it would take to change their position.

Typically, the questions that will frame in-class case discussion are posed to students prior to class. All students should prepare articulate, organized answers to these questions. Because cold calls are standard practice, no one should be surprised by a case discussion question. Rambling, unorganized answers demonstrate a lack of preparation that impedes our progress during in-class discussions.

All answers are expected to draw upon course concepts and case facts. Good answers start with a clear position on what the company should do (or, otherwise, directly answer the question posed). Answer quality is increasing with the use of specific evidence to support the position taken. The best answers also explicitly identify the assumptions that connect evidence to position and address how the position might change should new evidence come to light.

Case analysis assignments are required of students. The best case analyses exhibit the aspects discussed above and support the position taken in a concise and persuasive manner. Good case analyses tend to follow these guidelines.

- Frame the key issue in the form of a question (e.g., “Should ABC enter the market?”)
- Explicitly identify the factors considered before taking a position.
- Tell the reader how you will answer the key case questions above.
- Explicitly answer the questions posed for each case.
- Explicitly identify the assumptions that frame your position.
- Draw on only the case facts that you must in order to support your position.
- Analyze only the data necessary to arrive at your position.
- Acknowledge that some case facts do not support your position. Do not ignore these facts; address these potential challenges to your position.
- Explicitly identify what it would take for you to change your position.
- Be organized and logical. Tell the reader what you’re going to tell them. Then tell them. Then tell them what you told them.

**Appendix 3: Case Analyses (continued)**

Below are common case analysis weaknesses; this list is not intended to be all-inclusive.

- Failing to examine the company with a critical eye.
- Examining the company with an overly-critical eye.
- Stating case facts in an unorganized manner.
- Summarizing the case instead of briefly framing the key issue and analyzing the case.
- Failing to get to the point quickly
- Failure to clearly state your position.
- Making incoherent arguments.
- Neglecting to state your key assumptions explicitly.
- Failing to offer concrete recommendations.
- Hedging your bets by identifying multiple, conflicting options as equally valid.
- Neglecting to state explicitly what it would take to change your mind.

**Case analysis requirements**

- Case analyses must be emailed by one group member to the instructor by the date and time specified in the syllabus.
- All case analyses must directly answer the assigned questions.
- All case analyses must be SOLELY the work of group members.
- Only course materials (e.g., lecture notes, readings, and cases) may be used to analyze the case. The use of any outside analysis or unreferenced sources will be severely penalized (refer to the Goizueta Honor Code).
- Case analyses must conform to the following format:
  - No more than 5 pages long, double-spaced.
  - Type in 12-pt Times New Roman font with 1-inch margins on all sides.
  - No more than 5 pages of text.
  - Include a cover page identifying all group members (does *not* count as 1 of 5 pages).
  - Up to 3 additional pages for appendices are permitted if additional analysis (e.g., spreadsheets, tables, summary charts) is absolutely necessary to support the argument presented in the case.
  - Appendices MUST be discussed in the text and MUST directly support the analysis. Do not include unnecessary appendices.



#### **Appendix 4: Personal Network Action Plan**

In lieu of a final exam, each student will develop a personal network action plan. The purpose of this plan is to ensure that you act upon what we cover in class. You will receive instructions on completing the Social Capital Assessment during the first week of class. Although we will cover networks during Residency 5, you will have over two months to complete the assessment and to develop your plan. The assignment will be worth 8 points and graded according to the rubric below. Your personal action plan should be 5 pages or less and should explicitly address the following:

**1. Objectives (1 point)**

Identify at least one professional objective that you would like to achieve. This objective should be specific. Achievement should be unambiguous. And there should be an expected timeframe for achievement. You may identify multiple objectives (e.g., short and long term) as long as they meet the criteria above.

**2. Resource Requirements (1 points)**

You will need resources to achieve your objective. Some will be at your disposal. Others must be obtained from others. These might include information, capital, knowledge, influence, trust, labor, or social support. Be sure to acknowledge the specific demands of the professional context (e.g., industry, profession, company, region) in identifying your resource requirements.

**3. Social Strategy (3 points)**

You know your objective(s), how your current stock of resources positions you to achieve your objective(s), and the additional resources you require. You need a strategy that connects this knowledge with specific tactics that you will employ. This “social strategy” should help you develop the type of social capital (i.e., network structure) that will increase your chances of achieving your objective. For example, in your profession or at your employer a cohesive network composed of strong, trusting ties may be more valuable than a diverse network characterized by weak ties and brokerage across various groups. Based on the resources you must obtain through social ties, develop a strategy for developing the social capital required for achievement of your objectives.

**4. Social Tactics (2 points)**

Based on your current social capital and the social capital you believe you must develop, how will you implement your strategy? Be as specific as possible about the actions you will take (e.g., who, what, when, why, where, how). Consider these concrete commitments to developing the personal network you require for future success.

**5. Timeline (1 point)**

Develop a clear timeline for achievement of your objective(s), the implementation of your strategy, and the specific tactics you will use.