

Professor: Steve Barth
Office: Stonier Hall 331A
Office Phone: 562.787.5619 (mobile; texts preferred)
E-mail: sbarth@usc.edu
Office Hours: (by appointment)

Course Description

This course focuses on designing management systems and practices that lead to organizational excellence, as well as techniques for organizational change. The course is appropriate for students looking at careers in HR or consulting while also integrating the diverse general management disciplines into practical frameworks.

In particular, MOR 461 covers the theory and practice of organization design, how to ensure your organization can effectively execute its competitive strategy, and how to maximize organization performance by aligning structure, rewards, staffing, processes and culture with your chosen strategy.

Learning Objectives

The overall learning objective is to prepare you to evaluate and choose among design options based on the circumstances and environment of a given organization. By the end of this course, successful participants should be able to:

1. Understand what organizations are and how organization design can lead to strategic advantage.
2. Identify and understand various organizational design components and how the balance, alignment and interplay between design components yield desired outcomes and/or unintended consequence.
3. Understand the relationship between leadership, culture and values, organizational design, and effectiveness.
4. Use theories, frameworks and examples to analyze and diagnose the fit between an organization's existing design, competitive strategy and external environment.
5. Apply principles, frameworks and best practices to a chosen organization and make recommendations about design and implementation.
6. Distinguish among emerging, timeless and fading challenges and trends in organization design.
7. Understand issues of implementation of various design strategies and interventions.

Required Materials

This course uses a textbook, cases based on news articles and other online material, plus videos and other mixed media content.

1. Students are responsible for acquiring the textbook: Richard L. Daft: *Organization Theory and Design, 12th Edition (11th edition ok)*. Cengage Learning, 2013. ([Chapter 1 is online](#))
2. There is no course reader; materials will be available on the Web. Additional articles, cases, videos, etc. will be assigned and announced on Blackboard. I will occasionally assign you to research your own case material. Material is subject to change as class

discussions evolve. Please suggest additional resources for discussion whenever you find something valuable. Sharing is encouraged, but *respect copyrights*.

Prerequisites and/or Recommended Preparation:

BUAD 304 Organizational Behavior and Leadership is a prerequisite.

Course Notes:

As much as possible, this course should be designed as an effective workplace environment according to the same principles taught in the class. The best workplaces are learning environments. The best learning environments are both professional and *playful*.

One way or another, almost all of your grade in this class is based on contribution to our collective learning. Specific participation is important, but your assignments should also be aimed at your peers and will be shared in class as often as appropriate.

Moreover, you are encouraged to share your work and leverage the work of others (inside and outside class) *as long as you provide credit to the source*. [Mendeley](#) is a useful document and citation manager to simplify attribution. Since using the work of others *with* attribution is encouraged, there is no justification for using the work of others without credit. [Plagiarism](#) will have serious consequences (see below).

Most assignments in class are delivered in workplace formats (slides, memos) and linked together to support the final team project. As such, professionalism and attribution count in my feedback and grading. As much as possible, deliverables will be shared and discussed in class and can be revised pending feedback. Every student owes constructive feedback to her or his colleagues.

Two short quizzes will track your progress through the material. The two “exams” are open book to test comprehension and clear thinking rather than memorization. Nevertheless, preparing for open-book tests is essential: organize your notes, ideas and analytical frameworks.

The science is clear that connected devices diminish personal learning and distract others in the learning environment. Leave laptops, tablets, phones—and now watches—alone unless we are actively accessing information as part of class activities.

ASSIGNMENTS AND GRADING DETAIL

Grading Policies:

As in a workplace setting, your performance in this class depends on how you meet or exceed expectations on specific assignments and the degree to which you create shared value towards our learning objectives. Inevitably, final grades depend partially on your performance relative to your peers, but there is no mandatory curve or distribution. You will get a better grade cooperating than competing with your peers. Leadership—and citizenship—count.

Your performance is evaluated based on four areas:

Participation—Students are expected to contribute to class discussions and team collaboration. In a small, elective setting everyone must be *prepared and willing* to speak in class. Use participation cards and peer evaluations to help me track your contributions and recognize the contributions of your peers.

Individual assignments—Four individual assignments will be used as building blocks for the team project. These will be described in class, but in brief a) present creative organizational metaphors, b) describe modern design challenges, c) identify real-world companies facing these challenges, and d) contribute to a toolkit of practical, applicable concepts based on theories covered in class.

Team assignments—Students will form teams and choose, research and analyze one real company and present organization design findings and recommendations as a final project. Teams will present to the class and provide a comprehensive memo (paper) to the instructor.

Tests—Quizzes, Open-book midterm and final exams will test your ability to apply learning to a case. You will have access to your textbook and notes, so avoid cramming and organize your learning as you go along.

Grade Component	Percentage of Grade
Class Participation	20%
▪ In-class contributions	10
▪ Peer evaluations	10
Individual Assignments	20%
▪ Metaphor	5
▪ Challenge	5
▪ Company	5
▪ Toolkit	5
Team Project	30%
▪ Presentation	15
▪ Paper	15
Exams	30%
▪ Quiz 1	5
▪ Midterm Exam	10
▪ Quiz 2	5
▪ Final Exam	10
TOTAL	100%

Assignment Submission Policy:

Assignments must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). I may require additional hard copy. Late or not, however, you must complete all required assignments to pass this course.

Evaluation of Your Work:

Regard each of your submissions as a “test” of how well you can apply what you’ve learned. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can.

If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

Graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

COURSE CALENDAR (Subject to Change)

S	D	Topic/Activity	Prep (Readings, Videos, Etc.)	Deliverables, Deadlines, Notes, Etc.
1	8/23	Course Unboxing	Case: Gravity Payments	
2	8/25	Org Design Frameworks & Challenges	Galbraith's Star, Etc.	
3	8/30	Organizations & Organization Design	Daft Ch 1	
4	9/1	Organizations & Organization Design	Case: Spotify Labs	Metaphors due 9/4 5pm
5	9/6	Strategy, Org Design, & Effectiveness	Daft Ch 2	
6	9/8	Strategy, Org Design, & Effectiveness	Case: TBA	<i>Last day to add 9/9</i>
7	9/13	Fundamentals of Organization Structure	Daft Ch 3	
8	9/15	Fundamentals of Organization Structure	Case: ABB	QUIZ 1; Challenges due 9/18 5pm
9	9/20	The External Environment	Daft Ch 4	
10	9/22	The External Environment	Case: Uber	
11	9/29	Interorganizational Relationships	Daft Ch 5	
12	9/29	Interorganizational Relationships	Case: Ports of LA & LB	Companies due 10/2 5pm
13	10/4	Designing for the International Environment	Daft Ch 6	
14	10/6	Designing for the International Environment	Case: Samsung	<i>Last day to withdraw w/out "W" 10/7</i>
	10/11	NO CLASS		Midterm (take home) due 10/11 5pm
15	10/13	Manufacturing & Service Technologies	Daft Ch 7 ; Case: McDonald's	
16	10/18	Using IT for Control & Coordination	Daft Ch 8	
17	10/20	Using IT for Control & Coordination	Case: Zara	Team Charters due 10/23 5pm
18	10/25	Organization Size, Life Cycle, & Decline	Daft Ch 9	
19	11/1	Organization Size, Life Cycle, & Decline	Case: Sears	
20	11/3	Organizational Culture & Ethical Values	Daft Ch 10	
21	11/5	Organizational Culture & Ethical Values	Case: JPMorgan	QUIZ 2; Mechanisms due 11/6 5pm
22	11/8	Innovation & Change	Daft Ch 11	
23	11/10	Innovation & Change	Case: WL Gore	<i>Last day to drop 11/11</i>
	11/15	NO CLASS		Project drafts due 11/15
24	11/17	Decision-Making; Measurement & Rewards	Daft Ch 12 ; Case: Yahoo	
25	11/22	Conflict, Power, & Politics	Daft Ch 13 ; Case: TEPCO	
	11/24	NO CLASS	THANKSGIVING	
26	11/29	Course Review		Team Projects (rehearsal & review)
27	12/1	Team Presentations		Team Papers due 12/2 5pm
	12/6	Final Exam		

MARSHALL GUIDELINES

Add/Drop Process

If you are absent six or more times prior to Nov 10, 2016, I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

Technology Policy

Device and network usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom.

Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit www.usc.edu/disability.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.