Assignment:
Common MGT 360 Management Analysis Report

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Course: *MGT 360*
Title: *Management and Organizational Behavior* (3 units)

"Theory is about the connections among phenomena, a story about why acts, events, structure, and thoughts occur. Theory emphasizes the nature of causal relationships, identifying what comes first as well as the timing of such events."
--*R. Sutton and B. Staw*

Goal:
The Department of Management strives to ensure that all students enrolled in MGT 360 are critical thinkers and strong writers. In essence, the Department wants all students to be able to demonstrate competency and efficacy in applying the principles of management and organizational behavior to the issues of a contemporary organization and its broader environment.

Objective:
In narrative essay format, I want you to address a business/organization case study using multiple concepts from class. The case question and case text begin on page 5 of this document.

Building upon your knowledge from MGT 360, students should demonstrate their best understanding of management and organizational behavior theory, and the application of those ideas to improve the understanding of various issues. You need to clearly identify at least *three* distinct, substantive issues. For each issue you need to 1), identify evidence from the case text that shows why this issue is important, 2), use theory from our textbook as a base for your analysis, and 3), draw an analogy from something in class other than the textbook (e.g., supplemental materials, lectures, class discussions, movie clips, etc.) to strengthen your argument. You also need to use appropriate in-text citations and provide a "Works Cited" (Reference) page.

Additionally, building upon your skills from general education and lower-division core courses, students should demonstrate their best composition and technical writing skills.

Length:
This essay is to be no less than three full pages and in length and no more than four full pages in length. Other relevant formatting requirements ("style guide") are linked from the course web page. The "Works Cited" page is *in addition to* the

required page length (i.e., the "Works Cited" page *doesn't count* as one of the 3-4 pages).

Deliverable:
This assignment is due on the date specified on the course outline.

Performance Measurement:
There will be two different scores for this assignment. The *first* score will be for content, and the maximum numbers of points for content will be 15. The scoring rubric for the content portion of this assignment is as follows:

2	-	clearly identifying at least three key issues to be addressed
3	-	appropriate use of evidence from the case text
3	-	appropriate use of relevant theory from our Textbook
3	-	appropriate & rigorous use of supplemental materials/lectures/discussions
2	-	correct and proper use of In-Text Citations
2	-	correct and proper use of a References ("Works Cited") page

The details for earning strong scores are enumerated below.

Requirements Rationale:

- *You must* clearly identify at least three key issues. Readers, especially important readers whose time is valuable and decision-making you want to influence (which eventually will be *you*, at some point after graduation), can't be guessing as to what you are writing about. Four techniques can help immensely to improve clarity in this regard. The first is to identify the three issues by the end of the first paragraph, probably in the last line of the paragraph. This first step is crucial because it sets the expectations for the reader. The second is to use sub-headings liberally (think of sub-headings as "signposts"). The third is to repeat the issue in the first or second sentence of the paragraph that will address the issue. You might use slightly different words, but the issue, in essence, is the thesis (or topic) sentence of the paragraph. The fourth and final technique is to repeat the three issues (summarized, of course) somewhere in the final, concluding paragraph.

- *You must* use evidence from the case text. It will likely be a direct quote, paraphrase, or summary (all of which need a proper citation). Without some supporting evidence, there is no way to demonstrate that the issue you wish to discuss is even an issue, much less a distinct and substantive one. There might even be more than one piece of evidence, even from a single, journalistic article.

- *You must* lead the reader through the process of inference. That is, apply the general principles (theories, models, and frameworks) from this course to explain a phenomenon that occurred in the past or predict what phenomenon is likely to occur in the future. Both explanations and predictions require a deep understanding of "why". Support for "why" is evidenced primarily by the rigorous use of appropriate theories, models, and frameworks. For this assignment those theories originate from the textbook readings. There are many theories in a textbook; choosing the best one requires diligent focus, a comprehensive understanding of course approach detail, and fervent review of technical subject matter. There are no "short-cuts" to using the best theory, models, or frameworks in an objective, purposeful manner.

- *You must* make a strong argument in your analysis. Convincing another smart person that your thinking is right or best is some of the most difficult work you'll do after you graduate. In addition to evidence and theory, another critical piece of a strong argument is the elegant use of an analogy. You offer additional support for your analysis of your issue by the use of a relevant <u>analogy</u> between a fact from the case text and a fact from a (non-textbook) class-related material or activity (e.g., supplemental materials, lectures, class discussions, movie clips, etc.).

- *You must* cite your references, including specific page numbers, in-text (i.e., "in-line") in the sentence in the narrative. You cannot make crass, unsubstantiated arguments or use ambiguous references. You need to provide tangible support for your reasoning. You build authority and credibility by acknowledging and referring to the work of others. Put another way anything you write that isn't cited is assumed to be your own work. If you intentionally or unintentionally let the reader assume that the work of other individuals is your own work, you are plagiarizing. You cannot do this…ever…in either academic or professional work. You may use APA or MLA format. There are examples of in-text citations in the APA Style Guide summarized nicely by the CSUN Library:

  `http://library.csun.edu/egarcia/documents/apacitation_quickguide.pdf`

- *You must* use a "Works Cited" page (sometimes called a "References" page). Someone else must be able to locate and use each reference on the "Works Cited" page. Multiple, In-text citations from the narrative that refer to the same reference in the "Works Cited" page are listed only once in the "Works Cited" page (even if different elements are used in the In-Text citation). You may use APA or MLA format. There are examples of how references are to be formatted on "Works Cited" pages in the APA Style Guide summarized nicely by the CSUN Library:

  `http://library.csun.edu/egarcia/documents/apacitation_quickguide.pdf`

Other Tips:

- *Don't* write haphazardly. *Do* balance breadth (broad coverage of multiple issues) with depth (sufficient, detailed analysis of each distinct issue). These issues emerge from your reading of the article, your education and experience, and your understanding of what the firm needs to succeed. You'll write a better paper if you identify issues that resonate with you viscerally because you'll have more acumen and concomitant passion for those issues.

- *Don't* focus on principles, concepts, and materials from *other* business classes (lower-division or upper-division). *Do* focus on principles, concepts, and materials covered in *this* course—MGT 360. Take the perspective that the materials from this class on "Management and Organization Behavior" are unique and distinctive from other upper-division business courses. Here are two tips: 1), review the titles of the textbook chapters, HBR and supplemental readings, 2), review the organizational structure and details of the course outline.

- *Don't* just use concepts from the current part of the course, or materials just after the mid-term exam. *Do* use materials from the entire course, including from materials on leadership and change near the end of the course. Therefore, you need to review prior materials and you need to read ahead. This class doesn't have a cumulative final exam. However, this assignment is indeed a cumulative assignment.

- *Don't* arbitrarily ignore General Education courses. *Do* incorporate materials from one or more of G.E. courses if you feel those materials strengthen your thinking.

- *Don't* write like you speak. *Do* organize your thoughts well. The main body of the report are the issues. Additionally, the first paragraph of the report should be an introduction, and the last paragraph should be a conclusion. The last sentence of the introduction might be a summary of what is to come in the main body, while the conclusion might be a summary of what was said and final recommendations.

The *second* score will be for writing, and the maximum numbers of points for content will be 10. The scoring criteria for the writing portion of this assignment will be similar to the writing scoring criteria used previously in this class.

Although the *raw* scores differ for Content (15 points) and for Writing (10 points), both scores are *weighted* equally (i.e., half of 10% overall is 5% for Content and 5% for Writing).

Case Question:

> Assume that you are a consultant to the Board of Directors at a large, national bank that has both commercial and investment banking interests (note: the Board hires the CEO). The Board of Directors at this firm has hired you to assist them in better understanding a new entry-level employment initiative at Citigroup implemented by the new CEO, Michael Corbat, as well as new initiatives for retention of entry-level employees at Goldman Sachs.
>
> Write a brief management analysis report that informs the Board about these strategic initiatives. That is, using the language of our class, describe (explain) why these new initiatives may be successful (or not) and prescribe (predict) what the Board and management team would need to do to make one or more aspects of these initiatives successful at the banking firm for which you are consulting.
>
> (If you need to make any assumptions or background regarding anything you might have read in the case text, simply state them as needed.)

Case Citation:

Rexrode, C., (2016, Mar 17). Citi to Millenials: Take a Year Off. *Wall Street Journal*.

Case Text:

Full text: Attitudes toward young bankers have shifted so strongly on Wall Street that Citigroup Inc. has a new plan to keep them happy: give them a year off.

The bank on Wednesday unveiled new programs meant to appeal to younger workers, including faster paths to promotion and the chance to take a year off to do charitable work. Citigroup also is introducing a program that lets young employees work on a four-week microfinance project in Kenya.

It all is meant to recruit -- and keep -- young talent increasingly skeptical of Wall Street and eager to land a job in the technology sector.

Even the language that CEOs use has become more solicitous.

"I want people to have family lives, personal lives," said Citigroup Chief Executive Michael Corbat in an interview. "When I was a junior banker, it was a rite of passage in terms of how many hours you work. And I don't think it's how many hours you work. It's how productive are you and how good are you."

Whether community service for a couple dozen employees can alter millennials' perception of Wall Street remains to be seen.

"It will engage millennials," said Stacy Stevens, president of recruiting firm Park Avenue Group. "But I still think it's the nature of millennials to get bored and to move every two or three years."

Nine incoming analysts already have been selected at Citigroup to spend a year with one of roughly 40 nonprofits being chosen by an organization called Service Year. During that year, they will be paid 60% of their normal Citigroup salary. After they are finished, they will start at the bank.

"These changes are just the beginning," said Ray McGuire, who runs Citigroup's corporate and investment bank, in a memo to employees Wednesday.

Banks across the industry are rethinking the junior-banker experience, which for years has been viewed as the dues-paying means to Wall Street riches.

Goldman Sachs Group Inc. announced in November that it would make changes to appeal to entry-level bankers, so they can spend less time on the rote tasks of preparing "pitch books" and reformatting spreadsheets.

J.P. Morgan Chase &Co., the nation's largest bank, recently rolled out a program that lets younger workers spend about 15% of their time helping nonprofits with technology problems, while Bank of America Corp. recently gave junior employees a path to faster promotions.

Meanwhile, Citigroup wants its younger employees to move more easily between different cities and departments.

"If you stay quiet and only later say, 'Boy, I would have taken that job in Asia,' then it's not good for the employee or the bank," Mr. Corbat said, noting that he still regrets not taking an international assignment earlier in his career. He joined Citigroup predecessor Salomon Brothers straight from college and rotated through multiple business units, before spending time in London as an executive.

Next month, a dozen junior Citigroup employees will travel to Nakuru, Kenya, for four weeks to help micro businesses there develop growth plans. More than 80 Citigroup employees applied for the trip.

Closer to the firm's Manhattan headquarters, the bank is adding more rungs on the career ladder and more frequent feedback for young employees. The bank also will expand its student recruiting efforts, branching out from its focus on only business majors at top, well-known schools to students studying other disciplines at a wider range of universities.

Still, the moves may not go that far in changing Wall Street, where 100-hour workweeks can be a badge of honor. Citigroup more than two years ago started telling analysts and associates that they should be out of the office from Fridays at 10 p.m. through Sundays at 10 a.m., but employees still come in for critical situations.

"People continue to work outrageous hours," said Ms. Stevens, the executive recruiter. "There's still an element of paying your dues, and getting in from the ground floor up."

Also, while the programs will appeal to some employees, they won't stop someone eager to try out a faster-growing technology startup.

"There's this thrill and excitement and risk-taking attraction," which is pulling young bankers to technology companies, said Neil Sims, a managing partner for executive-search firm Boyden. "There's little they can do to hold those people. . .if Silicon Valley comes courting."

Huang, D., and Gellman, L. (2016, Apr 9). Millenial Employees Confound Wall Street. *Wall Street Journal*.

Case Text:

Full text: Entry-level bankers from Goldman Sachs Group Inc. gathered in a lower Manhattan hotel ballroom last April to listen to the firm's top executives try to fire them up about their budding careers. David Solomon, co-head of the firm's investment bank, took on the touchy subject of young employees leaving for private-equity jobs.

"At this time next year, there's a lot of you in this room who won't be working at the firm," he said. "That's a fact, candidly, we would like to change."

Mr. Solomon grew animated as he advised the aspiring financiers that leaving Goldman was unwise, according to people who attended. They should think more about their long-term career trajectories, he said, and they would be more marketable after four or five years.

Some in the audience found his tone off-putting. It felt as though they were being lectured, even scolded, several of them said in interviews, rather than getting reasons to stay at the firm.

For decades, success on Wall Street followed a simple formula: Grind out years of marathon workweeks and menial tasks in exchange for a shot at helming deals and amassing millions. The industry's biggest firms now acknowledge the math doesn't work for many of their youngest bankers.

Six months after Mr. Solomon's speech, Goldman announced changes designed to provide junior bankers with faster advancement and more stimulating work. "We're well aware that our junior bankers have many options, so we're doing everything we can to retain our best talent," says Mr. Solomon.

Since then, J.P. Morgan Chase &Co., Citigroup Inc. and others have revamped their rules and added sweeteners for young employees, tweaking the delayed-gratification model to better suit the expectations of the millennial generation.

Bank managers are trying to persuade younger employees to stick around and rise through the ranks, as generations of bankers did before them, instead of bolting to Silicon Valley or smaller investment firms.

According to a LinkedIn Corp. analysis conducted for The Wall Street Journal, analysts and associates who left their positions at a dozen investment banks in 2015 stayed an average of 17 months, compared with a 26-month average for those departing the same positions a decade earlier. Back in 1995, the average tenure was 30 months.

The entry-level exodus has spurred Wall Street into an uncharacteristic bout of soul searching, as leaders conclude that the industry must alter its long-held traditions and rethink its approach to management.

"We're focused on trying to understand what's important to the folks we hire right out of school," says John Waldron, co-head of the investment banking division at Goldman Sachs.

The relative satisfaction of junior bankers matters because Wall Street firms are slashing thousands of more-senior jobs in a push to cut costs. The drive has picked up in the past year as low interest rates and difficult trading conditions weigh on the industry.

Goldman Sachs said in a February presentation it has reduced compensation expenses by $270 million since 2012, in part by eliminating higher-paid positions and bolstering the ranks with younger, more inexpensive employees. The firm said it reduced the number of partners and managing directors by 2% between 2012 and 2015, while increasing the number of analysts, associates and vice presidents by 17% over the same period.

In interviews, more than 40 current and former junior-level bankers at major firms -- called analysts and associates -- described a tension between banking's hierarchical institutional culture and their desire to take on more substantial work sooner.

When Steve Wu began his two-year stint as an analyst at investment bank Moelis &Co. in July 2013, long hours were a given, but so were fast-paced deals, good money and prestige. The recent graduate of the University of California, Los Angeles, told his girlfriend he wouldn't have time for a relationship.

What Mr. Wu says he didn't expect was the drudgery -- the amount of trivial work that got passed on to entry-level bankers. One night, he says, after he had worked until 1 a.m. preparing a 60-page client book, his managing director told him to replace all the logos in the presentation because they appeared "fuzzy."

In June 2014, after 11 months on the job and just weeks shy of receiving a five-figure bonus, he left Moelis for a mobile-gaming startup and what he saw as the chance to be more than a cog in the machine. "Every day I can see the direct result of my action," he says of his new job.

A spokeswoman for Moelis said more than two-thirds of the firm's bankers are under 35, and that the firm is committed to the development of its bankers early in their careers. She declined to comment on individual employees.

At J.P. Morgan, associate Lee Tsai says he grew disenchanted about one year into the job. Objectives in his semiannual reviews, he says, were easy to meet and after requesting new responsibilities, months passed and nothing changed. "Same spreadsheets, same pricing models, same slides," he says.

At the same time, he was giving talks to recruits, he says, repeating buzzwords he heard when he was a student. Big deals, client exposure, professional mobility -- "feeding them," he now says.

Mr. Tsai soon stopped attending recruiting events. He passed on mentoring new hires. "I couldn't keep telling them about how great it was," he says. He left the bank in August and is now learning to code.

J.P. Morgan, which declined to comment on Mr. Tsai, made several changes this year to the way it handles young bankers. One initiative, dubbed "Pencils Down," urges the firm's 2,000 global investment bankers to take weekends off, so long as they aren't working on a live deal. It also expanded an accelerated promotions track that shortens the path from analyst to managing director by as many as four years for star performers.

The changes are "enhancements," says Carlos Hernandez, J.P. Morgan's head of global banking, "and realistic to what this generation wants."

Anne Hubert, a senior vice president at Scratch, a consulting unit of Viacom Inc. that performs research on millennials, says she advised a major investment bank about young workers. Senior bankers, she says, hated the fact that young people constantly wore headphones, preventing them from hearing instructions shouted across the trading floor. "Those damn earbuds," she recalls them grumbling.

Ms. Hubert says she encouraged them to view it as an opportunity to connect with the new generation and "tune in" to what they want. "What's going on behind those earbuds?" she recalls asking them. "Are they listening to music or podcasts? What are they thinking about?"

At Goldman Sachs, "Managing Millennials" has been one of the most popular training sessions for years.

Beginning last year, the bank began limiting hours for its most junior staff, requiring summer interns to stay away from the office between midnight and 7 a.m. during the week. Chief Executive Lloyd Blankfein's daughter, a senior at Harvard, interned with the bank last summer.

Goldman and other banks have retooled their analyst programs, including new measures to outsource grunt work and invest in timesaving technology.

Credit Suisse Group AG has begun putting early-career bankers in front of clients soon after hiring -- something that might have taken years in another era on Wall Street.

The Swiss bank also appointed a program director to coach senior bankers on communicating with young staffers, providing tips such as "don't lean on hierarchy," says Amy Hudson, chief operating officer of the firm's investment bank and capital-markets division. The appointee, Nancy Nightingale, is a "total mom figure," says one third-year analyst. She recently helped shepherd an effort to get bosses to send personal emails highlighting junior bankers' individual achievements.

"The things that [young workers] want are frankly the things that all of us always wanted," says Ms. Hudson. But today's junior bankers, she says, are "more confident about expressing it in the workplace."

That dynamic isn't unique to finance. Only 28% of millennials feel their current employer is making full use of their skills, according to a survey by Deloitte &Touche LLP. On Wall Street, however, paying one's dues has long been part of the culture.

Michelle Wu discovered that fact six months into her job as a credit analyst at Goldman Sachs when she sought a transfer to another group to learn new skills. Her team mentors turned her down, she says. "Their responses were, 'Keep your head down' and 'Focus on your work,'" she recalls. Goldman declined to comment on specific employees.

In December 2014, after less than a year at Goldman, she accepted a job on Google's small-business team and moved to California. Despite working more than 100 hours a week -- about the same as her job at the bank -- Ms. Wu says she feels more energized. When she told her boss about an opportunity to increase revenue, she says, he told her to "run with it."

Wall Street's postcrisis landscape has been reshaped by job cuts and reduced risk-taking, and pay packages don't tip the scales like they used to.

At three elite business schools -- Harvard University, Stanford University and University of Pennsylvania's Wharton School -- M.B.A. graduates who accepted jobs in investment banking or trading had a first-year base salary of $125,000, on average, similar to those who join technology companies, and less than the roughly $150,000 base at other Wall Street firms such as hedge funds and private-equity firms, according to the schools.

Surveys show that young people who came of age during the economic downturn are less trusting of the financial sector in general, and more eager to find jobs that they believe serve a social good. A 2014 Brookings Institution report concluded that millennials are likely to "find an outlet for their desire to change the world for the better somewhere other than on Wall Street."