MOR 551, Human Capital Performance and Motivation  
Spring, 2013  
6:30pm – 9:30pm Mondays  
Room ACC 201

Professor:  John W. Boudreau  
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e-mail: john.boudreau@usc.edu  
Office Hours:   Monday 3:30 – 4:30 and by appointment

COURSE DESCRIPTION

Virtually every CEO and business leader touts the importance of their people in achieving competitive success. Organizational leaders readily admit that understanding and motivating the performance of their people are critical skills, and a great deal of time and effort is spent on performance management and motivation issues by business leaders. Yet, business leaders also admit that they are far more confident in their decisions about money, technology, and products, than in their decisions about their human capital or “talent.” Leaders who excel at enhancing employee motivation and performance will be leaders in innovation and strategy execution.

Objectives

After completing this course you should:
(1) Better recognize when motivation is high or low and why;
(2) Understand some motivational techniques that can improve work performance;
(3) Be better skilled in evaluating and contributing to motivation and performance management interventions in your organization.

Content

In this course, we address six major motivational frameworks: (1) goals, (2) needs, (3) equity, (4) expectancy, (5) learning/reinforcement, and (6) social identity theory. Theory, concepts, and managerial techniques associated with each framework will be explored through lectures, cases, discussions, guest speakers, and exercises. We will draw on principles from management, social psychology, sociology, and anthropology. You will have the opportunity to better understand how the motivational principals apply to your own work life and to those whom you manage.

Materials

Required materials:
3. Custom course readings packet containing articles and cases.

Format

I will facilitate a dialogue among the class participants rather than deliver a monologue. This is to encourage discussions among the class members to incorporate the wealth of your personal experiences into the classroom. In-class discussions may range from theoretical to practical to topical to anecdotal, and will seldom result in a right
answer. Rather the classes will pose questions and contingencies that help you build your own framework to understand how human capital affects your success and the success of the organizations you join.

I expect your interactions to be informed, well-reasoned and constructive.

The assigned readings and cases are expected to be read before you arrive in class. If you postpone or skim this material, you will likely be more “lost” during class, and your class participation grade will suffer. The more you can complete ahead of time, the more productive the classes will be for us all.

There may be additional handouts throughout the course (e.g., articles, cases, exercises or other readings). Not all class materials will be discussed to the same extent. Most classes include a case, which will typically serve as the basis of class discussion.

It is likely that class time will only cover part of all the potential issues raised by the articles or by our discussions. Thus, I strongly encourage the groups to use time outside of class to engage in discussion. These discussions could further examine the articles and activities, their implications, and their potential application to individual objectives.

Students enter the class with different backgrounds, experiences, and learning objectives. It may not always be possible to address each individual’s questions in the classroom, or even in small-group discussions. Please use opportunities outside of class (office hours, appointments, telephone, e-mail) to interact with me, to fill in gaps.

Like all areas of management, performance management and motivation are not exact sciences, but frameworks for analysis and decisions. This ambiguity can cause discomfort, but one objective of the course is to provide ways to make ambiguous issues more tractable. The “right” answer seldom exists, but we will often conclude that there is a right approach to finding an answer. There is no one “best way” to manage people, but there are proper frameworks to help determine the most appropriate way given the situation and people involved.

**Class Guests**

Students consistently ask me for examples of organizations that do human resources management well, and want to hear the “real story” behind the cases or organizations that they know. So, I invite top HR officers and globally-known thought-leaders to join us throughout the semester, as guests. This is your opportunity to interact first-hand with these leaders. It is very important to have good, active attendance for these sessions. Students are expected to make every effort to attend all classes, particularly those with guests. Please schedule these dates in your calendar now. Class sessions with guests carry double the participation credit, so missing guest dates can quickly lower your participation grade.

### Grading

<table>
<thead>
<tr>
<th>Class element</th>
<th>Grade Percent</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Manager's Workshop Assignment</td>
<td>20%</td>
<td>April 8</td>
</tr>
<tr>
<td>In-class case presentations</td>
<td>20% (one per student)</td>
<td>Various</td>
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<tr>
<td>Motivation Situation Analyses</td>
<td>50% (Two per student)</td>
<td>March 11, April 29</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Various</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Note: Returned paperwork, unclaimed by a student, will be discarded after 4 weeks and will not be available.

**Manager's Workshop**

The Manager's Workshop (MW) is a CD-ROM based multimedia simulation that places you in the role of a new manager at Omega Pharmaceutical Corporation. Your task is to manage five organizational members who have exhibited performance problems. You are presented with a series of choices for managing each employee. Each
time you make a management decision, you will be shown a brief video that reveals the consequences of your decision. You will then be given another set of choices. This process continues until you have successfully or unsuccessfully managed each employee. This simulation allows you to apply your knowledge from this and other courses as well as from your personal experiences. You are required complete a Decision Record tracking your progress on the manager’s workshop, along with a 5-page paper (about 3000 words) describing what you have learned from the simulation. **This assignment is due on April 8 at the start of class. See the bottom part of the syllabus for guidelines. In particular be sure you disable pop-blockers and make sure that your Decision Record is being stored as you go through the semester.**

On or before April 8, Deliver one hard copy of your paper to me in class and upload a PDF of your assignment to the Blackboard site, on or before the due date.

**Class Participation**

Your career success depends on your skill in articulating and defending your ideas and engaging a productive dialogue with your colleagues. You should consider our classroom as a laboratory in which you can test and improve these skills. I will assess your individual participation at the end of every class, and the combination of those in-class participation observations will inform your participation grade at the end of class.

Some of the criteria that make for effective class participation include:

- **Involvement:** Are you following the discussion attentively? Are you actively contributing ideas? Are you respectful of others in how you formulate your contributions?
- **Listening:** Are you a good listener? Are your points relevant to the flow of the discussion? Do you link them to the comments made by others?
- **Adding value:** Do your comments show insightful analysis of the case data? Do they use relevant practical experience? Are they succinct and effective? Do they clarify and highlight the important aspects of earlier ideas and lead to a clearer statement of the relevant concepts and issues?
- **Risk-taking:** Are you willing to test new ideas, or are all your comments “safe” (repeating case facts without analyses and conclusions, or simply generic statements that would be true in almost any setting) Do your comments raise “difficult” questions that challenge us to think more deeply?

Everyone in the class is expected to prepare for every session — not only the ones they are responsible for presenting as an opening team. Doing the readings and attending class are not enough. Team preparation is encouraged. You should try to schedule a regular time for your team to meet prior to each class to share ideas on the assigned case and readings, and to work together to formulate a deeper analysis of the case issues. You will learn much more this way. Since during class I may call on students at any time, please avoid embarrassment by telling me before class if you are not prepared.

**In-Class Team Case Presentations (each student will do one)**

Early in the semester, students will form into teams, and we will assign case presentations.

The basic questions in most cases are same:

1) what are the issues the organization needs to address?
2) what alternatives does the organization have in tackling these issues, and which alternative makes most sense?
3) what specific action plan would you recommend?

As in other case-based classes, there are no right answers, but there wrong answers. It is for you to identify the specific issues posed by the case and to decide how they can best be addressed. Most of these cases present a well-rounded picture of a business situation; they are not merely illustrations designed to exercise or test your knowledge of a given slice of theory or chapter of the textbook. As a result, the concepts needed to analyze the case are not narrowly bounded by the assigned background reading. In many cases, you will find it useful to invoke concepts from earlier in the course, from other courses, or from your own experience.

 Discussions of cases will begin with presentation by a student team. After the opening presentation, the discussion
will be opened to the whole class. As a group, we will try to build a complete analysis of the situation and address the problems and issues.

You should think of these presentations as if they were presentations by a group of outside consultants (your team) reporting to the case company’s management team (the class). So a recapitulation of the case data is unnecessary.

The “Guidelines for team opening presentations” at the end of this syllabus describe my expectations of these presentations. One or more team members should present the team’s analysis to the class. The opening presentations should be no more than 20 minutes. Those who take longer than 20 minutes will be penalized. Note: You can use up to an extra 5 minutes of presentation time for audio and video media if you wish. The media should be relevant to your case analysis, but can also be designed to “liven up” your case presentation. The time used by the media (up to 5 minutes) will not be counted against your 20-minute limit.

Each team will give me a copy of their slides, notes, and relevant back-up materials. (See the description of the “Talking document” under “Guidelines for Team Presentations” below.)

**Note:** Please send an electronic copy of the presentation and background materials to me before 3pm on the day of your presentation, so that I can plan the class. Please bring one hard-copy of your presentation to class for me. If we have a class guest, please also bring one hard copy to class for the guest.

After each presentation I will send feedback to the team. The grading of the oral delivery of the presentation will not penalize people for language difficulties when their first language is other than English.

After each presentation, each team member will complete and deliver to me a copy of the confidential team evaluation, using the format that I will provide to the class. These ratings will form the basis for the Group Participation part of your grade.

**Individual Practical Situation Application (Each student will do two)**

Each student will complete two individual assignments. These assignments will consist of an analysis of a particular motivation or performance management situation in an actual organization, identifying where and how the elements of motivation theory and performance management theory can make a tangible difference. The first assignment will be due on or before March 11 at the start of class. The second assignment will be due on or before April 29 at the start of class. Deliver one hard copy of your paper to me in class and upload a PDF of your assignment to the Blackboard site, on or before the due date.

The subject of your assignments should ideally be a real-world situation with which you have experience. Using a real situation that you are familiar with will greatly increase your learning. If it is impossible, particularly for students with little work experience, I will accept an analysis of a situation drawn from the business press.

- You are graded less on whether your analysis is “right” or “wrong,” more on the quality of your reasoning.
- Clear writing is as important to your career as clear oral expression. Make sure your writing is technically correct and that the logic flows clearly and compellingly.
- This is an individual assignment, and subject to USC’s Academic Integrity standards.
- Prepare the assignment as a hard copy and PDF with 8-1/2 x 11 format, single-spaced, with one-inch margins.
- If you would like me to mail your paper to you, include your mailing address.
- The word limit is 3,000 words (about 5 pages) plus a maximum of six pages of exhibits. Please note that these are maximum limits. You should try to make your paper as concise and coherent as possible.
- Exhibits should be used to support your argument with information that can be presented in a table or chart (such as financial analysis, action timelines, etc.) or that would be too detailed for the body of the paper.
- Your paper should be the quality that you would provide to the management of a business. class.
Class Schedule

January 14  Course Introduction and Goal Theory


Manager’s Workshop:  Goal Theory, Manage “Wilson” and Lumberjacks

January 21  No Class. Martin Luther King Day

January 28  Pivotal Roles and Diversity


Read online this short research summary online a 1999 article about Stanford research on teams and diversity http://www.gsb.stanford.edu/news/research/hr_diversity.shtml

David A. Thomas and Stephanie J. Creary. “Meeting the Diversity Challenge at PepsiCo: The Steve Reinemund Era”

GUEST: Mr. Alan Church Vice President of Human Resources at Pepsico.

Feb 4  Need Theory and Personality


The Wikipedia site on the Big-5 Personality Traits is a reasonably accurate background reading. Please take a look. http://en.wikipedia.org/wiki/Big_Five_personality_traits
Manager’s Workshop: Need Theory and Manage Jim and Flexible Benefits

CASE: The Satera Team at Imatron Systems, Inc. (A)

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**February 11**

**Assessing Individual Traits and Competencies**


CASE: Christopher A. Bartlett; Meg Wozny March 27, 2000 Microsoft's Vega Project: Developing People and Products

**Guest:** Mr Russ Allison, Director Leadership Development, Formerly PDI and Hewlett Packard

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**February 18**

**No class, President’s Day**

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**February 25**

**Equity Theory and Justice and Dismissal**


Note on Terminations `Jim Ellis, Bethany Coates. Oct 29, 2007

Manager’s Workshop: Equity Theory Manage “John” and Office Assignments


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**March 4**

**Expectancy Theory**


Cappelli HR.com item on incentive pay gone awry
http://www.hreonline.com/HRE/story.jsp?storyId=127485089

World at Work, “Communicating Executive Rewards”. PDF available from the Blackboard site

Manager’s Workshop: Expectancy Theory, Manage Buff, nurses attendance

Case: Brian Hall, Jonathan P. Lim, Houston Lane Oct 11, 2002 Akamai’s Underwater Options (A)

<table>
<thead>
<tr>
<th>March 11</th>
<th>Pay and Rewards</th>
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<tr>
<td><a href="http://www.hreonline.com/HRE/story.jsp?storyId=330854585">Link</a></td>
<td>Cappelli nicely argues how the rank-and-file can make the same arguments for big bucks that the executives do.</td>
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<tr>
<td>Read online: How to fix executive compensation <a href="http://online.wsj.com/article/SB10001424052970203462304577138691466777460.html">Link</a></td>
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<tr>
<td>Case: See the Allergan case materials to be posted on the Blackboard class site</td>
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GUEST: Mr. Scott Sherman, VP of HR, Allergan

| March 11         | First Individual Assignment Due at or before beginning of class.
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<td>Apply Goal, Need, and Equity/Justice Theory</td>
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| March 18         | Class Break, Spring Recess |

| March 25         | No class, Catch-Up Day. Work on Manager’s Workshop |

| April 1          | Learning and Reinforcement Theory |


Manager’s Workshop: Learning Theory, Manage “Lisa” airline reservations

Mindfulness at Work

Read the article this website: [Link](http://www.ft.com/intl/cms/s/2/d9cb7940-ebea-11e1-985a-00144feab49a.html#axzz25deiuuhF)

Employee Attitudes and Emotions


**Guest:** Janice Marturano, Founder and Executive Director, Institute for Mindful Leadership

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**April 8**

**Social Identity Theory, Status and Social Esteem**


LinkedIn has a site where you can see a visual representation of your connections  
http://www.youtube.com/watch?v=PC99Nw2JX8w&feature=related  
http://inmaps.linkedinlabs.com


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**APRIL 8**

**Individual Assignment Due at or before start of class: Manager’s workshop analysis**

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**April 15**

**Motivation in Teams**


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**April 22**

**Culture and Fit and Reputation**

Managing the Multiple Identities of the Corporation Apr 1, 2002 John M.T. Balmer, Stephen A. Greyser. California Management Review

Meehan, P., Rigby, D. & Rogers, P. “Creating and sustaining a winning culture”

Case: “Mark Hurd at HP: Driving Strategic Execution” 2007 by Robert A. Burgelman and Philip Meza. HBS Case # SM160-PDF-ENG

GUEST: Tracy Keogh, Chief HR Officer, HP

April 29

Putting it Together: Performance Management, Wrap-Up


April 29

Final Individual Assignment Due at or before the start of class. Apply Expectancy, Learning/Reinforcement, Attitude and Social Identity/Culture Theories

HAVE A NICE SUMMER

Class Policies

LATE WORK NOT ACCEPTED, except in very rare cases of emergency, documented medical excuses, and only with my expressed approval for an extension. Failure to hand in any assignment will result in a failing grade.

Appealing Graded Assignments:
In order to maximize the learning process and to insure careful attention to grade appeals, the following appeals procedure will apply:
Step One: The student will prepare and hand in a statement describing why s/he feels the assignment was mis-graded. Note: This statement would show why the paper or test, as handed in, satisfied the requirements of the assignment better than the grade indicates. It is not an opportunity to submit a new response to the assignment. The appeal statement should be clear, concise, and should include references to the texts, lectures, reserve readings, and specific assignment questions where applicable.
Step Two: Within one week after the graded assignment has been returned to the class, the student submits the appeal statement along with a copy of the graded assignment to me.
Step Three: I will respond to the appeal in writing and return it to the student during class.
Step Four: After reading my response, the student may, if s/he wishes, schedule a meeting with me to discuss the appeal further. At this meeting a final decision will be made.
Note: Any appeals not received within one week after the assignment has been returned will not be considered. Also, I reserve the option of reviewing the entire appealed assignment (and re-grading if it is warranted), including sections not specifically addressed in the student's appeal.

Academic integrity
The Marshall Code of Professional and Academic Integrity was written by Marshall students and is upheld by Marshall students. It is not my place to “enforce” the honor code — it belongs to you, not to me. I have agreed to support the Marshall
Honor Committee in its efforts to make the code relevant and meaningful by providing this reminder and endorsement of the code. A copy is posted in every classroom.

The following information on academic integrity, dishonesty, and the grading standard are placed here at the recommendation of the Marshall school’s leadership and are taken from the Faculty Handbook:

“The University, as an instrument of learning, is predicated on the existence of an environment of integrity. As members of the academic community, faculty, students, and administrative officials share the responsibility for maintaining this environment. Faculty have the primary responsibility for establishing and maintaining an atmosphere and attitude of academic integrity such that the enterprise may flourish in an open and honest way. Students share this responsibility for maintaining standards of academic performance and classroom behavior conducive to the learning process. Administrative officials are responsible for the establishment and maintenance of procedures to support and enforce those academic standards. Thus, the entire University community bears the responsibility for maintaining an environment of integrity and for taking appropriate action to sanction individuals involved in any violation. When there is a clear indication that such individuals are unwilling or unable to support these standards, they should not be allowed to remain in the University.” (Faculty Handbook, 1994: 20)

Academic dishonesty includes: (Faculty Handbook, 1994: 21-22)

- Fabrication - any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.
- Plagiarism - the appropriation and subsequent passing off of another’s ideas or words as one’s own. If the words or ideas of another are used, acknowledgment of the original source must be made through recognized referencing practices.
- Other types of academic dishonesty - submitting a paper written by or obtained from another, using a paper or essay in more than one class without the teacher’s express permission, obtaining a copy of an examination in advance without the knowledge and consent of the teacher, changing academic records outside of normal procedures and/or petitions, using another person to complete homework assignments or take-home exams without the knowledge or consent of the teacher.

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 the instructor as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 am to 5:00 pm, Monday through Friday. The phone number of DSP is (213) 740-0776

Guidelines For In-Class Team Case Presentations
(Adapted with thanks to Professor Paul Adler)

The client is the relevant manager in the case. Do make sure you identify a specific client, since your action recommendations will need to be ones that this client can implement. In some case studies, it is not obvious who the relevant manager really is, so you must choose carefully and make your choice clear. Your presentation is to the class, and you should think of the class as if we were the client and his/her management team, familiar with the facts and situation in the case. Therefore you should not waste time repeating the case facts.

Your presentations should include the following elements:

First, a single summary slide on which you very succinctly tell us the main issue, and what you recommend the client do about it. If you only had one slide to summarize your “take aways,” this would be it.

Second, an overview of your presentation — the agenda. Start with an insightful diagnosis of the key problem(s) facing the client. In some cases, the real issues may be obvious; but it other cases, the issues stated in the case are more like what physicians call “presenting symptoms” and you will have to identify the underlying illness -- their “root causes.” There are usually multiple problems. Sometimes you can identify one root cause running through them, which gives coherence and power to your recommendations. Sometimes the client’s definition of the problem is wrong, and you have to convince them that the real problem lies elsewhere. Sometimes, the case describes a situation without explicitly identifying any specific issues at all. Developing problem-definition ability is important. Your diagnosis should be argued, not just asserted, using the relevant facts of the case and appropriate analytic tools to support your identification of the root causes.
Third, specify a **strategic plan** that can address the problems facing the organization. The strategic plan specifies a general “compass heading” you are recommending to your client — the general direction they should follow to solve their problem. It is not a list of things worth doing, but a broad outline of the approach solves the problems. Remember: there are lots of points of view in the client organization (and in the class) on how to solve its issues, and your job is to convince us that your analysis is the most plausible and your recommended strategy is the most likely to achieve success. The following elements can help:

- Identify between two and four different and plausible **strategy alternatives** for tackling the client’s problems. Look for mutually exclusive alternatives, not variants of the same basic idea.
- Analyze the **pros and cons of each alternative**, using a common set of criteria. Many strategic and operational factors are potentially relevant, so you must come up with a well-grounded, focused set of key criteria. These criteria are usually implied by the priorities in the organization’s mission and strategy.
- Explain why you believe your preferred alternative is superior to the others. One technique is to weight the relative importance of your criteria, score each alternative on each criterion and calculate an overall score for each alternative. Test your results considering plausible alternative weights and scores.

The details of this deep analysis can go in an Appendix. You will likely show the class only the key conclusions. This kind of analysis is most valuable differentiating between the issues where disagreement would change the final conclusion versus minor issues where disagreement doesn’t matter.

Your **implementation plan** should deal with the strategy’s hurdles, risks, timing, costs and benefits:

- Identify the likely **hurdles** your client will face in pursuing your proposed strategy and explain how your client could overcome them. Identify “points of resistance” and “points of assistance” and discuss how your client could neutralize the former and strengthen the latter.
- Identify the **risks** confronting your strategy, how they can be mitigated, and how to deal with them if they do materialize.
- Recommend the **timing** of next steps: what needs to be done today, next week, next month, next quarter, and next year – and who should be responsible for these activities.
- Consider the **costs** as well as the **benefits** of your plan of action. If you don’t have enough information to fully ground your plan in the case data, make plausible assumptions and note the most important ones in your report. The implementation plan often brings to the surface new issues, so you will need to iterate back to your issue-analysis and strategic analysis.

Wrap up with a single **conclusion slide** that reminds the client of your main message.

**Presentations will be held to a strict 20 minute time-limit, with up to 5 additional minutes for very relevant video material.** This time limit forces you to “peel the onion” — to push your analysis of the case issues to successively deeper levels until you identify the core issues. Presentations usually can analyze a maximum of four alternative solutions, and only one implementation plan. Choose a reasoned plan, that can serve as a starting point for discussion.

**NOTE:** You can use up to an extra 5 minutes of presentation time for audio and video media if you wish. The media should be relevant to your case analysis, but can also be designed to “liven up” your case presentation. The time used by the media (up to 5 minutes) will not be counted against your 20-minute limit.

**Written report**

Present your written report in the form of “Talking documents” composed of the Powerpoint Slides, with accompanying Notes, plus whatever Appendices are necessary for backup information and analysis. Where the charts are not self-explanatory, bullet points Notes (not extensive prose) are important. It can help to imagine that your presentation materials circulate after your meeting with the client, and you’d like people who didn’t make the meeting to be able to follow your reasoning. Notes should not be your voice-over script and should not be a prose report in disguise: they should simply add, in bullet point form, whatever extra information the reader would need to understand the point of the Slide. Include Appendices that showed any backup analysis you performed or data you collected, such as the details of your decision analysis, or some financial analysis. Provide a copy of your
“Talking document” (Slides, Notes, and Appendices) at the beginning of your presentation. If some of your slides are complex, consider bringing enough hard copies for class members to read.

Guidelines for the Manager’s Workshop Personal Learning Assignment

Your Assignment
You are required to complete a Decision Record tracking your progress on the manager’s workshop, along with a paper no longer than 5-page paper describing what you have learned from the simulation. This assignment is due on April 8 at the beginning of class. Deliver one hard copy of your paper to me in class and upload a PDF of your assignment to the Blackboard site, on or before the due date.

Grading Criteria and Guidelines

Your description of your learning should provide an indication of both your experience as well as your grasp and use of the elements of the CD-ROM learning tools, and the application of the theories and information in the CD and in class. The assignment is an opportunity not only for you to demonstrate your ability to use and apply the class theories and principles, but also as an exercise for you to gain skills in considering your own learning style, goals and motivations. Therefore, your report should answer at least these questions:

1. What principles or theories did you find most difficult and why?
2. What principles or theories did you find most easy and why?
3. Where did you encounter situations where you made mistakes at first, and then the simulation helped you see the solution and the principles more clearly? What did you learn?
4. Where did you find that you managed the situation easily the first time through? Why do you think this happened?
5. What theories applied to each of the employees and why (you can do this in an Exhibit if you wish). Which employee situations were more one-dimensional (one theory really applied to them), and which had multiple needed to understand the situation?
6. Which learning elements are most relevant to your own personal management style? Note things you learned that did or might change your own way of approaching motivation and performance management in the future.

- You are graded less on whether your analysis is “right” or “wrong,” more on the quality of your reasoning.
- Clear writing is as important to your career as clear oral expression. Make sure your writing is technically correct and that the logic flows clearly and compellingly.
- This is an individual assignment, and subject to USC’s Academic Integrity standards.
- Print the assignment on regular 8-1/2 x 11 paper, single-spaced, with one-inch margins.
- If you would like me to mail your paper to you, include your mailing address.
- The word limit is 3,000 words (about 5 pages) Please note that these are maximum limits. You should try to make your paper as concise and coherent as possible.
- You should attach a copy of the printable decision analysis from the Manager’s Workshop. You may attach different versions of the decision analysis if they help to support your description of your learning and the application of the theories.
- Your paper should be the quality that you would provide to the management of a business.

A Few Notes About the Workshop CD

1. Often, opening up a new section will start one of the videos. You can just click directly on one of the other choices. You don’t have to watch each video to the end.
2. Click on the “Omega” binder first, to get an overview of the company.
3. Pop-Up Blockers can interfere with the CD elements, particularly recording your decisions. So, exit them or disable them while you run the CD. NOTE: You will use the recorded progress record produce by the CD in your assignment, so check throughout the semester to be sure your work is recorded.
4. Mastery Tests and the Satisfaction Assessment and Motivation Style Assessment will provide you with feedback only if you have your “cookies” enabled in your web browser software.

5. Each employee has several tabs of information. In the “Self Assessment” section are the employee’s scores for the “Satisfaction Assessment” and the “Motivation Style Assessment”. So, it is a good idea to familiarize yourself with these, by filling them out yourself before you evaluate the employees.

6. Theory Videos can be a useful starting point to review basic principles. We cover the theories in more depth in the class readings. The “Direction and Intensity” video is an overview of common concepts in all the motivation theories.

7. Cases provide illustrations of research or other information about the application of the theory.

8. Although the class assignments connect a particular employee, theory and case study, in fact the evaluation of most employee situations requires one or more theories. So, as you go through the semester you may want to go back to revisit your decisions about some employees, and you will want to keep track of what theories applied to many employees versus just one.

9. Your main interaction with the CD-ROM begins by putting the cursor over the phone, and then choosing one or another of the employees.

10. Progress in evaluating the employees is indicated by either asking you to “reconsider your decision,” which means that you did not choose the approach the CD would recommend, or by “congratulations …” which means you successfully managed the situation. There are no right answers but the CD gives you an idea of more appropriate ones.

11. MW Help is technical information about the CD