Management of Social Networks

Course Description

Why do some people prosper while others struggle? The difference is more than what they know – their human capital. It's also who they know. Successful people know how to improve their wealth, health, and happiness by creating rich social capital, tapping the hidden resources in their business, professional, and personal networks. Research shows that rich social capital produces higher pay, faster promotions, better jobs, funding for new ventures, new business opportunities, and profitable companies. This course focuses on social capital: what it is, how to build it, and how to use it to achieve your goals.

This course is also about using social capital to implement organizational change. The protagonist in this course is a network entrepreneur trying to get things done. The key challenge is how to work with other people to make change happen. As a network entrepreneur, you create value through coordination and control; coordinating your personal contacts to diverse groups in an organization, coordinating employees within and between functional groups, and coordinating activities across organizations. Creating value through coordination and control inevitably involves a protracted process of negotiated adjustments and compromises between players with divergent interests. This course is an introduction to the principles and applications of social network theory that indicate how best to coordinate divergent interests to create value.

This course provides you with tools for assessing and building the social capital of organizations. Through hands-on experience with network data, you will learn how to measure and evaluate social networks within and across companies, how formal and informal organizational design choices can change the shapes of networks, and how to build an organization's external network. Recent changes in the organization of work, enabled by information technologies and innovations in management, have made organization design increasingly look like community building. Particularly in knowledge-based sectors (e.g., biotechnology), organizational effectiveness is linked to an organization’s “social capital”—networks of relationships inside and outside the organization, coupled with shared understandings and norms, that enable cooperative action. At the same time, the tools provided by social network analysis provide a means to

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I would like to thank Wayne Baker and Jerry Davis at the University of Michigan and Rob Cross at the University of Virginia for generously sharing their course material with me.
assess, measure, and (to some degree) manage “organizational community building.” This course builds on these two trends by teaching conceptual tools for understanding social networks as complex systems; analytic methods for measuring social networks and uncovering the critical people and pathways in them; best (and worst) practices for building networks inside and outside the organization; and tactics for bringing about organizational change through social “contagion” processes.

The course emphasizes conceptual models, diagnostic tools, and practical applications. The course uses a variety of pedagogical approaches including case studies, small-group exercises, self-assessment tools, group projects, data analysis and simulations.

The specific learning goals of the course are:

♦ to increase your conceptual and analytical knowledge of the importance and power of social capital;
♦ to increase your abilities as a skilled observer of social capital;
♦ to increase your abilities as a skilled builder of social capital, both your own and that of the groups and organizations you lead;
♦ to increase your abilities as a skilled user of social capital;
♦ to introduce you to state-of-the-art diagnostic tools for assessing networks and social capital.

2. Daily Class Assignments

The specific assignments for the course sessions are described on the following pages. To ensure a high quality learning experience, it is critical that you prepare thoroughly before each class meeting. Read the assigned materials, draw from your business, organizational, and life experiences, and address the specific questions listed on the assignment sheet. Classroom time will be devoted to extensions, connections, and discussions of prepared materials. You will get the most from each class by participating actively in class discussions each day. Contributions from everyone are critical to the success of the course and to the shared learning experience.

3. Course Materials

Most cases and reading materials are included in the course packet or are available on the course web site. Some material will be distributed during the term.


We use a web tool for diagnosing social capital, the Humax Assessment. The student price for the assessment is $25. You will be given additional instructions on this web tool during scheduled class meetings. The Humax Assessment is available at [http://www.humaxnetworks.com](http://www.humaxnetworks.com).

You will also need to purchase two software packages:
- InFlow ($25)
- EIS Simulation ($15)

Please submit a check for the amount of $65 payable to “UC Regents” for the Humax self-assessment and the software. Receipts will be provided upon request.

### 4. Evaluation

Your overall course grade is a function of individual and group performance. It will be based 50% on your individual effort and 50% on your work in a team. This method of evaluation simulates performance evaluation and feedback in the business world. Your course grade is based on four components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade Type</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual project</td>
<td>Individual grade</td>
<td>Due, Tuesday, February 26, at the beginning of class</td>
<td>25%</td>
</tr>
<tr>
<td>Personal Action Plan</td>
<td>Individual grade</td>
<td>Due, Tuesday, March 5, at the beginning of class</td>
<td>10%</td>
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<tr>
<td>APCO case analysis</td>
<td>Individual grade</td>
<td>Due, Tuesday, March 5, at the beginning of class</td>
<td>10%</td>
</tr>
<tr>
<td>Team project</td>
<td>Team grade</td>
<td>Due, Tuesday, March 12, at the beginning of class</td>
<td>50%</td>
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<tr>
<td>The Social Capital of Senior Managers</td>
<td>Individual grade</td>
<td>Graded every class session</td>
<td>15%</td>
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Guidelines for Individual Project: Personal Action Plan

Learning how to build and use social capital is an important objective of our course. The purpose of this assignment is give you an opportunity to demonstrate what you have learned in the course by putting it into practice. Your written personal action plan should not exceed 5 pages in length and should address the following topics.

1. Goal. Social capital is a "support structure" that helps you to fulfill your mission and achieve your goals. Therefore, you must be clear about the goal you wish to achieve. You can pick any goal, as long as it is important and meaningful to you. This could be an immediate career goal (such as finding a great job in a particular industry or location), an organizational goal (such as finding a certain amount of venture capital for your start-up), or a personal goal (such as improving the reading skills of the children in your community). Be as specific as possible; describe your goal in concrete terms, and define it in a way that makes achieving it measurable.

2. Strategy. Strategy is the intermediate link between your "goal" and "specific steps." Your strategy describes the form of social capital you want to build and justifies why this is the appropriate form. We have considered two major forms of social capital: (1) social capital as a cohesive network composed of strong ties, trust, and cooperation; and (2) social capital as an expansive, entrepreneurial network full of structural holes.

3. Specific steps. These are the precise actions you will take to build and use the social capital you need to achieve your goal. Be as specific as possible: what, who, when, where, etc. This should include the concrete commitments you are going to make.

4. Timeline. The timeline shows the sequence of steps, and the dates by which each step will be accomplished.

5. Resources required. What resources or assistance do you need to implement your action plan and achieve you goal? What request would you like to make?

Guidelines for APCO Case Analysis: Organization Re-design Assessment

The APCO case in Class 8 entails a network analysis of an organizational change effort. The written deliverable is a 5 page memo that uses network analysis tools to assess the change effort and recommend improvements that will get the client organization closer to its goals (details are included in a separate handout available on the course web site).

Guidelines for Team Project: The Social Capital of Senior Managers

Your team's assignment is to interview a sample of senior managers, applying the tools and concepts from our course. Each team member's task is to analyze the networks of one manager.
The team will compile the results from these interviews, write a report, and present its findings to the class.

Who you interview is up to you. He or she may come from inside your organization or be a contact in another organization. The organization can be a corporation or a nonprofit (such as the university). Try to choose someone who you believe will be candid, open, and insightful.

This is an opportunity to spend some time reaching a deeper understanding of how the social relationships of successful managers and senior executives are developed, managed, and executed to get things done, within the context of the organization's design. Anticipate having to interview your senior manager at least three times to gain an understanding of his or her situation, the nature of his or her network, and the way in which it is managed.

The names of your subjects will be kept strictly confidential; use an alias when discussing your manager. The senior manager must understand and agree that you will review his or her Individual Profile report. Contact your professor to get an assessment number for your senior manager. Your senior manager will print his or her own report and share the results with you during one of your meetings.

The analysis is composed of these steps.

- First, interview your manager, one-on-one, and gain a general understanding of his/her network and how it is used to get things done, such as building a cross-functional team or building a network of support for a project or agenda.

- Second, ask your manager to take the online Humax Assessment. Contact your professor for an assessment number.

- Third, meet with your manager again to review the results from his or her Humax Assessment, and to get the manager's insights about the results.

- Fourth, meet with your manager to assess the extent to which this manager's organization hinders or helps social capital. Refer to the ten interventions described in Chapter 5 of Achieving Success Through Social Capital for guidance.

- Fifth, share your insights and findings with your team, for the purpose of developing a written report that identifies the general patterns of success and failure found to exist across your managers. Among the general questions you should consider, ask: What configuration of contacts creates the most significant opportunities and leverage for managers in organizations? How does the organization's design constrain or enable the networks managers build and how they are used?

To get you started, here are some questions to consider in developing your analysis:
1. What is the manager's current situation? Where is the manager located in the organization's structure? What is his/her most important current project or problem—is he or she attempting to assemble a team? Cultivate external clients? Create a mentor program?

2. How does the organization's design affect the manager's ability to get his or her work done -is it a help or a hindrance? What tactics does he or she use to work with or around the formal organization?

3. What are his or her current and previous two jobs in this or other firms? Let the manager free associate about his or her career and the critical events that shaped it (noting how the critical events were related to the organization's design). A good way to get interviewees to reveal their knowledge about their experiences is to let them tell you a story about how they found a key job, a collaborator, or a competitive opportunity.

4. What is a network map of the manager' s key contacts in his or her current job?

5. How does the manager build trust in relationships? What kind of information and resources are shared with different contacts and why?

6. In summary, what are the most significant constraints and the most significant opportunities facing these managers across the different situations they describe? How is this shaped by the organization's design?

Once you have analyzed the information from your contact, you will meet with your team to synthesize your findings and hypothesize about he patterns you found.

**Written Report and Presentation to Class**

The written report is due at the beginning of class on Monday, March 12. Your team will present the highlights of its findings to the class on this date as well.

A team report is required. This report will compile the results from the sample of managers you have studied. With a team of five people, you will have a sample of five managers.

Your written report should be a maximum of 15 pages, including any exhibits, tables, and appendices. Please double space your report, with 12 point font and 1" margins all around. Specifically, the paper should have a four-part structure.

(1) A brief description of each manager's situation (position, type of company, number of people being managed) and the problem being faced (no more than 1 paragraph per manager).
A network diagram summarizing the network of relationships of each manager. This should go in an appendix.

An analysis of how these different managers use the resources lodged in their network ties to get things done. This part should analyze the characteristics of effective and ineffective networking strategies as used by the different managers that make up your sample. What kind of strategies are used to ensure that the information obtained from a contact is accurate and timely? What tactics are used to successfully gain the buy-in of powerful actors or circumvent them? How does the organization's design affect the kind of network the manager has and the strategies used?

Finally, what conclusions can you draw about how organization design affects senior manager networks, both positively and negatively.

In general, the most informative analyses go beyond description (a story of what was done) to an explanation of why it happened the way it did using the tools and concepts from class. Well-organized answers that stress the most important factors rather than simply provide a data-dump of all possible factors are evaluated more highly. Ask yourself this question: What did I learn from this analysis that is most useful to me in managing my success and the success of others?

**How to approach your interview**

Interviewing and listening actively are important skills. Here are some tips. When doing the interview, you should try to get your manager to relax and tell stories about her or his experiences and activities. Embedded in these stories will be the kernels of insights that will help you understand their social network. As they tell stories, listen carefully and identify the key "concepts" we have discussed in class in their narrative. In particular, identify what factors lead to these concepts and what performance outcomes follow from them. This will give you the basis on which to develop a model of how networks affect performance.

You will probably go into the interview with a set of questions. Use these questions as an outline and be prepared to give up your sequencing. It is your job to navigate back to them when the time is ripe. If you try to stick too closely to your outline you are likely to lose the interviewee's attention and stall the interview when the conversation shifts in another direction.

**Probing**

It is important to probe during the interview. If your interviewee makes a general statement-such as, "I use trust to build my network"-ask them: "How do you build trust? Can you give me an example? When would that approach not work?" This is the best way to get fine-grained and accurate information about how networks are used by your interviewees.
Class Discussion

Class discussion is a significant part of the course. Your contribution to class discussion is evaluated according to your input and comments about the analyses of cases and conceptual material. Both the quality and quantity of your participation are important, but I emphasize quality over quantity. High quality comments include those that enhance the learning of all members of the class, demonstrate a thorough analysis and preparation of the assigned materials, summarize key portions of the discussion and move us in a beneficial direction, evaluate and constructively critique ideas presented by others, draw from your own experience or cultural background to shed new light on the discussion, and so on. Depending on the number of students in the course, it might not be feasible for everyone to participate in a significant way every week. Nevertheless, I expect you to be prepared each week. I will call on students in the class. Please inform me in advance, if for some (good) reason you are not adequately prepared for class, and therefore do not want me to call on you.
Class 1

Monday, January 8

Session I: 6 - 7.20 pm

Topic: Overview of the course

Case: none


Discussion Questions

1. Based on your experiences, think of one or two best practices of the use of social capital to achieve personal and organizational goals. Be prepared to describe these practices to the class.

2. What examples do you have of the inappropriate use of social capital? What might be called worst practices?

3. What special knowledge or other resources do you have that could be of use to someone in the class?
Class 1

Monday, January 8

Session II: 7.30 - 9 pm

Topic: Observing and Analyzing Networks: the Small-World Principle

Case: The Oracle of Bacon at Virginia


Optional Resources: Here is a company trying to profit from the small-world principle: http://www.sixdeg.com/
Here is a company that tried to profit from the small-world principle and failed: http://www.salon.com/21st/reviews/1998/09/21review.html

Go to the Oracle at http://www.cs.virginia.edu/oracle/. The Hall of Fame was discontinued in February 2001. But you can still take the challenge that would have inducted you into the Hall of Fame, which is to find someone with a Bacon number of 7 or higher who has not been found yet. (Please note: Finding someone with a Bacon number of infinity does not qualify you for the Hall of Fame). We will then discuss the small world principle.

Discussion Questions

1. What hypotheses guided your attempts to find high Bacon numbers?
2. What was the highest Bacon number you found? What are the links in the chain?
3. What makes the world small?
4. How can the small-world principle be leveraged to build networks?
5. Think about specific examples, applications, and uses of the small-world principle in business. Be prepared to discuss in class.
Class 2

Wednesday, January 17

Session I: 6 - 7.20 pm

Topic: Observing and Analyzing Networks: Casual Groups

Case: none

Readings: "Casual Groups of Monkeys and Men" (this is an excerpt from a book chapter; the document on the course website is complete)

This is a two-person team exercise done prior to our class meeting. Pick an outdoor spot with a reasonable amount of foot traffic. For a minimum of one hour, one person observes "who walks by" while the other person records the observations.

Observe and record casual groups of pedestrians: singles (people walking alone), doubles (people walking in pairs), triples, and so on. For each casual group, also record a few attributes, such as gender, approximate age, and so on. Use the reading as a guide to determine what to observe, report, and present.

Prepare a short verbal presentation of your findings, including overheads and handouts for the class.
Class 2

Wednesday, January 17

Session II: 7.30 - 9 pm

Topic: Acquiring the network toolkit


This class meeting provides an introduction to the concepts and tools of network analysis. The network analysis program InFlow 3.0 will be demonstrated during this class meeting.

Discussion Questions

1. Who are connectors, mavens, and salesmen?

2. How can one use social network analysis to identify them?

3. How do they achieve their network positions, and what does it have to do with community involvement?

4. The Wasserman and Faust readings are slightly less straightforward; skim these so that you have a sense of the measures of individual centrality and groups in networks (and why you would want to calculate these, in light of the Gladwell and Krebs readings).

NOTE: Bring a laptop computer to class today with InFlow 3.0 already loaded!

SPECIAL NOTE: In this class meeting, you will receive the instructions and your unique assessment number for taking the web-based Humax Assessment. This assessment is the basis of our discussion during class 4.
Session I: 6 - 7.20 pm

Topic: Using Technology to Build and Use Social Capital

Case: LinkedIn (A) (HBS case # 9-707-406)

Discussion Questions

1. To what extent does LinkedIn improve the operation of real-world social networks? How so?

2. What are the weaknesses or limitations of how LinkedIn taps and uses social networks?

3. Which of the two strategic options should LinkedIn pursue?
Class 3

Session II: 7.30 - 9 pm


Case: Managing Xerox's Multinational Development Center (HBS case # 9-490-029)

Readings: Baker, Achieving Success Through Social Capital, Chapter 4; review Chapter 3 (pp. 107 - 127)


Discussion Questions

1. What techniques did John Clendenin use to attain power for (a) himself and (b) his department? What role did structural holes play?

2. How did Clendenin's management style increase the power of MDC?

3. What could Clendenin have done to further consolidate MDC's power?

4. Overall, was MDC's power good or bad for the Xerox Corporation?

5. How should Clendenin respond to Hewitt's offer?
Session I:  6 - 7.20 pm

Topic:  Building and Using Social Capital in Big Organizations: Creating New Structures

Case:  Black Caucus Groups at Xerox Corporation (HBS case # 9-491-047)

Readings:  Baker, “Tapping the power of diversity” (On course website).
Review Baker, Achieving Success Through Social Capital, Chapter 3 (pp. 107 - 127) and Chapter 4

Discussion Questions

1. What problems did the African-American employees at Xerox run into? What were the causes?

2. How did the caucus groups respond to these barriers to success?

3. Suppose you were Kearns. What are you going to do?

4. Given what you know about social networks, what are the costs and benefits of the Caucus Groups for the Xerox Corporation? Are there reasons for encouraging such groups?

5. Is this a model for building social capital in other companies?
Class 4                                      Monday, January 29

Session II: 7.30 - 9 pm

Topic: Observing and Analyzing Networks: Humax Assessment Individual Profile

Case: You

Readings: Baker, Achieving Success Through Social Capital, Chapter 2

NOTE: Because you are taking the online Humax Assessment, you don't need to complete the sociometric survey on pp. 35 - 62.

Go to the Humax web site at http://www.humaxnetworks.com and take the Humax Assessment. The HUMAX Assessment diagnoses your social capital – the ability to access resources such as information, ideas, leads, business opportunities, financial capital, emotional support, even good-will, trust, and cooperation. Based on this scientific diagnosis, you can build your networks to improve your access to social capital.

What to expect
The HUMAX Assessment is administered entirely via the web. It is available 24 hours a day, 7 days a week. After you register and complete the online survey, you immediately get a 24-page customized report. This report includes an executive summary, network diagram, social capital profile type, and an analysis of three dimensions of social capital.

You will need the unique assessment number that was given to you in the previous class meeting. You must use a recent version of either Microsoft Internet Explorer or Netscape.

You determine the quality of your diagnosis
The quality of your diagnosis is only as good as the information you provide. If you perform this exercise before class, set aside at least 45 minutes where you can be alone and uninterrupted. By taking the Assessment seriously, you will give yourself unprecedented insights into your social capital and your ability to achieve goals and fulfill your mission.

The HUMAX Assessment is a sample of your networks
The HUMAX Assessment is the most advanced and comprehensive survey of social capital. The survey asks a series of questions about your networks. These questions are "memory probes" that illuminate the features of your networks associated with business success. Many areas of your life are not surveyed. You know many more people than you can name in the survey. Research shows that it isn't necessary to collect data on everyone you know. A sample of your networks represents the main patterns and tendencies of your networks, suggesting the essential nature of your social capital. Be sure to print and bring your Individual Profile with you to the first session of today’s class!
Class 4  January 29

Discussion Questions

1. What is your social capital type? What kind of social capital do you have?

2. Why do you have this type? What was its evolution?

3. Does this type support your personal and professional mission and goals?

4. What changes, if any, would you like to make? What type of social capital would you like to have, and why?
Session I: 6 - 7:20 pm

Topic: Building and Using Social Capital for Free Agents: Direct Sales

Case: Mary Kay Cosmetics, Inc. (HBS case # 9-481-126)

Readings: Review Baker, Achieving Success Through Social Capital, Chapter 3 (pp. 90 - 107) and Chapter 4

Optional Resources: Biggart, Charismatic Capitalism, Chapters 5 and 6. (On course website)

Discussion Questions

1. If you knew nothing about this business or industry except the compensation policies and the lack of restriction on sales territories, what types of sales strategies would you expect to observe? What type of culture would you expect to see?

2. What business function does Mary Kay's culture serve? What other organizational control mechanisms (e.g., pay, work design, selection techniques) could achieve the same purposes?

3. Assume that after reading the case, you have decided to become a Mary Kay consultant. Using the logic of network analysis, how would you build and use your social capital to be so successful that you would achieve your goal of becoming National Sales Director?
Session II: 7.30 - 9 pm

Topic: Building and Using Social Capital for Free Agents: Venture Capital

Case: Heidi Roizen (HBS case #9-800-228) & Jay Alix (read O’Brian & Stern article)

Readings: Bridget O’Brian and Gabriella Stern, "Nonstop Schmoozing Propels An Accountant Into the Big Leagues.” (On course web site)

Venture capitalist Heidi Roizen and turnaround specialist Jay Alix describe their approach for building and using networks.

Discussion Questions

1. Analyze Jay Alix's approach to network building. What general principles and strategies underlie his "schmoozing" behavior?

2. Analyze Heidi Roizen's approach to network building. What general principles and strategies underlie her networking behavior?

3. Compare and contrast the characteristics of Jay Alix's and Heidi Roizen's networks. Compare and contrast the strategies by which they built their network.

4. How well would their tactics work outside the US? How much do you need to vary your networking building by country? Why?
Class 6  

Monday, February 12

Session I:  6 - 7.20 pm

Topic:  Applying Network Tools for Organizational Assessment I


Case:  Western Electric's Hawthorne Works (The Bank Wiring Room).  (On course website)

The Cohen and Prusak chapters are straightforward.  Consider how you might use the interventions they mention to change the organizations described in the case.  Also consider how the ideas they describe can be turned into measures (i.e., of "centrality" and of "groups").

Discussion Questions

1.  Is the BWR an "effective" work group?  Why or why not?

2.  What is the "culture" of the BWR?  (Culture includes the formal and informal rules, norms, and expected behaviors.)

3.  What is the group structure of the BWR?  (Use InFlow to analyze the networks of relationships among the 14 workers in the BWR.  These data are on the course web site.)

4.  What should Thompson do?  Should he make major changes?
Class 6       Monday, February 12

Session II: 7.30 - 9 pm

Topic: Applying Network Tools for Organizational Assessment II

Readings: Cross, Borgatti and Parker, “Making invisible work visible.” (On course website)

Case: Capital Partners. (On course website)

Discussion Questions

1. Why has CP been so successful? What factors contribute to its success?

2. What is the "lattice" organization design? Why is CP trying to create a lattice organization? Does it fit their tasks and environment?

3. How does CP's ideal organizational design (the lattice blueprint) compare with the reality? (Use InFlow to analyze the networks of relationships among the 20 deal makers in CP. These data are on the course website.)

4. What should CP do in the future?
Session I: 6 - 7.20 pm

Topic: Action Plans for Building Social Capital

Case: Your action plan

Readings: Review Baker, Achieving Success Through Social Capital, Chapters 3 & 4

Bring your written action plan to class. Be prepared to present key aspects of the plan, and to state your request for help or assistance. Be prepared to reciprocate with the members of your class.

NOTE: Your written personal action plan is due at the beginning of this class.

Session II: 7.30 - 9 pm

Topic: Using Networks to Create Organizational Change I

Readings: Gladwell, The Tipping Point, Chapters 1, 2, 6 & 8 (skim Chapter 7)
EIS User Manual (On course website)

In Class Exercise

During this session your team will be engaged in an organizational change simulation in which you are to champion adoption of an Executive Information System (EIS) in an international subsidiary of a large company. Results are scored, so your success can be compared across teams (and will be in the next session).
Session I: 6 - 7.20 pm

Topic: Using Networks to Create Organizational Change II

Today we discuss the results of the EIS simulation from last week. Be prepared to describe your team's strategy and outcomes.

Discussion questions

1. How did your team identify the key targets of change?

2. How did your team match different interpersonal change initiatives to different targets of change?

3. How did your team manage the timing and sequence of initiatives to maximize the rate of the adoption of new innovations and novel ideas?

4. What instigated bandwagon adoption effects?

5. How did you react to the organizational barriers against your change initiative?
Session II: 7.30 - 9 pm

Topic: Design Interventions to Create Adaptable Organizations

Case: APCO case (on course website; network data on website)

Readings: Brown and Duguid, The Social Life of Information, Chapters 1, 5, and 6. (On course website)
Baker, "Teams as Networks". Available at http://www.humaxnetworks.com/teams.html
Review Cohen and Prusak. (On course website)

Discussion questions

1. Was the new budgeting process at APCO "simply form over substance"?

2. What does the structure of the network imply about the process?

3. What "should" the network look like if the process were more participatory and empowering? That is, what "target" network do we recommend?

4. What should we recommend as specific changes to the organization to improve the participatory budgeting process in the next fiscal cycle, and to use the process as a vehicle for empowering APCO's managers?

NOTE: Write-up of your APCO re-design analysis is due at the beginning of this class.
Session I: 6 - 7.20 pm

Topic: The Social Capital of Senior Managers
Case: Presentations of Team Projects
Readings: The Social Capital of Senior Managers (read pp. 4-7 in syllabus)
Baker, Achieving Success Through Social Capital, Chapter 5

This class meeting is used for presentations of team projects. The project involves using the tools and concepts from this course to diagnose and understand the social capital of senior managers. Read "The Social Capital of Senior Managers" for guidance on the project.

Note: Your team's written report is due at the beginning of this class. Every team is expected to present its findings.

Session II: 7.30 - 9 pm

Topic: Course Review and Summary
Case: none
Readings: Review all course materials