Sample* Syllabi for Hybrid Module Course

Leadership

Each 5-week module will comprise of three 1.5 credit courses delivered over five weeks. The module will begin with two weeks of asynchronous work for all three courses. In the third week, classes will be held in person at Stern Monday through Saturday, from 9 AM until 4:30 PM with a break for lunch. Following the on-campus immersion, you will complete the Module with another two weeks of asynchronous work.

May-June Module

Asynchronous work: May 20 – June 2
On-campus immersion: June 3 – June 8
Asynchronous work: June 9 – June 23

INTA-GB 3403.V1 Leadership

MGMT-GB 3165 Power & Professional Influence
Prerequisite of COR1-GB 1302
Instructor: Joe Magee
Specializations:
- Leadership & Change Management
- Management

MGMT-GB 2153 Managing Change
Prerequisite of COR1-GB 1302
Instructor: Anat Lechner
Specialization:
- Healthcare
- Leadership & Change Management
- Management
- Strategy

MCOM-GB 2129 Engage Your Audience
Instructor: Diane Lennard
Specializations:
- Leadership & Change Management

*These are sample syllabi taken from previous terms and may be from 3cr versions. The exact syllabi for each course will be shared closer to the start of the term.

MGMT-GB.3165
Power and Professional Influence
[a component of *LEADERSHIP* Langone module]
<mark>draft subject to revision</mark>

June, 2024
Time: asynchronous
6/5 9am-12p
6/6 1:30-4:30pm
6/8 9am-12pm

Instructor: Joe Magee
jcm15@stern.nyu.edu
Teaching Fellow: TBD

COURSE DESCRIPTION

This course is designed for individuals interested in learning more about the art and science of influence in organizations. Many people are ambivalent, if not disdainful, of those who seek to wield power and influence at work, but power and influence are key mechanisms by which *things get done*.

For those considering careers in management, it is important to be able to diagnose situations as opportunities to exercise power and influence in order to form and implement new strategies. In addition, managers are usually on the receiving end of these processes. An astute manager knows how to anticipate moves that others will make, how to block or avoid them when they have undesirable consequences, and how to help these moves succeed when their consequences are beneficial.

The course aims to provide you with "political intelligence" in a sense. After taking this course, you will be able to: (1) diagnose the true distribution of power in organizations, (2) understand your own relationship to power, (3) build your own professional sources of power, and (4) develop influence techniques so that you can resolve conflict more effectively, foster cooperation, and lead change in organizations. These skills will be invaluable throughout your career.

COURSE REQUIREMENTS

You will be evaluated on the quality of your contributions to class discussions (15%), one career planning memo (15%), three reflections/analyses of cases/simulations (10% each) one self-reflective and analytic final paper (30%), completion of one pre-class survey (5%), and one worksheet documenting your own influence network (5%).

Participation (15%)
Much of what you gain from this course will be exposure to the ideas and insights of other students. As such, it is essential that you come to the three in-person sessions prepared to

share your perspective with others and to test your analyses against the analyses of your classmates.

These class sessions will involve active discussion based on the readings and cases, with an emphasis both on theoretical questions and practical implications. You should be prepared to share your ideas and to listen to and interpret the issues presented by others. Keep in mind that your goal should be to contribute high quality, rather than high quantity, comments and questions. High quality contributions reflect (a) rigorous analysis or diagnosis, (b) integration across material, and/or (c) thoughtful recommendations for the characters in cases or your peers in the classroom.

Attendance and participation in each class session is expected, and it is graded for each meeting rather than using a summary judgment at the end of the course. If you must miss a class, it is essential that you notify me at least 24 hours in advance so I can make arrangements for any in-class exercises. You will receive no class participation credit for any classes missed. <u>If you miss more than two class meetings, you will receive an incomplete</u>. These attendance and class participation policies apply to any and all reasons for missing class.

Career Memo (15%)
Write a memo about your career. It should be brief and is limited to 1 single-spaced page, 1-inch margins, 12-point font. Memos are better when they synthesize your professional experience, plans, and course content. Refer to "Tips for Influential Writing" attached to the assignment on Brightspace.

> What are your goals, with respect to power and influence, for the next five years of your career? Be as concrete as possible in describing your goals (e.g., What position(s) would you like to attain?), discuss why they are important to you (e.g., What do you hope to accomplish in those positions?), and articulate specific action steps that you plan to take to achieve those goals (e.g., What is something you can do within the next year to make progress toward one of your goals?).

> For some, this may be challenging to write because you are not used to adopting a long-term perspective in thinking about your career path. Nevertheless, identifying a set of medium-term goals is a necessary first step in taking a course such as this. Having no clear set of goals is like having no clear sense of direction. Although you may struggle with this memo, please give it your best effort.

Reflections/Analyses (10% each)
Brief (< 1 page) responses to the following cases you will read/watch or simulations you will participate in asynchronously:
- Donna Dubinsky at Apple Computer
- Robert Moses' ascent to power
- Power and Influence on-line simulation

<u>Final Paper (30%)</u>
You will write a final paper analyzing a current or past situation related to power. It should be brief and is limited to 1½ single-spaced pages, 1-inch margins, 12-point font. Like the memo, papers are better when they synthesize your professional experience and course content. (Again, refer to "Tips for Influential Writing" attached to the Career Memo assignment on Brightspace.)

> Analyze a situation you have faced in either your career or a current professional relationship that relates to an idea (or two or three) we discussed in class. Retrospectively, apply the concepts to dissect a particular episode or relationship you now understand in a new light.

> The purpose of this paper is to engage in self-reflection and better understand a situation in which you have played a role related to power. Current or recent (last 2 years) situations are best. The criteria for this assignment are similar to the criteria for a good comment in class. That is, your paper should be relevant, concise, and extend the analysis of the class material in a useful way. In writing this paper, you should assume that we share the common ground of the class experience and start from there. Please do not use time or space summarizing any cases, readings, or class discussions.

<u>Pre-class Survey (5%)</u>: Due prior to our 1st class meeting. This is very important because I will be feeding back to you some personally and professionally relevant information from this survey.

<u>"Your Own Influence Network" Worksheet (5%)</u>: This is very important because I will be feeding back to you some personally and professionally relevant information from this worksheet.

COURSE MATERIALS
<u>Required</u>
- Power and Professional Influence coursepack available online at Harvard Business Publishing. You will need to create an account if you have not purchased any material at this website before. Most of the readings are contained in this coursepack, unless I could provide them for free on Brightspace (denoted as such in the syllabus). **This also grants you access to the outside-of-class simulation that you will do after our in-person sessions are complete.**

<u>Optional</u>
- Pfeffer, Jeffrey. (2010). <u>Power: Why Some People Have It and Others Don't</u>. Harper Business.
- Cialdini, Robert B. (2008). <u>Influence: Science and Practice</u>. (5th edition). Allyn & Bacon.

<u>Other Interesting Books on Power</u>
- Battilana, Julie, & Casciaro, Tiziana. (2021). <u>Power, For All</u>. Simon & Schuster.
- Bohns, Vannesa. (2021). <u>You Have More Influence Than You Think</u>. Norton.

- Gruenfeld, Deborah. (2020). <u>Acting With Power: Why We Are More Powerful Than We Believe</u>. Currency.

POLICIES & EXPECTATIONS

<u>Student Accessibility</u>
If you will require academic accommodation of any kind during this course, you must notify me at the beginning of the course (or as soon as your need arises) <u>and</u> 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. For more information, visit the CSA website.

<u>Student Wellness</u>
Classes can get stressful. I encourage you to reach out if you need help. The NYU Wellness Exchange offers mental health support. You can reach them 24/7 at 212 443 9999, or via the "NYU Wellness Exchange" app. There are also drop-in hours and appointments. Find out more here.

<u>Name Pronunciation and Pronouns</u>
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 pronouns this way. For additional information, go here.

<u>Religious Observances and Other Absences</u>
NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact religiousaccommodations@nyu.edu for assistance.

NYU Stern is committed to ensuring an equitable educational experience for all students regardless of identity or circumstances and strives to recognize the obligations its students have outside of Stern. 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. If you are aware of a potential conflict, please contact me as soon as possible to discuss any potential conflicts to determine whether/how they can be accommodated.

<u>Inclusion Statement</u>
This course strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with a goal of understanding how others might see situations differently. By participating in this course, it is the expectation that everyone commits to making this an inclusive learning environment for all.

COURSE OUTLINE AND SCHEDULE OF SESSIONS

PRIOR TO OUR FIRST IN-PERSON CLASS

Week of May 20
1. *Deliverable*: Pre-class survey

2. *Deliverable: Write Career Memo

3. Read Jick & Gentile, "Donna Dubinsky" HBS case
   a) Why was Dubinsky initially successful at Apple Computer? (1981-1984)
   b) How and why did things begin to unravel for Dubinsky?
   c) How did Dubinsky react and why?
   d) What should Dubinsky have done differently?
   e) What were Debi Coleman's advantages and weaknesses?
   Deliverable: Write analysis of key individuals' bases of power

4. Watch "Power, Influence, and Political Analysis" content module

Week of May 27
5. Watch Excerpts from Rick Burns' "New York" about Robert Moses (prologue, main piece, epilogue)
   Deliverable: Write analysis of Robert Moses' power according to the Resources, Discretion, Non-Substitutability definition of the course

6. Watch "Ascent to Power" content module

7. Read Dean, "Reaching for the Top, Touching Bottom" Ch. 1 of *Blind Ambition* and "Blind Ambition" excerpts of *HBS* case (continuation of "Reaching for the Top, Touching Bottom")
   a) How did Dean get into this mess? What were the factors outside of his control, and what were attributes of him as a person?
   b) How has Dean mismanaged his career with respect to building relationships and his reputation?
   c) What specific steps could Dean have taken to avoid this situation?

8. Watch "Seduced by Power" content module

9. *Deliverable*: Complete Your Own Influence Network worksheet

Optional: Pfeffer, "Introduction"
Pfeffer, Ch 1, "It Takes More than Performance"
Pfeffer, Ch 5, "Making Something Out of Nothing: Creating Resources"
Pfeffer, Ch 11, "How—and Why—People Lose Power"
Cialdini, Ch 6, "Authority: Directed Deference"

IN-PERSON SESSIONS

June 5: Paths to Power: Fitting In versus Standing Out
Mayo & Hull "Rosalind Fox at John Deere" HBS case; Isaacson "The Reality Distortion Field" Ch. 11
        of *Steve Jobs*
   a) What individual attributes did Fox and Jobs possess that were/are sources of power?
   b) What did effective performance mean to Fox and Jobs?
   c) What would you say "standing out" and "fitting in" mean to Fox based on her experiences?
   d) What did Fox do to build her reputation?

Optional (after class):   Pfeffer, Ch 2, "The Personal Qualities That Bring Influence"
                           Pfeffer, Ch 8, "Building a Reputation: Perception Is Reality"
                           Cialdini, Ch 1, "Weapons of Influence"
                           Cialdini, Ch 5, "Liking: The Friendly Thief"

June 6: Relationships, Reciprocity, & Rapport
Have Analysis of Your Own Network

McGinn, "Heidi Roizen" HBS case
   a) What steps did Roizen take, over various jobs, to develop a network? To maintain it?
   b) What are the strengths of Roizen's network as we see it at the end of the case? The weaknesses?
   c) What suggestions would you give Roizen for adjusting and maintaining her network as she
      becomes more involved as a high-tech VC?

Optional (after class):   Pfeffer, Ch 6, "Building Efficient and Effective Social Networks"
                           Cialdini, Ch 2, "Reciprocation: The Old Give and Take...and Take"

June 8: Managing Up, Speaking Up, & Career Choices
Hill & Rennelia, "Martha Rinaldi" HBS case
   a) Based on what you know before she starts at Potomac Waters, did Martha Rinaldi take the
      right job?
   b) What did Follett (her boss), Vaughan (her co-worker), and Rinaldi all do to contribute to the
      issues that developed?
   c) What else could Rinaldi have done to navigate these relationships more effectively? Think of
      specific moments when she could have taken specific actions.

Optional (after class):   Pfeffer, Ch 3, "Choosing Where to Start"
                           Pfeffer, Ch 9, "Overcoming Opposition and Setbacks"
                           Pfeffer, Ch 10, "The Price of Power"
                           Pfeffer, Ch 12, "Power Dynamics: Good for Organizations, Good for You?"

AFTER OUR LAST IN-PERSON CLASS

Week of June 10
1. Read Change Management Simulation Background Materials (3 documents available on Brightspace/Content/Change Management Simulation)

2. Complete Run S3 of the simulation (login through your coursepack)

3. Complete Run S1 of the simulation

4. *Deliverable*: Write reflection about your experience and outcomes in the simulation

Optional: Cialdini, Ch 3, "Commitment & Consistency: Hobgoblins of the Mind"
Cialdini, Ch 4, "Social Proof: Truths are Us"
Cialdini, Ch 7, "Scarcity: The Rule of the Few"

Week of June 17
5. *Deliverable*: Final paper

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MANAGING CHANGE: MGMT-GB 3159 60

Professor Anat Lechner
al74@stern.nyu.edu (Best way to reach me)
Admin: Adam Ramos @ amr10320@stern.nyu.edu
TA: Claudia Caraballo @ cc7559@stern.nyu.edu

Office: TISCH 7-12
Classroom: Schedule TBA
Office Hours: By appointment

"It must be considered that there is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things. For the reformer has enemies in all those who would profit by the old order, and only lukewarm defenders in all those who would profit by the new order, this lukewarmness arising partly from fear of their adversaries, who have the laws in their favor; and partly from the incredulity of mankind, who do not truly believe in anything new until they have had actual experience of it. Thus it arises that on every opportunity for attacking the reformer, his opponents do so with the zeal of partisans, the others only defend him halfheartedly, so that between them he runs great danger."

From The Prince – Niccolo Machiavelli

I. OVERVIEW AND OBJECTIVES

Contemporary business environments contain challenges that demand an increasing pace, volume and complexity of organizational change. Most organizations, whether they are entrepreneurial start-ups or long-established Fortune 500 firms, find that they must change or wither. This course is geared toward deepening students' understanding of the challenges, the techniques, and the burdens associated with initiating and implementing major change in an organization. The course is especially useful for students who plan careers in management consulting, general management (whether in line or staff positions) and entrepreneurship.

The perspective on change adopted in this course is that competitive advantage today is less a matter of determining the right strategy than of implementing it faster and more smoothly than your competitors. As a result, this course concentrates on process, or how change can be most effectively implemented. In keeping with the emphasis on change process, the course focuses on the exploration and classroom discussion of cases illustrating different change efforts in a variety of organizations across a diverse range of business contexts. The exploration of these cases and, through them, the understanding of the complex and intricate process of initiating and implementing change, is the central focus of the course.

By the end of the course, I expect that you will be more knowledgeable about the science and art of managing change and how leaders and organizations engage in effective deployment of change programs. Specifically I am looking to help you:

1. *Acquire deep understanding of the phenomenon of change*
2. *Learn the various frameworks and practices associated with effective change management*
3. *Practice the development of effective change plan in a supportive collaborative work environment*
4. *Develop awareness regarding you personal capacity to handle change*

II. MATERIALS

Course Pack (Refer to as Coursepack): https://hbsp.harvard.edu/import/1078806 (TBA)
Note: All updates to the course (e.g. syllabus, materials, etc) are posted on Brightspace.

III. EXPECTATIONS & GENERAL INSTRCUTIONS

1. Submitting Written Work – follow these instructions:

Follow all file naming protocol about how to name files: For individual assignments, name your electronic file with the following naming convention: "[submitter].[case]". For example, if Jason Bourne submitted his individual case, he would name his file "Bourne.IndividualCase". For a group assignment, it would be "Group(#).FinalProject". When submitting a group assignment, only one member of the group needs to make the submission.

Use 12-point font, single-spaced with standard one-inch margins for all written assignments you submit.

Please submit all your assignments electronically via email to our TA Claudia Caraballo @ cc7559@stern.nyu.edu (and CC me at alechner@stern.nyu.edu) when they are due. Late submissions will not be accepted.

2. Adhere To The Stern's Honor Code:

Academic integrity and honesty is central to our mission as an educational institution. The MBA Code of Conduct, which all students sign, therefore places particular emphasis on academic integrity. Notably this includes refraining from any method or means that provides an unfair advantage in exams or papers, and clearly acknowledging the work of others in your own work. As a reminder, the entire Code of Conduct is available here. To help ensure the integrity of our learning community, prose assignments you submit to NYU C 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. Please check in with me if you are uncertain about what represents an honor code violation. It is better for both of us that we think these issues through together, and in advance.

3. Student Accessibility:

New York University is committed to providing equal educational opportunity and participation for students with disabilities. Students who are interested in applying for academic accommodations are advised to reach out to the Moses Center for Student Accessibility (CSA) as early as possible in the semester. If you already receive accommodations through CSA, you are encouraged to request your accommodation letters through the Moses portal as soon as possible. Moses Center for Student Accessibility (CSA), 212-998-4980, mosescsa@nyu.edu, www.nyu.edu/csa

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

4. Student Wellness:

Classes can get stressful. I encourage you to reach out if you need help. The NYU Wellness Exchange offers mental health support. You can reach them 24/7 at 212-443-9999, or via the "NYU Wellness Exchange" app. There are also drop in hours and appointments. Find out more at http://www.nyu.edu/students/health-and-wellness/counseling-services.html

5. Attendance:

- **Class attendance is mandatory.** If you need to *miss a class, pls LMK ahead of time. Note* - all classes are recorded and will be available to watch asynchronously.

IV. ASSIGNMENTS

I. Team assignments	%	II. Individual assignments	%
1. Final Group Project (Appendix 1, 3 & 4)	40%	1. Individual Change Assignment (Appendix 2)	30%
		2. Discussion board	20%
		3. Participation	10%

I. Individual assignments:

1. Individual change case (30%):

See *Appendix 2* for details. **This assignment is due JUNE X, 2024 by 9:00PM - Upload to Brightspace under 'Assignments"**

2. Contribution on the Discussion Board (20%)

There are 4 sessions marked on the syllabus where you will need to post a minimum of 1 Qs on our discussion board, as well as answer at least 1 Qs of your choosing, submitted by other classmates. Look for the sessions listed on the syllabus where you are asked to "REFLECT: Add your Q / A to our discussion board". This level of participation will earn you a max of 20 points as follow: 4 sessions in total where reflection is required, 2 points per session for 1 Qs submitted and 3 points per session for 1 Qs answered.

3. In-Class Contribution (10%):

- The class will be conducted largely through discussion, exercises, and small group work. To prepare for each class, read the assigned materials before coming to class. I will often deliver lectures and facilitate discussions in class, which will build on the salient points in the readings rather than review each of these readings in detail.
- In-class contribution, both in the large forum as well as in smaller groups, is an important part of our shared pedagogical experience. Your active participation helps me evaluate your overall grasp of the material. More importantly, the quality of the class itself is largely dependent on having engaging discussions. Naturally, the quality of your participation is more important than the quantity.
- Some people are uncomfortable with presenting viewpoints in a large group setting. However, contributing to discussions is an important part of your development as as an MBA student and a business leader. I don't cold call students, so you will need to initiate and manage your level of involvement in class discussions. If there is anything that may interfere with your ability to contribute on an ongoing basis, let's discuss it sooner rather than later.

II. Team Assignments:

<u>1. Final Project</u>
See Appendix 1, 3 & 4 for details.

<u>A comment on working in teams</u>
- A problem that is sometimes associated with group projects is a team member who does not do his/her share of the job. Everyone is expected to carry an equal share of the teamwork load. I will not supervise the process any more closely than would most managers in similar circumstances. Rather, you are expected to manage each other and the team.
- Try to set up clear processes regarding how the team assignments will get done and address problems head-on before they escalate. You should try to resolve problems within the group, but if you can't, let me know and I will do my best to help. If I become convinced that someone has not carried a fair share of work, I will reduce that person's team grade as far as I assess is warranted.

V. COURSE SCHEDULE

Date	Focus	Prepare
Week 1 / asynchronous	Introduction To Change Management - Review of global trends, changes in industry environments, the emergence of the knowledge economy and the implications these trends have to management in general and change management in specific.	READ: 1. How Industries Change: https://hbr.org/2004/10/how-industries-change 2. Strategies to win in the new ecosystem economy: https://www.mckinsey.com/capabilities/strategy-and-corporate-finance/our-insights/strategies-to-win-in-the-new-ecosystem-economy?stcr=F5AF9A841BC34DDB9D06E5EFE0977418&cid=other-eml-alt-mip-mck&hlkid=81200d66c1974a5bb1577812c367295a&hctky=1991373&hdpid=b004003d-dfe5-472f-ae46-a9575bbfe50e 3. Future Proof Your Organization: https://hbr.org/2021/09/future-proofing-your-organization 4. The Top 20 Business Transformations of the Last Decade: https://hbr.org/2019/09/the-top-20-business-transformations-of-the-last-decade?referral=03758&cm_vc=rr_item_page.top_right 5. Developing A Digital Mindset: https://hbr.org/2022/05/developing-a-digital-mindset PREPARE: TBD WATCH (OPTIONAL): 6. Bold by Peter Diamandis: https://www.youtube.com/watch?v=mIQKnCYXyb0

Date	Focus	Prepare
Week 2 / asynchronous	Conceptual Foundation - Theories and typology of Change: How do we think of change? Is change really possible? How often do change initiatives fail and why? We will address these Qs and more reviewing key literature in the field	READ: 1. Change or die: https://www.fastcompany.com/52717/change-or-die 2. Cracking the code of change: https://hbr.org/2000/05/cracking-the-code-of-change 3. Dimensions of Change: Examining the Different Types and Approaches (Coursepack) PREPARE: TBD
Week 3: June 3, 2024 9-12	Change In 3 Steps – Step 1: Diagnose Change in 3 acts: I'll introduce the first of three steps to manage change "Diagnose". We'll review practices and methodologies used to effectively diagnose organizational change needs.	READ: 1. Are You Change-Ready - Preparing for Organizational Change (Coursepack) 2. Organizational alignment: The Congruence Model (Brightspace) 2. Diagnose the System - The First Step in Leading Adaptive Change (Coursepack) PREPARE: REFLECT: Add your Q / A to our discussion board

Date	Focus	Prepare
Week 3: June 4, 2024 , 9-12	Change In 3 Steps – Step 2: Invent Change in 3 acts: the second step in managing change is "Invent". We'll discuss the future, developing foresight, forecast, future scenarios, strategies and the role of vision in mobilizing change.	READ: 1. Finding the future: Your Next Move--Sensing Change and Staying Ahead of the Innovation Curve (Coursepack) 2. Keeping Sight Of Your Company's Long Term Vision: https://hbr.org/2022/04/keeping-sight-of-your-companys-long-term-vision 3. A maverick CEO explains how he persuaded his team to leap into the future: https://hbr.org/2010/06/how-i-did-it-a-maverick-ceo-explains-how-he-persuaded-his-team-to-leap-into-the-future PREPARE: REFLECT: Add your Q / A to our discussion board PRACTICE: The Vision Exercise - Instructions Will Be Provided

Date	Focus	Prepare
Week 3: June 6, 2024 , 9-12	Change In 3 Steps – Step 3: Implement / Addressing Change Resistance Change in 3 acts: the third and last step in managing change is "Implement": Building flexibility and the capacity of the company to adapt and adjust. We'll review the many aspects of change deployment and the barriers to successful implementation.	READ: 1. Uncovering the Immunity to Change - The Psychological Phenomenon Behind Our Resistance to Change (Coursepack) 2. Change Is Hard. Here's How To Make It Less Painful: Https://Hbr.Org/2022/04/Change-Is-Hard-Heres-How-To-Make-It-Less-Painful 3. Leading Change: Why Transformation Efforts Fail: Https://Hbr.Org/2007/01/Leading-Change-Why-Transformation-Efforts-Fail 4. How Bold Is Your Business Transformation? A New Way To Measure Progress: Https://Www.Mckinsey.Com/Capabilities/Transformation/Our-Insights/How-Bold-Is-Your-Business-Transformation-A-New-Way-To-Measure-Progress?Stcr=F981Fba92Aef4C048Befdf3109A631C6&Cid=Other-Eml-Alt-Mip-Mck&Hlkid=8Fda3Ae9901C484286413B1656996F55&Hctky=1991373&Hdpid=C01Cab97-433A-4D7E-Bb70-934Fd4Fed49A PREPARE: REFLECT: Add your Q / A to our discussion board

Date	Focus	Prepare
Week 3: June 7, 2024 , 9-12	Developing A Change Plan - The Pfizer PLA Case Developing a change plan - Industry Cases	READ: 1. https://www.acc.com/sites/default/files/resources/advocacy/valuechallenge/toolkit/1279390_1.pdf 2. https://www.legalbusiness.co.uk/blogs/pfizer-maintains-business-as-usual-for-legal-alliance-as-rosenthal-latest-gc-to-depart/ 3. Changing the culture at British Airways (Coursepack) 4. Implementing the Nissan Renewal Plan (Coursepack) PREPARE: REFLECT: Add your Q / A to our discussion board
Week 4 / asynchronous	Developing a change plan - Industry Cases	See Appendix 4: Final Project Presentation Instructions For Details NOTE: **Upload Your Team Project Presentation By June X, 2024 At 9 Pm**
Week 5 / asynchronous	Teams Presentations – Consulting Teams Teams Presentations – Space Teams Teams Presentations – Auto Teams	PREPARE: 1. Watch All Teams Presentations 2. Discuss Learnings With Your Team 3. Provide Team Feedback For Each Presentation See Appendix 5 For Details/Instructions NOTE: **Upload Your Team Feedback To All Presentations By June X, 2024 At 9 Pm** Late submission will not be accepted.

APPENDIX 1: FINAL PROJECT - AI CHANGE MANAGEMENT PLAN

I. DESCRIPTION:

This project will focus on the changes that impact the CONSULTING, SPACE, AND AUTO industries. We will concentrate primarily on changes driven by the arrival of Artificial Intelligence (AI) and other relevant new techs (3D Printing, IoT, etc). Teams are expected to develop a comprehensive and actionable change plan that could help the company case you're assigned to work on, sustain and succeed in the coming years.

Below is the assigned company-per-team list:

CONSULTING TEAMS
Team 1 - McKinsey
Team 2 - Bain
Team 3 - PwC

SPACE TEAMS
Team 4 - Blue Origins
Team 5 - Space X
Team 6 - Virgin Galactic

AUTO TEAMS
Team 7 - Tesla
Team 8 - Geely Global
Team 9 - Hyundai Motor Group

II. PROJECT TEAMS:

I have assigned you into a project team. See Appendix 3. If your name is not on the list - pls let me know ASAP

III. PROJECT PLAN

The project will follow these steps:

- Step 1. Workbook 1:
  Your team will deliver analysis for the first wokbook as scheduled during the semester.
- Wokbook 1 will be available on Brightspace.
- You will receive feedback to help guide the next phase of the project.

Step 2. Workbook 2:
- Your team will deliver a change plan following the guidelines in workbook 2.
- Wokbook 2 will be available on Brightspace.

Step 3. Presentations:
- Your team will deliver your recorded project presentation.
- Additional details/guidelines regarding the project presentation can be found on Appendix 4
- All class teams will provide feedback for each presentation which will account for 25% of the final grade for this assignment.

APPENDIX 2: INDIVIDUAL CHANGE ASSIGNMENT

1. Comb the press for *change stories* relevant to the topic you're assigned to cover (see below)
2. Develop your analysis using the template provided below. Format – text or bullet points, as you wish, font size 10, maximum of 700 words.
3. This assignment is due **June X, 2024** at 9:00 PM via e-mail to alechner@stern.nyu.edu. Keep a copy of the submission e-mail on record.

USE THIS TEMPLATE FOR YOUR SUBMISSION:

Your name	
Assigned topic	Topic by student last name as follows: Last name A - F: Great Change Leaders Last name G - L: Amazing Company Turnaround Last name M - P: Failing Change Implementations Last name Q - S: Successful Change implementation Last name T - Z: Consulting Change Management Practices
Links to press and related articles	Provide links to the case discussed as well as any other relevant reference.
Brief abstract detailing key learnings	Provide 2-4 key learnings / insights
Case description and analysis	Provide an overview of the change case or practice and analyze its implementation
Change Recommendations	Based on your analysis - what recommendations do you have to enhance this change implementation?
Appendix (if relevant)	Include here relevant charts or images with links to each. Note - this section can come in addition to the 700 words limit.

APPENDIX 3: PROJECT TEAMS

Team	Name	E-mail
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APPENDIX 4: FINAL PROJECT PPTs INSTRUCTIONS

1. Presentation purpose:

The project presentations will allow us to review the logic, strengths and weaknesses of different change plans components. This experience is designed for you to learn the MUST HAVEs of a good change plan, the biases often shown when designing change interventions, the commonalities across change plans, and the change plans' ideas that stand out simply b/c they are truly great.

Classmates will provide feedback on each and every presentation. This feedback will be shared with the teams and will account for 25% of the final grade for this assignment.

2. Structure/Focus, length and order of presentations:

Your team will record and upload a ~20 minute presentation of your suggested change plan - following the guidelines below:

Part	Focus	Focus Your Presentation On The Following Issues
1	Industry trends & Competitive offerings	1. Discuss the 3-5 key industry trends with emphasis on the role of technology. 2. Present Four Key Industry Players and the way they add new value in the space.
2	Company analysis, Vision and Guiding Coalition	1. How is the assigned company addressing the competitive, technological, and customer preference changes that morph the industry? 2. What seem to be the emerging future of the industry, what specific vision should the assigned company follow, and who could lead the change that the assigned company should pursue?
3	Change Skeleton w/ Key Initiatives Quick Wins, Communication and Measurement	1. What specific change program should the assigned company follow - present a change plan skeleton and provide a detailed view of 3 key initiatives. 2. What quick wins are proposed for the assigned company to embed in its change plan in order to inspire engagement and commitment, what are the obstacles that need to be addressed/ removed, and how should the change be communicated and measured?

Suggested Deck Structure

	SLIDE 1	Title Slide - Team Members And Project Name
	SLIDE 2	Key Trends Identified
	SLIDE 3	Highlights From Your Analysis Of The Competitive Space
	SLIDE 4	Company Compétences
	SLIDE 5	Change Vision and Rationale
	SLIDE 6	High Level Timeline Of Change Initiatives Over 3 Years

	SLIDE 7	Who Should Be On The <u>Guiding Coalition</u>?
	SLIDE 8	Detailed View Of 1 Of 3 <u>Key Initiatives</u>
	SLIDE 9	Detailed View Of 2 Of 3 <u>Key Initiatives</u>
	SLIDE 10	Detailed View Of 3 Of 3 <u>Key Initiatives</u>
	SLIDE 11	List <u>Obstacles</u> For Change Implementation & Plan To Address Them
	SLIDE 12	What Are Your <u>QUick WIns</u>? Provide Details
	SLIDE 13	Key Constituents To <u>Communicate</u> To And <u>Key Msgs</u>
	SLIDE 14	Change Plan Effectiveness <u>Measurements</u>
	SLIDE 15	Parting Words Or Summary Slide Or Thank You/Q&A

APPENDIX 5: FINAL PROJECT PRESENTATIONS - TEAM FEEDBACK

1. Presentation Feedback Instructions:
Your team will view all other team project presentations, critically analyze and discuss the learnings provided in each presentation, and submit feedback for each presentation. You will be asked to comment on the following:

I. Analysis Quality
- Industry dynamics/trends
- Company competencies and position
- Change challenges / needs and opportunities

II. Delivery of insightful creative and actionable change recommendations
- The change plan suggested is robust and grounded in principles learned in class (creative and actionable recommendations following the change plan methodology discussed in class)
- The plan suggested positively contributed to your understanding of change management

III. Presentation Quality
- Clarity
- Visual appeal and relevance
- Overall engagement

2. Presentation Feedback Link:
Please use this feedback survey to provide your team feedback (Link TBA)

**NYU	STERN** DRAFT	**Engage Your Audience** SUMMER 2024 MCOM-GB.2129 V1 Pre-Work: 5/20-6/2; In-Person: 6/3-6/8; Post-Work: 6/9-6/23

Professor Diane Lennard dlennard@stern.nyu.edu KMC3-108 (inside KMC 3-100)

OFFICE HOURS
By appointment

TEACHING FELLOW
Lauren Turkovich: ljt7756@stern.nyu.edu

COURSE OVERVIEW

Successful business presentations are based on effective communication strategy. This course is designed for students who want to become more dynamic and engaging presenters. Practice exercises will focus on planning effective strategy; refining visual, vocal and verbal delivery to strengthen your presence; structuring and designing content; and handling questions from both internal and external audiences. During this course, you will prepare and deliver individual and group presentations. Students will benefit from individual feedback and coaching.

LEARNING OUTCOMES

- Understand how to use the elements of communication strategy to engage the audience
- Analyze and practice delivery techniques for prepared and impromptu presentations
- Experiment with audience attention and persuasion techniques
- Use message structure and storytelling principles to make your presentations memorable
- Apply design principles in the creation of visuals for your presentations
- Practice answering audience questions and giving/receiving feedback on presentations

REQUIRED READING AND VIEWING

- Duarte, Nancy. "Authentic Presentations Take Practice"
    Available on Brightspace/Course Reading.

- Duarte, Nancy. "Create a Presentation Your Audience Will Care About"
    Available on Brightspace/Course Reading.

- Lennard, Diane. "Tell Your Story"
    Available on Brightspace/Course Reading.

- Lennard. *Strategic Communication at Work: The Impact Paradigm.*
    Routledge, 2018. Chapters available on Brightspace/Course Reading.

- Schenkler, Irv. "How to Review Your Videotape"
    Available on Brightspace/Course Reading.

- Videos: *Structure Your Story* and *Create Compelling Visuals*
    Available on Brightspace/Course Viewing.

GRADING

Assignments for this course are listed below. (Grading criteria for each assignment are listed on the following pages.) Your final grade will be based on class participation and completion of assignments.

ASSIGNMENT	% of GRADE	DUE
Pre-Work	*	Pre
Self-Introduction Story —Individual Benchmark Presentation	*	1
Self-Evaluation of Introduction Story	*	2
Self-Evaluation of Impromptu Speaking Exercise	*	3
Team Presentation	25	3
Self-Evaluation of Team Presentation	*	4
Final Individual Presentation	25	5
Post-Work	25	Post
Participation (Includes all italicized items above)	25	Ongoing

CLASS PARTICIPATION

In-class contribution is a significant part of your grade and an important part of our shared learning experience. Your active participation helps me to evaluate your overall performance. You can excel in this area if you contribute to the course by:

- Providing strong evidence of having thought through the material
- Advancing the discussion by contributing insightful comments and questions
- Demonstrating interest in your peers' comments, questions, and presentations
- Giving constructive feedback to your peers when appropriate
- Being present, punctual and prepared

Engage Your Audience is designed to be a highly interactive course. The more you invest in the course, the more you will learn and the more others will learn from you. You are required to keep pace with the class; follow the course outline; participate in all activities; and complete readings, viewings and assignments by the designated due date (listed in the course outline below).

BRIGHTSPACE

Announcements: includes course reminders; check these regularly
Course Information: includes syllabus and the class list
Pre-Course Survey: includes the Pre-Course Survey; please fill out and submit as soon as possible
Assignments: submit all written assignments on Brightspace/Assignments
Modules 1- 6: includes course reading, viewing, documents, assignments; class slides and recordings

ATTENDANCE POLICY
Attending each of the in-person class sessions is required and part of your grade.

NOTE: If you have a qualified disability and will require academic accommodation during this course, please contact the Moses Center for Students with Disabilities (CSD, 998-4980) and provide me with a letter from them verifying your registration and outlining the accommodations they recommend.

VIDEO RECORDING
One way to improve your presentation skills is to watch yourself on video. For this reason, all of your presentations will be recorded on video and made available to you on Brightspace.

INTEGRITY
I expect that you will adhere to the Stern MBA Honor Code.
https://www.stern.nyu.edu/uc/codeofconduct

COURSE OUTLINE

MODULE ONE	MONDAY, JUNE 3, 2024 1:30 PM - 4:30 PM	
PRE-WORK	Read: "Tell Your Story" Read: Lennard, The Impact Paradigm and Chapter 3 Read "How to Review Your Videotape" View: *Structure Your Story* video	

DELIVERABLE	▶ **Self-Introduction Story (2 minutes)**
	Prepare a three-minute Self-Introduction Story (using no visual aids, notes or slides). This will serve as a benchmark of your presentation skills.
	
	Use the 3-step story framework to plan your presentation. Make sure to include some personal information in your story so the class can get to know you.
	
	Choose one of the following topics:
	    a. Tell us how you learned something through success or failure
	    b. Describe to us how you mastered a skill
	    c. Share with us how you overcame resistance to change	

AGENDA	ACTIVITIES	
1:30 pm – 2:30 pm	• Course and student introductions • Communication strategy and presentation structure	
2:30 pm – 4:30 pm	• Self-Introduction Stories • Debrief • Team meetings to select a company and a Big Idea • Assignments	

MODULE TWO	TUESDAY, JUNE 4, 2024 1:30 PM - 4:30 PM	
READING/VIEWING	View: Self-Introduction Story video Read: "Create a Presentation Your Audience Will Care About' Read: Select a Flow Structure	
DELIVERABLE	▶ **Self-Evaluation of Introduction Story** Read "How to Review Your Videotape" (Course Reading) and then watch your Self-Introduction Story video (Module 1/Class Session Recording); fill out the Self- Evaluation of Introduction Story form (Course Documents) and post it (Assignments).	
AGENDA	ACTIVITIES	
1:30 pm – 3:00 pm	• Impromptu Speaking Exercise • Debrief	
3:00 pm – 4:30 pm	• Delivery techniques • Team meeting to plan the Team Presentation • Assignments	

MODULE THREE WEDNESDAY, JUNE 5, 2024   1:30 PM - 4:30 PM

READING/VIEWING	View: Impromptu Speaking Exercise video Read: Guidelines for Giving and Receiving Feedback

DELIVERABLE	▶ **Self-Evaluation of Impromptu Speaking Exercise**
	Watch your Impromptu Speaking Exercise video (Module 2/Class Session Recording), then fill out the Self-Evaluation of Impromptu Speaking Exercise form (Course Documents) and post it (Assignments).
	
	▶ **Team Presentation (10 minutes)**
	Plan, prepare and present a 10-minute Team Presentation on a Big Idea about your selected company. Your audience is the students in the class.
	audience is the students in the class.
	
	   • Complete your Team Presentation Planner - one per team (Course Documents) and post it (Assignments)
	   • Design visual aids for your Team Presentation that enhance and support your message. Post slides (Assignments)
	
	GRADING CRITERIA:
	   1. *Structure: Presentation follows a logical order and details support the main ideas*
	   2. *Content: Information is relevant and content is organized to elevate overall audience attention*
	   3. *Delivery: Presenters engage the audience and speak with conviction*

AGENDA	ACTIVITIES
1:30 pm – 3:00 pm	• Effective feedback for presenters • Team Presentations
3:00 pm –4:30 pm	• Types of difficult questions • Handling audience questions • Assignments

MODULE FOUR	FRIDAY, JUNE 7, 2024	1:30 PM – 4:30 PM
READING/VIEWING	View: Team Presentation video View: *Create Compelling Visuals* video Read: Lennard, Chapter 4	
DELIVERABLE	▶ **Self-Evaluation of Team Presentation** Watch your Team Presentation video (Module 3/Class Session Recording), then fill out the Self-Evaluation of Team Presentation form - one per person (Course Documents) and post it (Assignments).	

AGENDA	ACTIVITIES
1:30 pm – 3:30 pm	• Preparation for impromptu speaking • Impromptu Speaking Practice
3:30 pm – 4:30 pm	• Compelling visuals • Meetings to plan Final Presentation • Assignments

MODULE FIVE	SATURDAY, JUNE 8, 2023 1:00 PM - 4:00 PM
READING/VIEWING	View: Impromptu Speaking Practice video Read: "Authentic Presentations Take Practice"
DELIVERABLES	▶ **Final Individual Presentation (3 minutes)** Plan, prepare and deliver a 3-minute presentation about an important innovation in your industry and your point of view about that innovation. Your audience is the students in the class. Remember to: • Post your Final Individual Presentation Planner and slide deck on Assignments • Be prepared to answer questions after your presentation • Organize your presentation so that you can effectively communicate your key messages in the allotted time • Make sure your visual aids enhance and support your message *GRADING CRITERIA:* *1. Structure: Presentation follows a logical order and details support the main ideas* *2. Content: Information is relevant and content is organized to elevate overall audience attention* *3. Delivery: Presenter engages the audience and speaks with conviction* *4. Visuals: Slides are readable and reinforce the verbal messages*
AGENDA	ACTIVITIES
1:30 pm – 4:30 pm	• Final Individual Presentations • Debrief and review

MODULE	TOPICS	READING/VIEWING	DELIVERABLES
1 **June 3**	Course and Student Introductions Communication Strategy Presentation Structure Self-Introductions	Read: · "Tell Your Story" · Lennard, The Impact Paradigm and Chapter 3 · "How to Review Your Videotape" View: *Structure Your Story* video	Communication Situations Forms Self-Introduction Story
2 **June 4**	Delivery Techniques Impromptu Speaking Exercise	Read: · "Create a Presentation Your Audience Will Care About" · Select a Flow Structure View: Self-Introduction Story video	Self-Evaluation of Introduction Story
3 **June 5**	Feedback Team Presentations Audience Questions	Read: Guidelines for Giving and Receiving Feedback View: Impromptu Speaking Ex. video	Self-Evaluation of Impromptu Speaking Exercise Team Presentation
4 **June 7**	Impromptu Speaking Practice Visuals	Read: Lennard, Chapter 4 View: . *Create Compelling Visuals* video . Team Presentation video	Self-Evaluation of Team Presentation
5 **June 8**	Final Individual Presentations Debrief and Review	Read: "Authentic Presentations Take Practice" View: Impromptu Speaking video	Final Individual Presentation
Post **June 9-23**		Read: Lennard, Chapters 5 and 6 View: Final Individual Presentation video	Self-Assessment Skill Selection and Practice Report Video Update